Spanish for Heritage Learners I
Course Documents

Black Horse Pike Regional School District

Course Overview

Spanish for Heritage Learners is a proficiency-based course designed for students who have been exposed to Spanish at home, in their community, or through family connections. The course builds upon students' existing language abilities while developing advanced skills in reading, writing, speaking, and listening. Students explore the diverse cultures, histories, and experiences of Spanish-speaking communities while strengthening their ability to communicate in both informal and academic settings.

Culturally Responsive and Relevant Teaching

Spanish for Heritage Learners values students' linguistic, cultural, and personal experiences as strengths. Instruction honors students' Latino heritage while also reflecting their lives as bilingual and bicultural teenagers in the United States. Through meaningful lessons and ongoing *Amor Propio* journaling, students connect language learning to their identities, experiences, interests, and future goals, building confidence, cultural pride, and real-world communication skills.

Pacing Guide

<u>September</u>

Getting Started

3 days / approximately 1 week

Students participate in:

- Course expectations and procedures
- Language-background survey

- Community-building activities
- Introduction to Heritage Spanish

NJSLS – World Languages

7.1.AL.IPERS.1
Participate in extended conversations about personal, social, and professional topics, using paragraph-level speech and writing across major time frames.

7.1.AL.PRSNT.4
Use language creatively in writing for personal, career, or academic purposes using connected sentences in paragraph-level narration and description.

September–June, weekly

Amor Propio

Ongoing: 1 day per week

Students complete weekly journals focused on:

- Self-expression
- Reflection
- Goal setting
- Identity development

NJSLS – World Languages

7.1.AL.IPERS.4
Give a viewpoint and supporting evidence when participating in a group discussion on topics of a personal, academic, or social nature in informal and some formal settings.

7.1.AL.PRSNT.4
Use language creatively in writing for personal, career, or academic purposes using connected sentences in paragraph-level narration and description.

September–October

Unit 1: La identidad

UNIT OVERVIEW

CURRICULUM DOCUMENT

ESTIMATED TIME LINE: 5 weeks

Topics

- Identity
- Ethnicity
- Nationality
- Bilingualism
- Language and culture

Pacing Guide

Week	Lessons	Focus
Week 1: Personal Identity	**Lessons 1–6**	**Bilingual Struggles, Poetry Message, Music & Identities, Who Am I?, Identity Presentations, My Life Story**
Week 2: Identity Labels	**Lessons 7–13**	**Latinx, Identity Discussions, Identity Terms, Choosing Identity Labels, Mestizo, Complex Identity, Race vs. Ethnicity**
Week 3: Names & Language	**Lessons 14–21**	**Literary Devices, Metaphors/Similes, Story of My Name (2 lessons), All About Languages, Prestige of Language, Linguistic Imperialism, Language Vocabulary**

Week 4: Afro-Latino Identity & Poetry	**Lessons 22–26**	**Afro-Latino Identities, *Me gritaron negra*, Nationality Terms, Identity in Poetry, Writing Identity Poems**
Week 5: Culminating Activities	**Lessons 27–29**	**Peer Feedback, Gallery Walk & Nationality Quiz, Unit Assessment**

Major Assessments

- Identity poem
- Personal narrative
- Cultural reflection

NJSLS – World Languages

7.1.AL.IPRET.1
Identify main ideas and significant details in a range of oral, viewed, and written texts.

7.1.AL.IPERS.1
Participate in extended conversations about personal, social, and professional topics, using paragraph-level speech and writing across major time frames.

7.1.AL.IPERS.5
Interact in a variety of familiar and a few unfamiliar situations using culturally appropriate verbal and non-verbal communication strategies.

7.1.AL.PRSNT.4
Use language creatively in writing for personal, career, or academic purposes using connected sentences in paragraph-level narration and description.

November–December

Unit 2: *Cajas de cartón*

UNIT OVERVIEW

CURRICULUM OVERVIEW

Time Line: 4 weeks

Topics

- Family
- Migration
- Work
- Community

Major Assessments

- Literary discussions
- Analytical writing

NJSLS – World Languages

7.1.AL.IPRET.5
Analyze a literary or informational text including theme, author's purpose and tone, inferences.

7.1.AL.IPERS.3
Maintain conversations by comparing and contrasting preferences, opinions, and advice using paragraph-level speech and writing across major time frames.

7.1.AL.IPERS.4
Give a viewpoint and supporting evidence when participating in a group discussion on topics of a personal, academic, or social nature in informal and some formal settings.

7.1.AL.PRSNT.4
Use language creatively in writing for personal, career, or academic purposes using connected sentences in paragraph-level narration and description.

January

Unit 3: Dolores Huerta and Farm Workers' Rights

8 days / approximately 2 weeks

Topics

- Research
- Historical analysis
- Labor rights
- Social justice

Major Assessment

- Research presentation

NJSLS – World Languages

7.1.AL.IPRET.1
Identify main ideas and significant details in a range of oral, viewed, and written texts.

7.1.AL.IPRET.5
Analyze a literary or informational text including theme, author's purpose and tone, inferences.

7.1.AL.IPRET.9
Differentiate facts from opinions by accurately answering most questions that require inferring implied meanings.

7.1.AL.IPERS.4
Give a viewpoint and supporting evidence when participating in a group discussion on topics of a personal, academic, or social nature in informal and some formal settings.

7.1.AL.PRSNT.1
Create and deliver research-based presentations to a target language audience, either electronically or in person using short paragraphs.

7.1.AL.PRSNT.3
Offer and support opinions and use persuasive language when presenting ideas and information.

February

Unit 4: El círculo literario

CURRICULUM DOCUMENT

4 weeks

Topics

- Independent reading
- Literature circles
- Discussion
- Reflection

Major Assessments

- Collaborative conversations
- Literary analysis

NJSLS – World Languages

7.1.AL.IPRET.5
Analyze a literary or informational text including theme, author's purpose and tone, inferences.

7.1.AL.IPERS.1
Participate in extended conversations about personal, social, and professional topics, using paragraph-level speech and writing across major time frames.

7.1.AL.IPERS.3
Maintain conversations by comparing and contrasting preferences, opinions, and advice using paragraph-level speech and writing across major time frames.

7.1.AL.IPERS.4
Give a viewpoint and supporting evidence when participating in a group discussion on topics of a personal, academic, or social nature in informal and some formal settings.

7.1.AL.PRSNT.4
Use language creatively in writing for personal, career, or academic purposes using connected sentences in paragraph-level narration and description.

March

Unit 5: Todos tienen derecho a una educación

TIME LINE: 2.5 weeks

CURRICULUM DOCUMENT

OVERVIEW

Topics

- Educational access
- Equity
- Contemporary issues

Major Assessments

- Inquiry-based investigations
- Collaborative projects

NJSLS – World Languages

7.1.AL.IPRET.1
Identify main ideas and significant details in a range of oral, viewed, and written texts.

7.1.AL.IPRET.9
Differentiate facts from opinions by accurately answering most questions that require inferring implied meanings.

7.1.AL.IPERS.4
Give a viewpoint and supporting evidence when participating in a group discussion on topics of a personal, academic, or social nature in informal and some formal settings.

7.1.AL.PRSNT.1
Create and deliver research-based presentations to a target language audience, either electronically or in person using short paragraphs.

7.1.AL.PRSNT.2
Create a research-based analysis of a current global problem or issue showing cultural perspectives associated with the target culture or cultures and another world culture.

7.1.AL.PRSNT.3
Offer and support opinions and use persuasive language when presenting ideas and information.

April–June

Unit 6: Cultura por todo el mundo hispanohablante

CURRICULUM DOCUMENT

Time line: 8–10 weeks

Topics

- Traditions
- Perspectives
- Products
- Practices throughout the Spanish-speaking world

Major Assessments

- Cultural investigations
- Presentations

NJSLS – World Languages

7.1.AL.IPRET.2
Interpret spoken and written language and nuances of culture, as expressed by speakers of the target language, in some formal and informal settings.

7.1.AL.IPRET.3
Analyze the use of verbal and non-verbal etiquette in the target culture or cultures and in one's own culture to develop an understanding of how cultural perspectives are reflected in cultural products and cultural practices.

7.1.AL.IPERS.5
Interact in a variety of familiar and a few unfamiliar situations using culturally appropriate verbal and non-verbal communication strategies.

7.1.AL.PRSNT.1
Create and deliver research-based presentations to a target language audience, either electronically or in person using short paragraphs.

7.1.AL.PRSNT.5
Compare and contrast the structural elements and/or cultural perspectives found in culturally authentic materials with those found in selections in English.

June

Final Portfolio and Reflection

1 week

Students compile evidence of proficiency growth through:

- Writing samples
- Projects

- Presentations
- Reflections

NJSLS – World Languages

7.1.AL.IPERS.4
Give a viewpoint and supporting evidence when participating in a group discussion on topics of a personal, academic, or social nature in informal and some formal settings.

7.1.AL.PRSNT.1
Create and deliver research-based presentations to a target language audience, either electronically or in person using short paragraphs.

7.1.AL.PRSNT.4
Use language creatively in writing for personal, career, or academic purposes using connected sentences in paragraph-level narration and description.

Unit durations are based on the Ascendencia Year One Curriculum Map and adapted for a full-year high school Heritage Spanish course.

Spanish for Heritage Learners I

Course Syllabus **2026–2027 School Year**

¡Bienvenidos a la clase de Español para Heritage Learners!

Teacher Information

Teacher:
Room:
Email:
Phone:

Course Description

Spanish for Heritage Learners I is designed for students who have been exposed to Spanish through their family, community, or cultural background. Rather than learning Spanish as a new language, students strengthen and expand the language skills they already possess while developing advanced academic reading, writing, speaking, and listening abilities.

Throughout the year, students will explore questions of identity, bilingualism, immigration, literature, social justice, and culture through authentic texts, media, discussions, and collaborative projects. Students will also investigate the rich diversity of Spanish-speaking communities around the world while developing pride in their linguistic and cultural heritage.

Instruction is proficiency-based and aligned to the New Jersey Student Learning Standards for World Languages (Advanced Low) and ACTFL's Five C's: Communication, Cultures, Connections, Comparisons, and Communities.

Course Themes

Throughout the year we will explore:

- Identity and Heritage
- Family and Community
- Language and Bilingualism
- Literature
- Migration
- Social Justice
- Educational Equity
- Cultures of the Spanish-Speaking World

Course Units

Getting Started

September (1 week)

Students will:

- Learn classroom procedures
- Complete a language background survey
- Build classroom community
- Explore what it means to be a Heritage Spanish speaker

Amor Propio (Weekly)

Students complete weekly journals centered on:

- Self-expression
- Reflection
- Identity
- Goal setting
- Personal growth

Unit 1 – La identidad

September–October

Topics include:

- Identity
- Nationality
- Ethnicity
- Race
- Heritage language
- Bilingualism
- Afro-Latino identity
- Identity poetry
- Personal narratives

Major Assessments

- Identity Poem
- Personal Narrative
- Cultural Reflection

Unit 2 – *Cajas de cartón*

November–December

Topics include:

- Family
- Migration
- Labor
- Community
- Poverty
- Education

Major Assessments

- Literary Discussions
- Analytical Writing

- Literary Analysis

Unit 3 – Dolores Huerta & Farm Workers' Rights

January

Topics include:

- Research
- Labor Rights
- Historical Perspectives
- Social Justice

Major Assessment

- Research Presentation

Unit 4 – El círculo literario

February

Topics include:

- Independent Reading
- Literature Circles
- Literary Discussion
- Reflection

Major Assessments

- Collaborative Discussions
- Literary Analysis

Unit 5 – Todos tienen derecho a una educación

March

Topics include:

- Educational Equity
- Human Rights
- Contemporary Issues

Major Assessments

- Inquiry Investigation
- Collaborative Presentation

Unit 6 – Cultura por todo el mundo hispanohablante

April–June

Topics include:

- Traditions
- Products
- Practices
- Perspectives
- Global Spanish-Speaking Cultures

Major Assessments

- Cultural Investigation
- Country Presentation
- Research Project

Final Portfolio

June

Students will compile evidence of language growth through:

- Writing

- Speaking
- Presentations
- Projects
- Reflection

Materials

Students should bring to class every day:

- School ID
- Pencil or Pen
- Composition Book
- Binder or Folder
- Charged Chromebook
- Positive attitude and willingness to participate

Three unprepared classes = Teacher detention

Grading

35% Major Assessments

- Interpretive Assessments
- Interpersonal Communication
- Presentational Speaking & Writing
- Projects
- Research Presentations

35% Quizzes

Vocabulary

Reading

Listening

Grammar-in-context

Unit Quizzes

30% Classwork

In-Class Activities

Homework

Pear Decks

Discussions

Journals

Participation

Collaborative Learning

Classroom Expectations

We follow the **5 P's**

Be Prompt
Arrive to class on time and ready to learn.

Be Prepared
Bring all required materials and a charged Chromebook every day.

Be Positive
Support your classmates and contribute to a welcoming classroom community.

Be Productive
Participate actively, stay engaged, and complete assignments to the best of your ability.

Be Polite

Respect classmates, cultures, opinions, and our classroom environment.

Language Expectations

Spanish will be the primary language of communication in our classroom.

Students are encouraged to use Spanish as often as possible while recognizing that bilingual learners naturally use both languages as they develop academic proficiency. English may occasionally be used to clarify difficult concepts or support learning when appropriate.

Mistakes are expected—and celebrated—as an important part of language growth.

Technology

Students should bring a charged Chromebook every day.

Helpful classroom resources include:

- Google Classroom
- WordReference.com
- Quizlet
- Gimkit
- Blooket
- Pear Deck

Cell Phone Policy

Personal Electronic Devices: Cell phones must be silenced, placed in their assigned phone pouch inside of your backpack, and remain out of sight throughout the entire class period. Headphones, smart watches, smart glasses, gaming devices, personal laptops, tablets, and any other internet-connected devices are not permitted unless the teacher has given permission for instructional use. Failure to follow this expectation will result in consequences consistent with school and district policy.

Late Work

Homework assignments reviewed during class may not be submitted for credit.

Tests, quizzes, projects, and assignments that have **not yet been reviewed** may be submitted **within seven calendar days** for a maximum of **70% credit.**

Attendance

Because language learning happens through daily interaction and communication, regular attendance is extremely important.

If you are absent:

- Check Google Classroom.
- Review the absence folder.
- Ask a classmate what you missed.
- Complete missed work within the number of days you were absent.

Academic Honesty & Artificial Intelligence

Students are expected to complete their own work and maintain academic integrity at all times.

Unauthorized use of artificial intelligence, translators, plagiarism, copying another student's work, or submitting work that is not your own violates district policy.

This course follows the Black Horse Pike Regional School District **AI Stoplight Guidelines.** Unless otherwise indicated, assignments should be considered **Red Light (No AI).** AI may only be used when specifically authorized by the teacher and should support—not replace—student thinking and learning. Violations may result in loss of credit and disciplinary consequences.

Tardiness

Students are considered tardy if they are not inside the classroom when the bell rings.

- After **2 tardies**, home will be contacted.
- **3 tardies** will result in an administrative referral.

Tardy counts reset each marking period.

Leaving Class

If you need to leave class:

- Leave your phone in the classroom pouch.
- Limit restroom use to two times per week unless otherwise approved.
- Before leaving class, return borrowed materials, clean your workspace, and push in your chair.

School Policies

All Black Horse Pike Regional School District policies regarding attendance, discipline, academic integrity, technology use, dress code, and student conduct apply in this classroom.

Consequences may include teacher conferences, parent communication, detention, or administrative referral when appropriate.

Welcome!

I am excited to learn with you this year and celebrate the language, experiences, and cultures that make our classroom unique. This course is designed not only to strengthen your Spanish but also to help you discover the power of your bilingual identity and the important role you play in our multilingual world.

¡Bienvenidos! Estoy emocionada de aprender con ustedes este año.

BLACK HORSE PIKE REGIONAL SCHOOL DISTRICT

WHERE INSPIRING EXCELLENCE IS OUR STANDARD AND STUDENT ACHIEVEMENT IS THE RESULT

SPANISH FOR HERITAGE LEARNERS (SHL) I

Unit 1 - LA IDENTIDAD

Updated: 2026

Unit Summary:

Students explore the concept of identity through the lenses of language, culture, heritage, race, ethnicity, and personal experience. Throughout the unit, students examine how bilingualism, family history, and community shape self-identity while engaging with authentic poems, songs, social media posts, visual texts, and personal narratives. Students analyze identity-related terminology, explore diverse perspectives on self-identification, and investigate issues such as Afro-Latinidad, language prestige, and linguistic diversity. The unit culminates in students creating an original Spanglish identity poem that synthesizes their personal experiences and demonstrates interpretive, interpersonal, and presentational communication skills.

Unit Overview: **Unit 1: La identidad**	* Identity and Self-Expression * Heritage, Culture, and Community * Language and Identity * Bilingualism and Heritage Language Experiences * Race, Ethnicity, and Afro-Latinidad * Poetry, Storytelling, and Personal Narratives **Enduring Understandings** * Identity is shaped by language, culture, family, ethnicity, heritage, and personal experiences. * Language serves as a powerful tool for self-expression, communication, and cultural connection. * Individuals may identify themselves in different ways based on their unique backgrounds and lived experiences. * Bilingual and heritage language speakers often navigate multiple linguistic and cultural communities. * Understanding diverse perspectives and identities promotes empathy, inclusion, and cultural awareness. * Poetry, storytelling, and other forms of creative expression can communicate personal experiences, emotions, and perspectives.

Essential Questions (WHY)	● How does language influence who we are? ● How do culture, family, and heritage shape identity? ● Why do people choose different labels to describe themselves? ● What challenges and advantages come with being bilingual? ● How can literature, poetry, and art communicate identity? ● How can understanding different perspectives help us better understand ourselves and others?
Learning Targets/ Goals/ Outcomes (WHAT) *What will students be able to do/communicate by the end of this unit, and in what context?* *Interpretive, Interpersonal and Presentational* ***Can-Do Statements***	Students will... ● communicate their personal identities using spoken and written Spanish. ● explain how language, culture, family, and personal experiences influence identity. ● interpret authentic texts, songs, poetry, artwork, and social media related to identity. ● compare perspectives on ethnicity, race, heritage, and self-identification. ● analyze literary devices used in authentic texts. ● collaborate with classmates to discuss and evaluate ideas. ● create original written and visual products that communicate personal identity. ● present information and personal experiences using appropriate academic vocabulary. ● reflect on bilingualism and heritage language experiences. ● produce an original identity poem using literary techniques. Performance Indicators: Bloom's and the World Language Classroom: Unit-Specific Can-Do Statements: (*heavier focus on interpersonal and presentational Can-Do)
Assessment Plan: (HOW) *End-of-unit assessment: interpretive*, interpersonal and presentational communication tasks, using an authentic resource based on the theme/topic of this unit*	**Formative** ● Classroom discussions ● Think-Pair-Share activities ● Exit tickets ● Identity reflections ● Vocabulary checks ● Graphic organizers ● Annotated poems and articles ● Gallery walks ● Peer feedback ● Small-group discussions ● Journals

	• Short presentations **Summative** Interpretive • Analysis of authentic text(s) Interpersonal • Partner or small-group discussion about identity Presentational • Original Spanglish Identity Poem • Identity presentation • **Lesson 5** – Student Presentations of Their Identities • **Lesson 16–17** – The Story of My Name • **Lesson 26** – Identity Poems • **Lesson 27** – Peer Feedback of Student Poems • **Lesson 28** – Identity Poem Gallery Walk (+ Nationality Quiz if included) • **Lesson 29** – Unit Exam / IPA
Instructional Strategies and Resources **(HOW):**	**Instructional Strategies & Resources (HOW)** Instruction is grounded in culturally responsive, asset-based practices that affirm students' linguistic, cultural, and personal identities. Students' home languages, lived experiences, and cultural knowledge are recognized as strengths and incorporated into learning. Through authentic texts and meaningful discussion, students explore identity while making personal connections to their own experiences. **Instructional Strategies** • Inquiry-based learning centered on essential questions about language, identity, race, ethnicity, and belonging • Collaborative learning through Think-Pair-Share, partner interviews, small-group discussions, and peer feedback • Close reading, annotation, and discussion of authentic poetry, song lyrics, social media posts, and spoken word performances • Reflective writing, personal narratives, and identity journals • Identity-based projects, gallery walks, and student presentations • Graphic organizers, visual thinking routines, and multimedia analysis • Flexible grouping, differentiation, student choice, and ongoing formative assessment

Primary Instructional Resources

- **Bilingual Struggles** Instagram style activity and student-created social media messages
- **16 Personalidades** personality assessment and collaborative class slideshow
- **Entrevista con compañero/a** partner interview activity
- **"América latina"** by **Nicomedes Santa Cruz**
- **"Latinoamérica"** by **Calle 13** (song analysis and annotation)
- Identity terminology resources and **Definiciones** vocabulary slides/Quizlet activities
- **Mi nombre** narrative writing project
- Spoken word poetry videos and literary devices activities
- Afro-Latino identity videos and testimonials
- Authentic articles and multimedia exploring language, bilingualism, race, ethnicity, and identity
- Student-created **Spanglish Identity Poem** (culminating writing project)
- Peer review workshop and **Identity Poem Gallery Walk**

Instruction incorporates a variety of authentic print, digital, visual, and multimedia resources that represent diverse voices and perspectives across the Spanish-speaking world. Students demonstrate learning through speaking, listening, reading, writing, artistic expression, and multimedia presentations while developing cultural awareness, critical thinking, and confidence in their own identities

Amor Propio: Ongoing Reflection Journal Prompts

Students will continue the **Amor Propio** routine throughout the unit using weekly or teacher-selected journal prompts.

1. ¿Qué parte de tu identidad te hace sentir más orgulloso/a? ¿Por qué?
What part of your identity makes you feel the most proud? Why?

2. ¿Cómo han influido tu familia, tu cultura o tu idioma en la persona que eres hoy?
How have your family, culture, or language influenced the person you are today?

3. ¿Cuándo te has sentido verdaderamente comprendido/a o aceptado/a por ser tú mismo/a? Describe esa experiencia.
When have you felt truly understood or accepted for being yourself? Describe that experience.

4. ¿Qué significa tener una voz? ¿Cómo puedes usar tu voz para expresar quién eres y apoyar a los demás?

	What does it mean to have a voice? How can you use your voice to express who you are and support others? **5. ¿Qué meta personal tienes para crecer este año como estudiante, miembro de tu familia o de tu comunidad? ¿Qué pasos puedes dar para lograrla?** *What personal goal do you have for growing this year as a student, family member, or member of your community? What steps can you take to achieve it?*

BLACK HORSE PIKE REGIONAL SCHOOL DISTRICT

WHERE INSPIRING EXCELLENCE IS OUR STANDARD AND STUDENT ACHIEVEMENT IS THE RESULT

SPANISH FOR HERITAGE LEARNERS (SHL) I

Unit 2 – CAJAS DE CARTÓN (novel)
Cardboard Boxes

Updated: 2026

STANDARDS: New Jersey Student Learning Standards

Unit Summary:

In this unit, students read *Cajas de cartón*, a collection of autobiographical stories by Francisco Jiménez. Through the experiences of Francisco and his family, students explore migration, migrant labor, poverty, education, family responsibility, identity, health, resilience, and the pursuit of the American Dream.

The primary literacy focus of the unit is summary writing. Students identify new vocabulary, determine key events, write and revise a 150-word summary for each chapter, and compile their final summaries into a published booklet. Students also make personal connections to the text, participate in literary discussions, and analyze the contemporary experiences of migrant children through the documentary *La cosecha*.

Unit Overview: Unit 2: *Cajas de cartón*	**Unit 2: *Cajas de cartón*** • Autobiographical literature and personal narrative • Migration and the migrant-worker experience • Family, sacrifice, and responsibility • Poverty and socioeconomic inequality • Childhood labor and access to education • Working conditions and healthcare disparities • Identity, belonging, friendship, and resilience • Power, labor rights, and the American Dream • Summary writing, revision, and publication • Personal reflection and interpersonal communication

Enduring Understandings

- Literature helps readers understand experiences and perspectives that may differ from their own.
- Migration, poverty, labor conditions, and family circumstances can affect a person's health, education, identity, and future opportunities.
- Children and families may demonstrate resilience while navigating instability, hardship, and change.
- Effective summaries communicate the central ideas and key events of a text without including unnecessary details.
- Writers improve their work through planning, feedback, revision, and editing.
- Personal reflection and meaningful discussion can strengthen empathy and cultural understanding.
- The products people consume may have social, economic, and human costs that are not immediately visible.
- The American Dream is influenced by access to education, economic opportunity, legal status, and social support.

Amor Propio: Ongoing Reflection

Throughout the unit, students will continue the **Amor Propio** routine through weekly reflective journal entries. Prompts encourage students to connect the themes of *Cajas de cartón* to their own lives while fostering gratitude, resilience, empathy, self-worth, and personal growth.

Possible Prompts:

1. ¿Qué desafío has superado en tu vida y qué aprendiste sobre ti mismo/a gracias a esa experiencia?
What challenge have you overcome in your life, and what did you learn about yourself because of that experience?

2. ¿Quién forma parte de tu sistema de apoyo? ¿Cómo te ayudan esas personas a seguir adelante en los momentos difíciles?
Who is part of your support system? How do those people help you move forward during difficult times?

3. ¿Qué significa la resiliencia para ti? Describe un momento en el que tuviste que ser fuerte o perseverar.
What does resilience mean to you? Describe a time when you had to be strong or persevere.

4. ¿Por qué es importante sentir gratitud, incluso durante los momentos difíciles? ¿Por qué estás agradecido/a hoy?
Why is it important to feel gratitude, even during difficult times? What are you grateful for today?

5. Después de leer *Cajas de cartón*, ¿qué cualidad admiras más en Francisco o en su familia? ¿Cómo puedes desarrollar esa cualidad en tu propia vida?
After reading Cajas de cartón, *what quality do you admire most in Francisco or his family? How can you develop that quality in your own life?*

	Ascendencia recommends one self-love prompt each week throughout the year, beginning with a positive affirmation and followed by deeper reflection.
Essential Questions (WHY)	**Essential Questions** ● How do migration and socioeconomic conditions affect individuals, families, and communities? ● How do poverty and unstable working conditions influence health, education, and opportunity? ● How does Francisco's identity and understanding of the world change throughout the novel? ● How do family, faith, friendship, and community help people respond to hardship? ● In what ways is Francisco's childhood similar to and different from the experiences of other young people? ● Why is the American Dream more attainable for some people than for others? ● How can literature and documentary film help us understand the experiences of migrant workers? ● How can consumers' choices affect workers, communities, and the environment? ● How do readers determine the most important information in a chapter? ● What makes a summary clear, accurate, objective, and complete? ● How can personal reflection help readers develop empathy and make connections between literature and their own lives?
Learning Targets/ Goals/ Outcomes (WHAT) *What will students be able to do/communicate by the end of this unit, and in what context?* *Interpretive, Interpersonal and Presentational* ***Can-Do Statements***	**Students will:** ● interpret the major events, conflicts, themes, and character development in *Cajas de cartón*. ● identify explicit information and make logical inferences using evidence from the novel. ● determine the central ideas and key events of each chapter. ● interpret unfamiliar Spanish vocabulary using context clues and reference resources. ● explain how migration, poverty, labor, health, education, and legal status affect Francisco and his family. ● compare Francisco's experiences with contemporary migrant-child experiences presented in *La cosecha* and other authentic resources. ● analyze the relationships between migrant workers, labor contractors, employers, schools, and communities. ● analyze how the changing seasons affect employment, housing, family stability, and school attendance. ● evaluate how the author's childhood circumstances influenced his identity and life trajectory. ● communicate personal reactions and text-to-self connections through *Preguntas personales*, partner conversations, class discussions, and written reflection. ● ask and answer follow-up questions during interpersonal discussions. ● respectfully compare different perspectives and lived experiences. ● participate in collaborative discussions and provide constructive feedback on classmates' writing. ● write an accurate summary of approximately 150 words for each chapter. ● distinguish central events from minor or unnecessary details.

- revise and edit summaries based on teacher and peer feedback.
- create a polished summaries compilation booklet that synthesizes the complete novel.
- communicate understanding through skits, letters, visual representations, discussions, and recorded speaking responses.
- reflect on gratitude, resilience, self-worth, support systems, and personal growth through ongoing *Amor Propio* writing.

Performance Indicators:

Students will demonstrate their learning by:

- identifying key events and vocabulary from each chapter.
- completing written chapter summaries.
- supporting interpretations with evidence from the text.
- making relevant comparisons between the novel, authentic resources, and personal experiences.
- exchanging information and responding spontaneously during partner and small-group discussions.
- providing meaningful peer feedback.
- revising written work for organization, accuracy, clarity, and completeness.
- communicating ideas through interpretive, interpersonal, and presentational tasks.
- completing formative assessments and summative assessments based on the novel and documentary.

Interpretive Communication

Students will be able to...

- identify the main events, conflicts, and themes in each chapter of *Cajas de cartón*.
- interpret Francisco's emotions, experiences, and changing perspective throughout the novel.
- determine the meaning of unfamiliar Spanish vocabulary using context clues.
- compare the experiences presented in the novel with those shown in the documentary *La cosecha*.
- explain how migration, poverty, labor conditions, and instability affect Francisco and his family.
- analyze how the author's experiences shape the themes and message of the novel.
- reflect on how Francisco's experiences influence their own understanding of family, resilience, and opportunity.
- recognize similarities and differences between their own lived experiences and those of Francisco and other migrant youth.

Interpersonal Communication

Students will be able to...

- ask and answer questions about characters, conflicts, and important events with partners and small groups in Spanish

	• express personal reactions and make connections between Francisco's experiences and their own lives. • respond to *Preguntas personales* and respectfully discuss topics such as family, responsibility, hardship, education, and resilience. • ask follow-up questions and respond appropriately during conversations. • compare different perspectives about migrant labor, childhood responsibilities, and the American Dream. • provide constructive feedback on a classmate's written summary. • participate in collaborative activities such as partner discussions, inside-outside circles, skits, and group analysis. • express empathy when discussing the experiences of migrant families and classmates. • share personal reflections and listen respectfully to the experiences and perspectives of others. • discuss how gratitude, perseverance, and support systems contribute to personal growth through class conversations and Amor Propio reflections. --- **Presentational Communication** **Students will be able to...** • write an accurate summary of approximately 150 words for each chapter. • organize key events in a logical sequence and distinguish important information from minor details. • revise and edit written summaries using teacher and peer feedback. • create a polished summary compilation booklet that demonstrates comprehension of the entire novel. • present personal connections and interpretations through speaking, writing, skits, letters, or visual representations. • explain how Francisco's circumstances influence his identity, education, relationships, and future opportunities. • compare *Cajas de cartón* and *La cosecha* in a written or oral response. • communicate ideas about migrant-worker experiences using relevant academic and unit-specific vocabulary. • reflect on gratitude, resilience, identity, and personal growth through ongoing Amor Propio journal responses. • present thoughtful connections between literature, authentic resources, and their own experiences using clear and organized Spanish. • communicate how the themes of the novel have influenced their understanding of themselves, their families, and their communities.
Assessment Plan: (HOW) *End-of-unit assessment:*	**Formative Assessments** • Chapter reading checks and completion checks • Vocabulary-in-context entries • Key-event notes for each chapter

interpretive, interpersonal and presentational communication tasks, using an authentic resource based on the theme/topic of this unit*	• Rough-draft chapter summaries of approximately 150 words • Teacher conferences and written feedback • Peer review and proofreading activities • Exit tickets and emotional-response statements • Predictions and pre-reading responses • Visual storyboard for the coat conflict • Letter to Miguelito or paired skit • Seasonal-food investigation and consumer-reflection activity • *Preguntas personales* responses • Inside/outside-circle discussions • *Amor Propio* journals and reflective writing • Chapter quizzes or quiz questions used as review activities **Suggested Quiz Breakdown** The twelve existing chapter quizzes may be consolidated into three larger checkpoints: **Quiz 1: Chapters 1–4** Focus: • the family's migration from Mexico • expectations placed on children • Francisco's early school experiences • living and working conditions • health, faith, and Tent City • vocabulary and major events **Quiz 2: Chapters 5–8** Focus: • friendship and separation • family instability • poverty and changing circumstances • child labor • cotton picking • workload, wages, fairness, and self-worth • vocabulary and major events **Quiz 3: Chapters 9–12** Focus: • seasonal migration • interrupted education • labor contractors and abuse of power • family survival • emotional and economic instability • undocumented status

- Papá's declining health
- the novel's ending and implications
- vocabulary and major events

Teachers may instead administer the original twelve short chapter quizzes or use select.

Interpersonal Speaking Assessment

Personal Connections Conversation

Students will respond in Spanish to one or more teacher-selected *Preguntas personales* connected to the novel. They will explain a personal connection, compare their experience with Francisco's experience, and respond to a follow-up question.

Possible formats:

- live teacher-student conference
- partner conversation
- inside/outside circle
- small-group discussion
- recorded response using Snorkl or another district-approved audio/video platform

Possible prompts:

- How has your life been similar to or different from Francisco's?
- Who has left a lasting impact on your life?
- How do you respond when life does not go as planned?
- Who is part of your support system?
- What responsibilities should children and teenagers have?
- What helps people remain hopeful during difficult circumstances?

Suggested Speaking Criteria

- comprehensibility
- detail and development
- connection to the novel
- ability to answer and ask follow-up questions
- use of relevant vocabulary
- interaction and active listening

Presentational Assessment

Proyecto de resúmenes - Summary Project

Students will create a polished compilation booklet containing final versions of their chapter summaries. Before publication, students will:

1. identify unfamiliar vocabulary.

	2. record the key events of each chapter. 3. write a rough-draft summary of approximately 150 words. 4. receive teacher or peer feedback. 5. revise and edit the summary. 6. transfer the final version into the compilation booklet. 7. organize and visually present the completed work. The project may be assessed for: ● accuracy and comprehension ● inclusion of central events ● organization ● clarity ● language use ● evidence of revision ● completeness ● presentation and creativity --- **Summative Assessments** **Summative Assessment 1: *Cajas de cartón* Unit Exam** ● Selected-response questions assessing comprehension of characters, events, conflicts, themes, vocabulary, and author's purpose ● May be divided into two tests when appropriate: ○ **Novel Test Part I:** Chapters 1–6 ○ **Novel Test Part II:** Chapters 7–12 and the Author's Note **Summative Assessment 2: Summary Compilation Booklet** ● Final revised summaries for the novel ● Assesses interpretive comprehension and presentational writing **Summative Assessment 3: *La cosecha*** ● Documentary viewing and discussion ● Quiz assessing comprehension of agricultural child labor, working conditions, healthcare, education, family responsibility, and economic hardship ● Optional written reflection, brochure, or comparison between the documentary and *Cajas de cartón*
Instructional Strategies and	**Core Instructional Strategies** ● teacher read-aloud ● independent reading ● partner reading

Resources **(HOW):**	• small-group reading • student dramatic reading • audiobook-supported reading • pre-reading predictions • guided and independent annotation • vocabulary development through context • think-pair-share • partner and small-group discussion • inside/outside-circle conversations • personal-response task cards • visual representations and storyboards • skits and role-play • letter writing • summary modeling • peer review • teacher-student writing conferences • revision and editing • documentary analysis • jigsaw reading • digital or paper journaling • student choice in response format **Instructional Sequence** **Phase 1: Introduction and Foundations** • Introduce the author, historical context, and autobiographical nature of the novel. • Preview the cover and make predictions. • Teach the characteristics of an effective summary. • Introduce the rough-draft summary packet and project expectations. **Phase 2: Reading and Responding** **For each chapter, students will:** • participate in a pre-reading or connection activity. • read using varied formats. • record new vocabulary. • identify key events. • write a 150-word summary. • respond to chapter-specific inquiry questions. • complete selected *Preguntas personales*. • participate in discussion or reflection. **Phase 3: Feedback and Revision** • Conduct teacher conferences during independent reading or work periods. • Use peer proofreading and feedback. • Revise chapter summaries for content, organization, and language.

	• Monitor student progress through checkpoints or completion stamps. **Phase 4: Synthesis and Publication** • Read and discuss the Author's Note. • Compare Francisco's childhood perspective with his adult reflection. • Complete interpersonal discussions using *Preguntas personales*. • Produce the final summary compilation booklet. **Phase 5: Contemporary Connection** • View *La cosecha* documentary. • Compare the lives of Francisco and contemporary migrant children. • Analyze child labor, access to education and healthcare, family responsibility, and economic instability. • Complete a documentary assessment and reflection. **Primary and Supplemental Resources** • *Cajas de cartón* by Francisco Jiménez • *Cajas de cartón: Borrador de resúmenes* • *Proyecto de resúmenes* • *Preguntas personales* task cards • Chapter quizzes • Unit examination • Inquiry Questions resource • *La cosecha* documentary and trailer • Migrant Health presentation • "SALUDos: Healthcare for Migrant Seasonal Farm Workers" • Seasonal Foods Guide • Seasonal-food website • "The Benefits of Eating Local" video • authentic articles, videos, and informational resources related to migrant workers and agricultural labor
Vocabulary: *List of Tier 2 (Academic Essentials) & Tier 3 (Content specific words)*	**Vocabulary** **Tier 2: Academic Vocabulary** • Link **Tier 3: Content-Specific Vocabulary** • agricultura

	• bracero • capataz • cosecha • contratista laboral • desplazamiento • educación interrumpida • explotación • familia migrante • indocumentado/a • inestabilidad • jornalero/a • labor agrícola • migración • pobreza • salario • temporada • trabajador/a agrícola • trabajador/a migrante • vivienda temporal Students will also maintain individualized vocabulary lists based on unfamiliar words encountered within each chapter.
Accommodations and Modifications	**Possible Supports** • audio version of the novel • chunked reading assignments • extended time • guided notes and graphic organizers • summary frames and models • vocabulary banks • bilingual glossaries and dictionaries • teacher or peer read-aloud support • reduced summary length when required by an individualized plan • oral responses in place of selected written responses • speech-to-text or text-to-speech technology • alternative assessment setting • frequent comprehension checks • flexible grouping • access to the novel or notes during selected assessments • choice of written, visual, recorded, or oral response format **List of Accommodations and Modifications** • General Education

	• Special Education • 504 Students • At Risk Students • Multilingual Learner • Gifted and Talented **Enrichment Opportunities** • research current migrant-worker organizations. • investigate labor or immigration policy. • compare the novel with another migrant narrative. • create a public-awareness campaign. • conduct an author study of Francisco Jiménez. • develop a bilingual podcast, presentation, or documentary response. • lead a service-learning or awareness initiative connected to farmworker communities
Interdisciplinary Connections:	**English Language Arts** Students determine themes, analyze characters, cite textual evidence, write objective summaries, develop academic vocabulary, revise writing, and participate in collaborative discussions. Relevant 2023 NJSLS-ELA standards include: • **RL.CR.9–10.1:** Cite textual evidence and make relevant connections to support literary analysis. • **RL.CI.9–10.2:** Determine themes and provide an objective summary. • **RL.IT.9–10.3:** Analyze character development, interactions, plot, and theme. • **W.IW.9–10.2:** Write informative or explanatory texts. • **W.WP.9–10.4:** Develop and strengthen writing through planning, feedback, revision, and editing. • **W.RW.9–10.7:** Write routinely for reflection, revision, and varied purposes. • **L.VL.9–10.3:** Determine the meaning of unknown words using context and reference resources. **Social Studies** Students examine: • migration between Mexico and the United States • agricultural labor in the United States • historical and contemporary migrant-worker experiences • labor rights and power structures • immigration and undocumented status • poverty, social class, and unequal access to opportunity • the American Dream and civic ideals

	Health and Consumer Education Students examine: ● occupational hazards ● access to healthcare ● environmental conditions ● physical and emotional stress ● child labor ● seasonal and locally produced foods ● the effects of consumer choices on workers and communities
Integration of 21st Century Skills/ Career Readiness / Life Literacies	Students will: ● collaborate during discussions, peer review, reading activities, and projects. ● communicate ideas clearly through speaking and writing. ● use critical thinking to evaluate working conditions, power relationships, and social issues. ● demonstrate global and cultural awareness through the study of migrant experiences. ● evaluate digital, literary, and documentary sources. ● use technology to record speaking responses, prepare written work, and access authentic resources. ● reflect on how consumer choices affect workers, communities, the economy, and the environment. ● explore careers connected to agriculture, education, healthcare, labor advocacy, social services, writing, and immigration law. ● demonstrate empathy, responsibility, and respect when discussing sensitive personal and social issues. New Jersey identifies Standards **9.2** and **9.4** as skills that should be integrated across disciplines. Standard 9.2 emphasizes career awareness and planning, while Standard 9.4 includes critical thinking, global and cultural awareness, collaboration, and technology literacy.
UNIT 2 Weekly Pacing Guide	**Week 1 — Building Background & Beginning the Journey** **Lessons 1–4** **Focus** ● Introduce Francisco Jiménez and the novel ● Historical context ● Migration and border crossing ● Family dynamics ● First experiences with school ● Living and working conditions

Vocabulary Focus

Students begin a **Unit Vocabulary Log**.

For each chapter students:

- Record unfamiliar words
- Define using context clues
- Illustrate or write an example sentence
- Revisit vocabulary throughout the week

Amor Propio

Reflection Topic:

"What strengths help me overcome challenges?"

Students complete one journal entry or digital reflection.

Suggested Assessments

CW/HW Grades

- Vocabulary Log Check #1
- Chapter 1 Summary
- Chapter 2 Summary

Quiz

- **Quiz #1**
  (Chapters 1–4)

Week 2 — Poverty, Family & Resilience

Lessons 5–8

Focus

- Migrant health
- Friendship
- Poverty
- Child labor
- Responsibility
- Fairness
- Family sacrifice

Vocabulary Focus

Continue vocabulary notebook.

Suggested activities:

- Vocabulary Stations
- Frayer Models
- Vocabulary Partner Quiz
- Vocabulary Bingo/Kahoot/Blooket
- Vocabulary Exit Ticket

Amor Propio

Reflection Topic:

"Who are the people that support me during difficult times?"

Suggested Assessments

CW/HW Grades

- Vocabulary Log Check #2
- Letter to Miguelito **or** Skit/multimedia presentation
- Chapter 5–8 Summary Check

Interpersonal Assessment

Students respond to selected **Preguntas Personales**

Possible formats:

- Snorkl
- Flip
- Partner Conversation
- Teacher Conference

Quiz

- **Quiz #2**
  (Chapters 5–8)

Week 3 — Identity, Opportunity & The American Dream

Lessons 9–13

	Focus ● Seasonal migration ● School interruptions ● Labor contractors ● Abuse of power ● Immigration ● Author's Note ● Personal reflection **Vocabulary Focus** Students continue building vocabulary through: ● Context clues ● Peer review ● Vocabulary games ● Academic discussion ● Personal vocabulary notebook **Amor Propio** Reflection Topic: **"How have my experiences helped shape who I am becoming?"** **Suggested Assessments** **CW/HW Grades** ● Vocabulary Log Check #3 ● Author's Note Reflection ● Preguntas Personales Response **Quiz** ● **Quiz #3** (Chapters 9–12) **Week 4 — Revision, Reflection & Publishing** **Lessons 14–17**

	Focus ● Revision ● Editing ● Publishing ● Review ● Synthesis **Vocabulary Focus** Students revisit vocabulary from the entire novel by: ● Reviewing notebook entries ● Peer vocabulary games ● Vocabulary review activities ● Unit word wall **Amor Propio** Reflection Topic: **"What have I learned about resilience, gratitude, and myself through this novel?"** **Summative Assessments** **Test #1** Novel Assessment Part 1 (Chapters 1–6) **Test #2** Novel Assessment Part 2 (Chapters 7–12 + Author's Note) **Project** Proyecto de Resúmenes

Week 5 (Optional Extension)

Contemporary Connections

Lessons 18–20

Focus

- *La cosecha* Documentary
- Child labor
- Healthcare
- Education
- Immigration
- Family responsibility

Vocabulary Focus

Students incorporate documentary vocabulary into discussion and writing.

Amor Propio

Reflection Topic:

> **"How can I use my voice to positively impact others?"**

Suggested Assessments

CW Grade

Documentary Reflection

Quiz

La cosecha Documentary Quiz *(optional bonus or separate assessment if extending the unit)*

Ongoing Components Throughout the Unit

📖 **Summary Writing**

Every chapter includes:

- Vocabulary
- Key Events

- 150-word Summary
- Teacher Feedback
- Peer Feedback
- Revision

📚 **Vocabulary Development**

Students maintain a vocabulary notebook throughout the unit.

Vocabulary may be reinforced through:

- Context Clues
- Vocabulary Notebook
- Frayer Models
- Illustrations
- Example Sentences
- Vocabulary Games
- Partner Practice
- Exit Tickets
- Kahoot/Blooket/Quizizz
- Word Wall
- Academic Discussions

Suggested Gradebook

Assessment	Type
Vocabulary Log Check #1	CW
Chapter 1–2 Summary Check	CW
Quiz #1 (Ch. 1–4)	Quiz
Vocabulary Log Check #2	CW
Letter to Miguelito / Skit	CW

	Interpersonal Speaking (Snorkl/Preguntas Personales)	Speaking
	Quiz #2 (Ch. 5–8)	Quiz
	Vocabulary Log Check #3	CW
	Author's Note Reflection	CW
	Preguntas Personales Written Response	HW/CW
	Quiz #3 (Ch. 9–12)	Quiz
	Proyecto de Resúmenes	Project
	Test #1 (Ch. 1–6)	Test
	Test #2 (Ch. 7–12 + Author's Note)	Test
	Documentary Reflection or La cosecha Quiz (Optional Extension)	CW/Quiz

Approximate Grade Distribution

- **Tests:** 2
- **Quizzes:** 3
- **Project:** 1
- **Interpersonal Speaking Assessment:** 1
- **Classwork/Homework:** 8–10

Total: approximately **15–17 grades**

BLACK HORSE PIKE REGIONAL SCHOOL DISTRICT

WHERE INSPIRING EXCELLENCE IS OUR STANDARD AND STUDENT ACHIEVEMENT IS THE RESULT

SPANISH FOR HERITAGE LEARNERS (SHL) I

Unit 3 - Dolores Huerta: La lucha por los derechos campesinos
Farm Workers' Rights

Updated: 2026

Unit Summary: In this unit, students explore the lives and contributions of Dolores Huerta and other activists while examining the struggle for farmworker rights in the United States. Students analyze historical events, authentic resources, film, music, and informational texts to better understand activism, labor movements, immigration, and social justice. Through interpretive, interpersonal, and presentational activities, students develop their Spanish language skills while reflecting on the impact of civic engagement and advocacy in Spanish-speaking communities.	
Unit Overview: **Unit 3 - Dolores Huerta y otros activistas**	***Unit 3 – Dolores Huerta y otros*** • Farmworker rights and labor movements • Activism and social justice • Dolores Huerta • The United Farm Workers movement • Immigration and the Bracero Program • Music as a tool for social change • Historical timelines and research • Community advocacy and civic engagement
Essential Questions (WHY)	***Essential Questions (WHY)*** • What does it mean to be an activist? • What was Dolores Huerta fighting for? • Why is Dolores Huerta an important figure in American history? • What role does activism play in creating social change?

	• Why was the Bracero Program created? • Who were the braceros? • What impact did the Bracero Program have on Mexico and the United States? • How can music communicate social and political messages? • How can historical events influence current discussions about workers' rights and immigration?
Learning Targets/ Goals/ Outcomes (WHAT) *What will students be able to do/communicate by the end of this unit, and in what context?* *Interpretive, Interpersonal and Presentational* ***Can-Do Statements***	**Learning Targets / Goals / Outcomes (WHAT)** **Students will:** • define and use vocabulary related to farmworker rights and activism. • interpret authentic resources about Dolores Huerta, and the farmworker movement. • analyze historical events and their impact on society. • identify key events from the lives of Dolores Huerta and other prominent activists. • interpret lyrics and messages from authentic music. • explain the purpose and impact of the Bracero Program. • collaborate with peers to discuss historical events and social justice issues. • create a historical timeline using information gathered throughout the unit. • demonstrate understanding through interpretive, interpersonal, and presentational tasks. **Interpretive Communication** Students will be able to: • interpret information from authentic texts, videos, films, songs, and presentations. • identify central ideas and supporting details related to activism and labor rights. • explain historical events involving Dolores Huerta, and farmworkers. • interpret lyrics and multimedia texts for explicit and implicit meaning. • analyze information about the Bracero Program. • make connections between historical events and contemporary social issues. **Interpersonal Communication** Students will be able to: • discuss historical events and social justice topics with peers. • ask and answer questions about activism and labor rights. • compare perspectives related to immigration and workers' rights.

- collaborate during vocabulary, reading, and project activities.
- participate in classroom discussions and reflective conversations.
- support opinions with evidence from authentic resources.

Presentational Communication

Students will be able to:

- present information about Dolores Huerta and others.
- summarize information from authentic resources.
- create and present a historical timeline.
- communicate ideas using unit-specific academic vocabulary.
- explain the significance of historical events.
- demonstrate understanding through written, oral, and visual products.

Amor Propio: Ongoing Reflection

Students will continue the **Amor Propio** routine throughout the unit using weekly or teacher-selected journal prompts.

1. ¿Cuándo fue la última vez que defendiste tus ideas o a otra persona? ¿Cómo te sentiste?
When was the last time you stood up for your ideas or for someone else? How did you feel?

2. ¿Qué parte de tu identidad te hace sentir más orgulloso/a? ¿Por qué?
What part of your identity makes you feel the most proud? Why?

3. ¿Qué significa tener una voz? ¿Por qué es importante usarla con respeto y confianza?
What does it mean to have a voice? Why is it important to use it with respect and confidence?

4. Si pudieras cambiar una cosa en tu escuela o en tu comunidad, ¿qué cambiarías? ¿Por qué?
If you could change one thing in your school or community, what would you change? Why?

5. ¿Qué cualidades necesitas para defender lo que crees que es correcto? ¿Cuáles de esas cualidades ya tienes y cuáles quieres desarrollar?
What qualities do you need to stand up for what you believe is right? Which of those qualities do you already have, and which would you like to develop?

Assessment Plan: (HOW) *End-of-unit assessment: interpretive*, interpersonal and presentational communication tasks, using an authentic resource based on the theme/topic of this unit*	**Assessment Plan (HOW)** **End-of-Unit Assessment** Students demonstrate interpretive, interpersonal, and presentational communication through vocabulary assessments, comprehension activities, a timeline project, discussions, and a unit examination focused on Dolores Huerta, labor activism, and the Bracero Program. **Formative Assessments** ● Guided notes on and Dolores Huerta ● Exit slips ● Class discussions ● Film comprehension activities ● Movie quiz on activists ● Song lyric cloze activity ● Quizlet vocabulary creation assignment ● Bracero Program reading and comprehension questions ● Quizlet Live vocabulary practice ● Timeline project checkpoints ● Choice board activities ● Teacher conferences and observation of discussions **Summative Assessments** **Quiz 1** ● Film Quiz on activists **Quiz 2** ● Los Tigres del Norte Song & Vocabulary Quiz **Quiz 3** ● Bracero Program Reading Comprehension Quiz **Test 1** ● Vocabulary Assessment (Farmworker Rights & Activism) **Test 2** ● Unit 3 Examination: Dolores Huerta, other activists, Activism, Bracero Program, and Historical Significance **Project** ● Timeline Project on Dolores Huerta or other activists

Instructional Strategies and Resources (HOW):	**Instructional Strategies & Resources (HOW)** **Instructional Strategies** ● Guided note-taking ● Analysis of authentic texts and videos ● Film-based learning ● Song analysis ● Collaborative learning structures ● Vocabulary development through Quizlet ● Graphic organizers ● Project-based learning ● Think-Pair-Share ● Reflection activities ● Small-group and whole-class discussions ● Differentiated instruction **Instructional & Supplemental Resources** ● Notes Presentation on Dolores Huerta and other activists ● Film on activists (2014) ● Los Tigres del Norte song activity ● Bracero Program reading ● Quizlet ● Timeline Project materials ● Dolores Huerta resources ● HeritageSpanish.com supplemental activities ● Bilingual Choice Board activities
Vocabulary: *List of Tier 2 (Academic Essentials) & Tier 3 (Content specific words)*	**List of Tier 2 (Academic Essentials) & Tier 3 (Content-Specific Words)** **Tier 2 (Academic Essentials)** **Tier 3 (Content-Specific Words)** activista — activist apoyar — to support evidencia — evidence perspectiva — perspective igualdad — equality derechos — rights comunidad — community protesta — protest justicia — justice organización — organization campesino — farmworker / farm laborer sindicato — labor union huelga — strike boicot — boycott

	trabajador agrícola — agricultural worker / farmworker inmigración — immigration bracero guest worker — (Bracero Program worker) Programa Bracero — Bracero Program movimiento laboral — labor movement derechos laborales — workers' rights / labor rights Unión de Campesinos — United Farm Workers
Accommodations and Modifications	**Possible Supports** ● Guided notes ● Graphic organizers ● Vocabulary banks ● Bilingual glossaries ● Extended time ● Flexible grouping ● Teacher conferencing ● Chunked reading assignments ● Speech-to-text and text-to-speech tools ● Oral responses when appropriate ● Frequent comprehension checks ● Alternative assessment settings ● Project planning templates **List of Accommodations and Modifications** ● General Education ● Special Education ● 504 Students ● At Risk Students ● Multilingual Learner ● Gifted and Talented **Enrichment Opportunities** ● Research modern labor rights movements. ● Compare Dolores Huerta to other activists. ● Analyze additional songs related to social justice. ● Investigate immigration policy and labor history. ● Explore the Dolores Huerta Foundation. ● Complete the bilingual decision board activities. ● Create a public-awareness campaign about workers' rights.
Interdisciplinary Connections:	**English Language Arts** ● RI.CR.9–10.1 – Cite textual evidence and analyze informational texts.

	• W.WR.9–10.5 – Conduct research projects using multiple sources. • SL.PE.9–10.1 – Participate effectively in collaborative discussions. **Social Studies** • **6.1.12.CivicsDP.13.a** – Analyze the impact of labor movements and civil rights activism on expanding rights and opportunities in the United States. • **6.1.12.GeoPP.14.a** – Examine how immigration policies and migration patterns have shaped demographic, social, economic, and political changes in the United States. • **6.1.12.CivicsDP.14.a** – Evaluate the role of civic engagement, advocacy groups, and public participation in promoting social change and influencing public policy.
Integration of 21st Century Skills/ **Career Readiness / Life Literacies**	**Integration of 21st Century Skills / Career Readiness / Life Literacies** • 9.2.12.CAP.5 – Assess personal interests and future goals. • 9.2.12.CAP.8 – Analyze how economic and social changes affect careers. • 9.4.12.IML.4 – Evaluate the reliability of information sources. • 9.4.12.CR.1 – Evaluate multiple perspectives and solutions to problems.

Unit 3 Pacing Guide (Approximately 2½ Weeks)

Week	Focus	Suggested Learning Experiences
Week 1	Building Background & Understanding Activism	Introduce the essential questions and unit themes. Students learn about Dolores Huerta and other activists through guided notes, videos, authentic resources, and class discussions. Students explore activism, labor rights, social justice, and community advocacy.
Week 2	Film, Music & Historical Analysis	Students view the film on activists, complete a film quiz, analyze the Los Tigres del Norte song, and create Quizlet vocabulary sets. Students strengthen interpretive, interpersonal, and expressive communication skills.

Week 3 (2–3 days	Bracero Program, Project Development & Reflection	Students read about the Bracero Program, complete comprehension activities, participate in vocabulary review, and create a timeline project on Dolores Huerta or other activists. The unit concludes with assessments and reflection.

BLACK HORSE PIKE REGIONAL SCHOOL DISTRICT

WHERE INSPIRING EXCELLENCE IS OUR STANDARD AND STUDENT ACHIEVEMENT IS THE RESULT

SPANISH FOR HERITAGE LEARNERS (SHL) I

Unit 4 - El círculo literario

Updated: 2026

STANDARDS: New Jersey Student Learning Standards

Unit Summary:

In this unit, students participate in literature circles by reading a novel of their choice in small groups. Through reading, discussion, writing, self-reflection, and multimedia presentations, students develop their interpretive, interpersonal, and presentational communication skills. Students analyze characters, themes, conflicts, and literary elements while improving their writing through individualized feedback and self-correction. The unit culminates with a collaborative video project in which students present and evaluate their selected novel using Adobe Express.

Unit Overview: **Unit 4 - El círculo literario**	. ***Unit 4 – El círculo literario*** ● Literature circles and collaborative reading ● Literary analysis and interpretation ● Character development and theme ● Writing and revision ● Self-reflection and error correction ● Multimedia storytelling ● Literary discussions and recommendations ● Presentational communication through video
Essential Questions (WHY)	***Essential Questions (WHY)***

	• Do you like the book so far? Why or why not? • Which character do you like the most? • Which character do you dislike the most? • How do the characters solve problems? • Is there a moral or lesson in the story? • What genre is this book? • What would a sequel to this novel look like? • Who would you recommend this novel to and why? • How do authors develop characters, conflicts, and themes? • How does literature help us understand different perspectives, cultures, and experiences? • How can discussion and collaboration deepen our understanding of a text? • How does revising and reflecting on our writing improve communication skills? • What makes a novel meaningful or memorable to readers?
Learning Targets/ Goals/ Outcomes (WHAT) *What will students be able to do/communicate by the end of this unit, and in what context?* *Interpretive, Interpersonal and Presentational* ***Can-Do Statements***	**Learning Targets / Goals / Outcomes (WHAT)** **Students will:** • read and analyze a novel in Spanish. • participate in literature circle discussions. • write analytical and reflective responses about literature. • identify and correct common writing errors. • interpret literary themes, characters, and conflicts. • support opinions using evidence from a text. • collaborate with peers to discuss and analyze literature. • create a multimedia presentation about a novel. • communicate ideas through interpretive, interpersonal, and presentational tasks. **Interpretive Communication** **Students will be able to:** • interpret literary texts and identify important details. • analyze characters, themes, and conflicts. • interpret multiple perspectives within a story. • identify the author's message and purpose. • connect literary themes to personal experiences and broader issues. • interpret information from novels and peer discussions. **Interpersonal Communication**

	Students will be able to: ● participate in literature circle discussions. ● exchange ideas and opinions about novels. ● compare characters and events with peers. ● provide constructive feedback during discussions and conferences. ● collaborate on planning and creating a video project. ● discuss literary themes using evidence from the text. **Presentational Communication** **Students will be able to:** ● write literary analyses and reflections. ● summarize a novel and explain its main ideas. ● describe characters and support opinions with textual evidence. ● present literary interpretations through writing and multimedia. ● create and deliver a collaborative video presentation. ● recommend books to different audiences.
Assessment Plan: (HOW) *End-of-unit assessment: interpretive*, interpersonal and presentational communication tasks, using an authentic resource based on the theme/topic of this unit*	**Assessment Plan (HOW)** **End-of-Unit Assessment** Students demonstrate interpretive, interpersonal, and presentational communication through literature circle participation, written literary responses, individualized writing conferences, vocabulary and writing improvement activities, and a collaborative video presentation about their selected novel. **Formative Assessments** ● Literature circle discussions ● Reading checkpoints ● Teacher-student writing conferences ● Mis Errores self-correction sheets

	• Peer discussions and collaboration
	• Reading journals and reflections
	• Character and theme analysis activities
	• Writing drafts and revisions
	• Progress monitoring throughout the novel study
	
	Summative Assessments
	
	Quiz 1
	
	• Individual Writing Errors Quiz (Mis Errores)
	
	Quiz 2
	
	• Literary Circle Reading Check
	
	Quiz 3
	
	• Character and Theme Analysis Assessment
	
	Test 1
	
	• Literary Response Writing Assessment
	
	Test 2
	
	• Final Literary Analysis Assessment
	
	Project
	
	• Adobe Express / Canva Video Project
	  ○ Summary of the novel
	  ○ Character descriptions
	  ○ Recommendation of the novel
	  ○ Recreation of a favorite scene

Instructional Strategies and Resources (HOW):	**Instructional Strategies & Resources (HOW)** **Instructional Strategies** • Literature circles • Independent and collaborative reading • Teacher conferences • Writing workshops

	• Individualized feedback • Self-assessment and reflection • Peer collaboration • Multimedia project-based learning • Graphic organizers • Differentiated instruction • Reading comprehension strategies • Revision and editing activities **Instructional & Supplemental Resources** • Class novels • Literature circle materials • Mis Errores writing tracker • Adobe Express • Teacher-created graphic organizers • Reading journals • Literary discussion guides • Student writing samples • Heritage Spanish instructional materials
Vocabulary: *List of Tier 2 (Academic Essentials) & Tier 3 (Content specific words)*	**List of Tier 2 (Academic Essentials) & Tier 3 (Content-Specific Words)** **Tier 2 (Academic Essentials)** • analizar — to analyze • resumir — to summarize • describir — to describe • recomendar — to recommend • interpretar — to interpret • explicar — to explain • evidencia — evidence • perspectiva — perspective **Tier 3 (Content-Specific Words)** • la novela — novel • el personaje — character • la trama — plot • el conflicto — conflict • el tema — theme • la moraleja — moral/lesson • el género — genre • el resumen — summary • la reseña — review • el capítulo — chapter

	• el protagonista — protagonist • el antagonista — antagonist • la continuación — sequel • el círculo literario — literature circle
Accommodations and Modifications	**Possible Supports** • Guided reading questions • Graphic organizers • Vocabulary banks • Bilingual glossaries • Teacher conferencing • Chunked reading assignments • Audiobooks when available • Speech-to-text technology • Extended time • Flexible grouping • Frequent comprehension checks • Alternative assessment settings • Writing templates and sentence starters • Choice in novel selection and project format **List of Accommodations and Modifications** • General Education • Special Education • 504 Students • At Risk Students • Multilingual Learner • Gifted and Talented **Enrichment Opportunities** • Read an additional novel independently. • Compare themes across multiple novels. • Create an author study. • Write an alternative ending. • Develop a sequel to the novel. • Create a book trailer. • Lead a literature circle discussion. • Design an author interview or podcast. • Create an extended multimedia presentation about the novel.

Interdisciplinary Connections:	**English Language Arts** • RL.CR.9–10.1 – Cite strong and thorough textual evidence. • RL.IT.9–10.2 – Determine themes and central ideas. • W.WR.9–10.4 – Produce clear and coherent writing. • SL.PE.9–10.1 – Participate effectively in collaborative discussions. **Educational Technology** • Create and present multimedia projects. • Use digital tools for communication and presentation.
Integration of 21st Century Skills/ **Career Readiness / Life Literacies**	**Integration of 21st Century Skills / Career Readiness / Life Literacies** • 9.4.12.CI.1 – Demonstrate the ability to reflect, analyze, and solve problems. • 9.4.12.DC.7 – Collaborate using digital tools and environments. • 9.4.12.IML.4 – Evaluate the validity and reliability of information. • 9.4.12.TL.3 – Use technology to communicate and share ideas effectively.

Unit 4 Pacing Guide (Approximately 3 Weeks)

Week	Focus	Suggested Learning Experiences
Week 1	Novel Selection & Literature Circles	Students select novels, form literature circles, establish reading groups, and begin reading. Teachers introduce discussion expectations, inquiry questions, and writing assignments. Students complete Part 1 (Book Review) and begin individualized writing conferences.
Week 2	Character Analysis & Writing Development	Students continue reading and participate in literature circle discussions. Students complete Parts 2 and 3, focusing on character analysis, plot development, conflict, and theme. Teachers provide individualized feedback using the Mis Errores process to support writing improvement.

Week 3	Beyond the Novel & Multimedia Presentation	Students complete Part 4 creative writing activities and collaborate to create an Adobe Express video project. Students present their novels, discuss recommendations, recreate scenes, and reflect on their reading experiences through presentational communication tasks.

BLACK HORSE PIKE REGIONAL SCHOOL DISTRICT
WHERE INSPIRING EXCELLENCE IS OUR STANDARD AND STUDENT ACHIEVEMENT IS THE RESULT

SPANISH FOR HERITAGE LEARNERS (SHL) I

Unit 5 - Todos tienen el derecho a una educación
"Everyone has the right to an education"

Updated: 2026

Unit Summary:
In this unit, students explore educational equity through the lens of social justice. They examine historical and contemporary issues affecting access to education, analyze authentic resources, and reflect on the role of education in shaping identity, opportunity, and community. Students collaborate to research an education-related topic, teach their classmates, and strengthen their interpretive, interpersonal, and presentational communication skills.

Unit Overview: **Unit 5 - Todos tienen el derecho a una educación**	***Unit 5 - Todos tienen el derecho a una educación*** • Educational equity and access to education • Social justice and advocacy • Identity, language, and culture • Historical and contemporary educational issues • Research, collaboration, and student-led learning • Reflection, discussion, and civic engagement
Essential Questions (WHY)	***Essential Questions (WHY)*** • Why is access to education important for individuals and communities? • What barriers prevent people from receiving an equitable education? • How do language, culture, and identity influence educational experiences? • How can education create opportunities for social change? • How can individuals and communities advocate for educational equity? • How do historical events continue to shape education today? • How can authentic resources help us better understand issues related to education and social justice?

	● What responsibilities do we have in creating more equitable schools and communities?
Learning Targets/ Goals/ Outcomes (WHAT) *What will students be able to do/communicate by the end of this unit, and in what context?* *Interpretive, Interpersonal and Presentational* ***Can-Do Statements***	**Learning Targets / Goals / Outcomes (WHAT)** **Students will:** ● interpret authentic resources related to educational equity and social justice. ● analyze historical and contemporary issues affecting access to education. ● compare different perspectives on language, identity, culture, and educational opportunity. ● collaborate with peers to research and synthesize information. ● communicate ideas through interpretive, interpersonal, and presentational tasks. ● reflect on the role of education in their own lives, communities, and future goals. --- **Interpretive Communication** **Students will be able to...** ● interpret information from authentic texts, videos, and presentations. ● identify the central ideas and supporting details in authentic resources. ● explain historical and contemporary issues related to educational equity. ● compare multiple perspectives on education, language, and culture. ● interpret unfamiliar Spanish vocabulary using context clues and reference resources. ● make connections between authentic resources and their own experiences. --- **Interpersonal Communication** **Students will be able to...** ● ask and answer questions during partner and small-group discussions. ● express opinions and support ideas with evidence from authentic resources. ● respectfully compare different perspectives and lived experiences. ● collaborate with peers to research, plan, and deliver a lesson.

	• participate in discussions, teacher conferences, and reflective conversations. • provide constructive feedback to classmates. --- **Presentational Communication** **Students will be able to...** • synthesize information from multiple authentic sources. • create and deliver a collaborative presentation or student-led lesson. • communicate ideas clearly using relevant academic and unit-specific vocabulary. • present information through oral, written, and visual formats. • reflect on the importance of educational equity, identity, and advocacy. • demonstrate understanding through presentations, projects, and written reflections.
Assessment Plan: (HOW) *End-of-unit assessment: interpretive*, interpersonal and presentational communication tasks, using an authentic resource based on the theme/topic of this unit*	**Assessment Plan (HOW)** **End-of-unit assessment:** Students demonstrate interpretive, interpersonal, and presentational communication through collaborative research and a student-led presentation using authentic resources related to educational equity and social justice. **Evidence of Learning** *(aligned with standards and supported by rubrics, where applicable)* **Formative Assessments** • Class discussions and interpersonal communication activities • Film and authentic resource comprehension activities • Vocabulary-in-context activities • Research notes and graphic organizers • Project planning and teacher conferences • Peer collaboration and feedback • Reflection journals and exit tickets **Summative Assessments** • Interpretive assessment using authentic resources related to educational equity and social justice • **Profe por un momento** collaborative research and presentation • Interpersonal communication during collaborative discussions and presentations • Project and participation rubrics (as applicable) This keeps the focus on the three communication modes while accurately reflecting what students actually do in Unit 5. I also like that it

	doesn't lock teachers into specific films (*The Walkout*, *Radical*, *Precious Knowledge*), allowing flexibility if resources change.
Instructional Strategies and Resources (HOW):	Instructional Strategies & Resources (HOW) **Instructional Strategies** ● Analysis of authentic texts, videos, and multimedia ● Collaborative research and inquiry-based learning ● Student-led instruction and presentations ● Partner, small-group, and whole-class discussions ● Think-Pair-Share and collaborative learning structures ● Teacher conferences and formative feedback ● Peer review and reflection activities ● Graphic organizers and note-taking strategies ● Culturally responsive discussions that value diverse perspectives, lived experiences, and linguistic backgrounds ● Differentiated instructional supports, including visual, oral, written, and collaborative learning opportunities **Instructional & Supplemental Resources** ● *Ascendencia* instructional materials ● Authentic articles, videos, podcasts, and multimedia related to educational equity and social justice ● Student-selected research sources ● Teacher-created graphic organizers and guided notes ● District-approved digital collaboration and presentation tools ● Films and documentaries (e.g., *The Walkout*, *Radical*, *Precious Knowledge*) and other authentic resources, as appropriate
Vocabulary: *List of Tier 2 (Academic Essentials) & Tier 3 (Content specific words)*	**List of Tier 2 (Academic Essentials) & Tier 3 (Content-Specific Words)** **Tier 2 (Academic Essentials)** ● **respaldar (una opinión)** — to support (an opinion) ● **la evidencia** — evidence ● **la perspectiva** — perspective ● **el acceso** — access ● **la representación** — representation ● **la inclusión** — inclusion ● **el prejuicio** — prejudice ● **la equidad** — equity **Tier 3 (Content-Specific Words)** ● **la segregación** — segregation ● **la desigualdad** — inequality ● **la alfabetización** — literacy

	• **el abandono escolar** — school dropout (dropout rate/phenomenon) • **la huelga** — strike/walkout • **la manifestación** — protest/demonstration • **el activismo** — activism
Accommodations and Modifications	**Possible Supports** • guided notes and graphic organizers • vocabulary banks • bilingual glossaries and dictionaries • teacher or peer conferencing during research • chunked research tasks and project checkpoints • teacher-selected or student-selected authentic resources • speech-to-text or text-to-speech technology • oral responses in place of selected written responses • extended time • flexible grouping • frequent comprehension checks • alternative assessment setting • project planning templates and presentation organizers • choice of written, visual, recorded, or oral presentation components when appropriate based on an individualized plan **List of Accommodations and Modifications** • General Education • Special Education • 504 Students • At Risk Students • Multilingual Learner • Gifted and Talented **Enrichment Opportunities** • investigate additional educational equity or social justice issues affecting Spanish-speaking communities. • compare educational systems across countries. • research influential advocates for educational equity. • analyze current educational policies or reform efforts. • create a bilingual public-awareness campaign or informational resource. • develop a podcast, video, or multimedia presentation expanding on the research topic. • design and facilitate an extension activity for classmates related to the **Profe por un momento** project.
Interdisciplinary Connections:	**Interdisciplinary Connections – English Language Arts** • **RI.CR.9–10.1** – Cite a range of thorough textual evidence and make clear and relevant connections to support analysis of informational texts.

	• **W.WR.9–10.5** – Conduct short and sustained research projects to answer a question or solve a problem by synthesizing information from multiple sources.
Integration of 21st Century Skills/ **Career Readiness / Life Literacies**	**Integration of 21st Century Skills / Career Readiness / Life Literacies** • **9.2.12.CAP.5** – Assess and modify a personal plan to support current interests and postsecondary plans. • **9.2.12.CAP.8** – Analyze how changes in the labor market and economy can impact career opportunities and career plans. • **9.4.12.IML.4** – Evaluate the validity and reliability of sources when conducting research or gathering information. • **9.4.12.CR.1** – Evaluate multiple solutions to a problem and identify the potential impact of each solution.

Unit 5 Pacing Guide (Approximately 2½ Weeks)

Week	Focus	Suggested Learning Experiences
Week 1	Building Background & Analyzing Authentic Resources	Introduce the essential questions and unit themes. Explore educational equity and social justice through authentic resources, class discussions, and selected film or documentary clips. Complete interpretive and interpersonal tasks to build background knowledge.
Week 2	Research & Project Development	Students select an education-related topic, conduct collaborative research using authentic resources, and begin developing their *Profe por un momento* presentation. Teacher conferences, peer collaboration, and formative feedback support the research and planning process.
Week 3 (2–3 days)	Student-Led Presentations & Reflection	Students present and facilitate their *Profe por un momento* lessons, participate in peer discussions and evaluations, and reflect on how educational equity, language, identity, and advocacy shape individuals and communities.

BLACK HORSE PIKE REGIONAL SCHOOL DISTRICT

WHERE INSPIRING EXCELLENCE IS OUR STANDARD AND STUDENT ACHIEVEMENT IS THE RESULT

SPANISH FOR HERITAGE LEARNERS (SHL) I

Unit 6 - Cultura por todo el mundo hispanohablante

Culture in the Spanish Speaking World

Updated: 2026

Unit Summary:

Students explore the diversity of the Spanish-speaking world through the study of Spanish-speaking countries and regions. Using authentic videos, readings, music, food, traditions, geography, notable people, celebrations, and regional vocabulary, students compare cultures while strengthening their identities as heritage speakers. Students develop interpretive, interpersonal, and presentational communication skills through cultural inquiry, discussion, research, and presentations.

Unit Overview: **Unit 6 Overview**	**Unit 6: Country Spotlights** ● Geography of the Spanish-speaking world ● Cultural products, practices, and perspectives ● Regional foods and traditions ● Music, dance, and celebrations ● Historical figures and contemporary influencers ● Regional vocabulary and expressions ● Identity and cultural diversity ● Cultural comparisons ● Global citizenship ● Research and presentation skills ***Enduring Understandings*** Students will understand that... ● The Spanish-speaking world is culturally diverse. ● Geography influences language, traditions, and daily life. ● Cultural practices reflect a country's history and values. ● Heritage speakers develop cultural pride by exploring multiple Spanish-speaking communities. ● Similarities and differences among cultures deepen intercultural understanding. ● Authentic resources provide meaningful insights into culture. ● Cultural comparisons promote empathy, appreciation, and global awareness.

	Amor Propio: Ongoing Reflection Students will continue the **Amor Propio** routine throughout the unit using weekly or teacher-selected journal prompts. Reflections may connect to: ● cultural identity ● family traditions ● gratitude ● belonging ● pride in heritage ● personal strengths ● community ● future goals **Amor Propio Possible Journal Prompts** **1. ¿Qué tradición familiar o cultural es importante para ti? ¿Por qué quieres conservarla?** *What family or cultural tradition is important to you? Why do you want to preserve it?* **2. ¿Qué aspecto de tu herencia o cultura te hace sentir más orgulloso/a? Explica por qué.** *What aspect of your heritage or culture makes you feel the most proud? Explain why.* **3. ¿Cómo ha influido tu cultura o tu comunidad en la persona que eres hoy?** *How has your culture or community influenced the person you are today?* **4. ¿Qué aprendiste sobre otra cultura hispanohablante que cambió tu forma de pensar o amplió tu perspectiva?** *What did you learn about another Spanish-speaking culture that changed your way of thinking or broadened your perspective?* **5. ¿Cómo puedes mostrar respeto y aprecio por las diferentes culturas mientras sigues valorando la tuya?** *How can you show respect and appreciation for different cultures while continuing to value your own?* Journal entries may be completed digitally or in writing and assessed primarily for completion when prompts are personal.
Essential Questions (WHY)	**Essential Questions (WHY)** ● How does culture shape identity? ● What makes each Spanish-speaking country unique?

	• How do geography and history influence traditions? • How are Spanish-speaking cultures similar and different? • Why is it important to preserve cultural traditions? • How can learning about other cultures increase empathy and respect? • How do authentic resources deepen cultural understanding?
Learning Targets/ Goals/ Outcomes (WHAT) *What will students be able to do/communicate by the end of this unit, and in what context?* *Interpretive, Interpersonal and Presentational* ***Can-Do Statements***	**Students will:** • interpret authentic cultural resources from Spanish-speaking countries. • identify important cultural products, practices, and perspectives. • compare traditions among Spanish-speaking countries. • explain regional customs, celebrations, foods, music, and geography. • recognize regional vocabulary and expressions. • discuss cultural similarities and differences. • communicate personal cultural connections. • conduct cultural research using authentic resources. • collaborate in discussions and cultural inquiry activities. • present information clearly using spoken and written Spanish. • reflect on their own heritage and identity through Amor Propio. Performance Indicators: Students will demonstrate learning by: • analyzing authentic resources • completing country notes and cultural graphic organizers • participating in interpersonal discussions • comparing countries and traditions • responding to cultural inquiry questions • completing quizzes and unit assessments • creating presentations and projects • using interpretive, interpersonal, and presentational communication • maintaining ongoing Amor Propio reflections **Interpretive Communication** Students will be able to... • interpret authentic videos and readings. • identify cultural information from multiple sources. • explain traditions, geography, foods, holidays, music, and historical figures. • compare information across countries. • recognize regional vocabulary and cultural perspectives. **Interpersonal Communication**

	Students will be able to... ● discuss cultural similarities and differences. ● ask and answer questions about countries. ● participate in partner and small-group conversations. ● compare their own experiences with those of Spanish-speaking cultures. ● use academic and cultural vocabulary during discussions. ● engage respectfully in cultural conversations. **Presentational Communication** Students will be able to... ● present information about Spanish-speaking countries. ● compare multiple cultures. ● create digital or visual cultural presentations. ● explain cultural traditions using organized Spanish. ● synthesize information from authentic resources. ● reflect on cultural identity and heritage.
Assessment Plan: (HOW) *End-of-unit assessment: interpretive*, interpersonal and presentational communication tasks, using an authentic resource based on the theme/topic of this unit*	**Formative Assessments** ● Country notes / Culture Notebook ● Cultural inquiry activities ● Authentic video guides ● Vocabulary checks ● Exit tickets ● Think-Pair-Share ● Country comparison charts ● Gallery walks ● Kahoot/Blooket/Quizizz review ● Class discussions ● Amor Propio journals **Suggested Quiz Breakdown** **Quiz 1** ● Mexico ● Guatemala ● Honduras ● El Salvador ● Nicaragua ● Costa Rica Focus: ● geography ● food

	• music • celebrations • notable people • regional vocabulary **Quiz 2** • Panama • Colombia • Peru • Bolivia • Chile • Argentina • Paraguay • Uruguay Focus: • geography • traditions • history • food • music • cultural comparisons **Quiz 3** • Spain • Cuba • Puerto Rico • Dominican Republic • Equatorial Guinea Focus: • language variations • traditions • history • cultural influence • regional vocabulary **Interpersonal Speaking Assessment** Students participate in a teacher-selected cultural discussion using one or more countries studied. Possible formats: • Teacher conference • Partner discussion • Small group discussion • Socratic Seminar • Snorkl recording

- Flip (or district-approved platform)

Students compare cultures, ask follow-up questions, and make personal connections.

Presentational Assessment

Country Spotlight Project

Students create a presentation highlighting one or more Spanish-speaking countries.

Possible products:

- Google Slides
- Canva
- Digital brochure
- Travel guide
- Video
- Podcast
- Museum exhibit
- Cultural fair display

Assessment may include:

- cultural accuracy
- organization
- language use
- use of authentic resources
- presentation skills
- creativity

Summative Assessments

Summative Assessment 1

Country Spotlights Unit Test I

- Countries from Quiz 1
- Multiple-choice
- Matching
- Interpretive questions

Summative Assessment 2

Country Spotlights Unit Test II

- Remaining countries
- Cultural comparisons
- Interpretive comprehension

	• Authentic resource analysis **Summative Assessment 3** Country Spotlight Presentation • Presentational communication • Research • Cultural comparison • Speaking proficiency
Instructional Strategies and Resources (HOW):	**Core Instructional Strategies** • Authentic videos • Teacher modeling • Think-Pair-Share • Gallery Walks • Cultural inquiry routine • Interactive notes • Graphic organizers • Compare/contrast activities • Jigsaw activities • Stations • Small-group discussions • Country research • Project-based learning • Interactive maps • Music analysis • Food and celebration analysis • Technology integration • Reflection journals **Cultural Inquiry Routine** For each country, students will: • Explore authentic resources. • Record information in a Culture Notebook. • Learn regional vocabulary. • Compare cultural products, practices, and perspectives. • Discuss similarities and differences. • Make personal connections. • Reflect through Amor Propio. • Demonstrate learning through speaking, writing, or presentations. **Primary & Supplemental Resources** • Ascendencia Heritage Spanish Unit 6 • Country videos • Authentic articles

	• Maps • Music • Food demonstrations • Cultural celebrations • HeritageSpanish.com country assessments • Google Earth • CIA World Factbook • National Geographic en Español • Teacher-created resources
Vocabulary: *List of Tier 2 (Academic Essentials) & Tier 3 (Content specific words)*	**Tier 2 Academic Vocabulary** • LINK **Tier 3 Cultural Vocabulary** • patrimonio • tradición • costumbre • gastronomía • geografía • celebración • folclore • dialecto • cultura • identidad • patrimonio cultural • diversidad • región • indígena • afrodescendiente • inmigración • monumento • símbolo nacional
Accommodations and Modifications	**Possible Supports** • Guided notes • Graphic organizers • Visual vocabulary • Chunked readings • Extended time • Audio supports • Bilingual dictionaries • Flexible grouping

	• Teacher conferencing • Alternative response formats • Speech-to-text • Text-to-speech **List of Accommodations and Modifications** • General Education • Special Education • 504 Students • At Risk Students • Multilingual Learner • Gifted and Talented **Enrichment Opportunities** • Research additional Spanish-speaking regions. • Compare indigenous cultures. • Investigate current events. • Create travel itineraries. • Develop cultural podcasts. • Interview family members about heritage. • Participate in a Cultural Fair.
Interdisciplinary Connections:	**English Language Arts** • Informational reading • Research • Presentation skills • Informative writing • Speaking and listening **Social Studies** **Social Studies** Students examine how language, culture, race, ethnicity, migration, and historical events shape personal and collective identity while analyzing diverse perspectives within Latin America and Latino communities. This includes exploring topics such as colonization, language loss, linguistic imperialism, and Afro-Latinidad that are central to the unit. **Relevant 2020 NJSLS Social Studies Standards** • **6.2.12.HistoryUP.2.a** – Use multiple perspectives to analyze the impact of historical and contemporary events on people, places, and cultures.

	• **6.2.12.HistoryCC.2.a** – Analyze how cultural diffusion, migration, and the exchange of ideas have shaped societies and cultures. **Fine Arts** • Music • Dance • Visual arts • Architecture **Technology** • Digital research • Multimedia presentations • Interactive mapping
Integration of 21st Century Skills/ **Career Readiness / Life Literacies**	Students will: • collaborate during cultural inquiry activities. • communicate effectively in Spanish. • evaluate authentic sources. • demonstrate global and cultural awareness. • think critically about cultural perspectives. • use technology to research and present information. • develop intercultural competence. • strengthen personal and cultural identity through reflection. • appreciate the diversity of the Spanish-speaking world.

Unit 6 Teacher Pacing Guide

***Country Spotlights* — Marking Period 4**

Suggested Length: 8–9 weeks
Note: Teachers may introduce country spotlights periodically throughout the year. Marking Period 4 is the in-depth study and culmination of the course.

Week 1 — Introduction to the Spanish-Speaking World

Focus

- Review the 21 Spanish-speaking countries
- Introduce regional groupings
- Establish the Culture Notebook/Grid routine

- Review products, practices, and perspectives
- Begin capitals, flags, and geography

Suggested Grades

- Culture Notebook setup
- Geography/Map activity
- Amor Propio reflection

Weeks 2–3 — Mexico and Central America

Countries

- México
- Guatemala
- Honduras
- El Salvador
- Nicaragua
- Costa Rica

Focus

- Food, music, dance, celebrations, notable people, and colloquial language
- Compare shared traditions and regional differences
- Reinforce capitals and flags

Possible Grades

- Culture Notebook Check #1
- Country comparison activity
- Video or vocabulary response
- **Quiz 1: Mexico and Central America**

Weeks 4–5 — Panama and South America

Countries

- Panamá
- Colombia
- Ecuador
- Venezuela
- Perú
- Bolivia
- Chile
- Argentina
- Paraguay
- Uruguay

Focus

- Geography and regional identity
- Indigenous, African, and European cultural influences
- Language variation
- Cultural comparisons

Possible Grades

- Culture Notebook Check #2
- South America map activity
- Partner comparison or Snorkl response
- **Quiz 2: Panama and South America**
- **Test 1: Unit 6 Culture Test**

Week 6 — Spain, the Caribbean, and Equatorial Guinea

Countries and Regions

- España
- Cuba
- Puerto Rico
- República Dominicana
- Guinea Ecuatorial

Focus

- Global diversity of the Spanish language
- Caribbean and African cultural influences
- Music, food, celebrations, and regional expressions
- Compare cultures across continents

Possible Grades

- Culture Notebook Check #3
- Cultural comparison chart
- **Quiz 3: Spain, Caribbean, and Equatorial Guinea**

Week 7 — Cultural Showcase

Focus

Students research and present one country or cultural topic.

Possible Formats

- Digital presentation
- Travel guide

- Museum exhibit
- Podcast or video
- Cultural fair display

Suggested Grades

- Project checkpoint
- Peer feedback
- Interpersonal speaking assessment
- Final Cultural Showcase Project

Week 8 — Review and Final Exam

Focus

- Complete Culture Grid
- Review capitals, flags, geography, and cultural content
- Make connections across all six course units
- Prepare for the cumulative final examination

Assessments

- Culture Grid review grade
- End-of-year reflection
- **Test 2: Cumulative Final Exam**

The final exam should assess learning from the full year, including:

- literature
- identity
- social justice
- education
- geography
- cultural products, practices, and perspectives
- interpretive and presentational writing

Optional Week 9 — Flexibility and Enrichment

Use as needed for:

- Final-exam review or makeup testing
- Project presentations
- Cultural fair
- Reteaching
- School interruptions
- End-of-year reflection and celebration

Suggested Assessment Overview

- **Quiz 1:** Mexico and Central America
- **Quiz 2:** Panama and South America
- **Quiz 3:** Spain, Caribbean, and Equatorial Guinea
- **Test 1:** Unit 6 Culture Test
- **Test 2:** Cumulative End-of-Year Final Exam
- **Project:** Cultural Showcase
- **Speaking:** Cultural comparison conversation
- **Classwork/Homework:** Culture Notebook checks, maps, comparisons, video responses, vocabulary activities, and Amor Propio reflections