

Semester 1 ELOs Spanish 1 Senderos 1	LEARNING TARGETS (LT) covered in the ELOS (Boulders).(LEVEL.ELO-LT)	Good to know (Rocks)	Assessments
<p><i>ELO 1 (Senderos 1, L1): I can greet others, introduce myself and say goodbye</i></p> <p><i>ELO 2 (Senderos 1, L1): I can identify and describe people and things, and tell where someone is from</i></p> <p><i>ELO 3 (Senderos 1, L1): I can use numbers</i></p>	<p>Lección 1 ***Timeline: 3 weeks*** Sp1.1-1.1 alphabet (1 day) Sp1.1-1.2 greetings/farewells/courtesy Sp1.2-1.3 adjectives to describe people/things Sp1.2-1.4 gender and number of nouns and noun/adjective agreement Sp1.2-1.5 definite and indefinite articles Sp1.3-1.6 numbers 0-30 (2 days) Sp1.2-1.7 ser Sp1.3-1.8 telling time (2 days)</p>	<p>Spanish speaking countries and their geographic locations</p> <p>Adjectives of nationality</p>	
<p><i>ELO 4 (Senderos 1, L2): I can talk about school</i></p> <p><i>ELO 5 I can talk about daily activities</i></p> <p><i>ELO 6 I can tell where things are located</i></p>	<p>Lección 2: Sp1.4-2.1 school vocabulary Sp1.4-2.2 date and days of the week Sp1.5-2.3 present tense regular -ar verbs Sp1.5-2.4 forming questions Sp1.6-2.5 estar Sp1.6-2.6 prepositions of location Sp1.3-2.7 numbers 31 and higher</p>		
<p><i>ELO 7 I can talk about family</i></p>	<p>Lección 3: Sp1.7-3.1 family vocabulary Sp1.2-3.2 descriptive adjectives Sp1.7-3.3 possessive adjectives Sp1.7-3.4 tener Sp1.5-3.5 venir</p>		

<p>Semester 2</p> <p>ELO 8: I can discuss pastimes, sports and places in the city</p>	<p>Sp1.5-3.6 present tense regular -er and -ir verbs LEARNING TARGETS LT (Boulders)</p> <p>Lección 4: Sp1.8-4.1 vocabulary to discuss pastimes Sp1.8-4.2 present tense of -ir verb Sp1.8-4.3 present tense stem-changing Sp1.8-4.4 verbs with irregular yo</p>	<p>Good to know (Rocks)</p>	<p>Assessments</p>
<p>ELO 9: I can discuss travel and vacation</p> <p>ELO 10: I can describe how people feel</p>	<p>Lección 5: Sp1.9-5.1 vacation and travel vocabulary Sp1.10-5.2 estar with conditions and emotions Sp1.9-5.3 present progressive Sp1.10-5.4 ser vs. estar Sp1.9-5.5 direct object pronouns Sp1.9-5.6 months of the year Sp1.9-5.7 seasons and weather Sp1.3-5.8 ordinal numbers</p>		
<p>ELO 11: I can talk about clothing and shopping</p> <p>ELO 12: I can exchange information about activities that took place in the past</p>	<p>Lección 6: Sp1.11-6.1 clothing and shopping vocabulary Sp1.11-6.2 saber and conocer Sp1.11-6.3 indirect object pronouns Sp1.11-6.4 demonstrative adjectives and pronouns Sp1.12-6.5 preterite tense of regular verbs</p>		

SPANISH 2

(Sp2=level) (1-=ELO) (1.1=Learning target)

Semester 1 Spanish 2 Senderos 2	Essential (Boulders)	Good to know (Rocks)	Assessments
<p>Quarter 1</p> <p><i>ELO 1 (Lesson 1): I can talk about daily routines and personal hygiene products</i></p> <p><i>ELO 2 (Lesson 1) I can describe a personal experience, including the places where I went</i></p>	<p>***Timeline: 3 weeks***</p> <p>Review:</p> <p>Sp1-1.1: Ser vs. Estar</p> <p>Sp1-1.2: Articles</p> <p>Sp1-1.3: Adjectives and agreements</p> <p>Sp1-2.1: Present of -ar, -er, -ir</p> <p>Sp1-2.2: Tener vs. Venir</p> <p>Sp1-2.3: The verb IR</p> <p>Sp1-2.4: Shoe verbs and Irregular “yo” verbs</p> <p>Lesson 1:</p> <p>Sp2.1-vocab: Vocabulary about daily routine</p> <p>Sp2.1-1.1: Reflexive verbs</p> <p>Sp2.1-1.2: Indefinite and negative words</p> <p>Sp2.2-1.3: Preterite of regular verbs</p> <p>Sp2.2-1.4: Verbs like “gustar”</p>		

<p>Quarter 2 <i>ELO 3 (Lesson 2): I can name a few common foods and their nutritional value and talk about nutrition and eating habits</i></p>	<p>Lesson 2: LT: Vocabulary about food and nutrition Sp2.3-2.1: Preterite of stem changing verbs Sp2.3-2.2: Object Pronouns Sp2.3-2.3: Comparisons Sp2.3-2.4: Superlatives</p>		
<p>Semester 2 Quarter 3 <i>ELO 4 (Lesson 3): I can make plans for a party</i> <i>ELO 5 (Lesson 3): I can describe a party I attended</i> <i>ELO 6 (Lesson 4): I can talk about symptoms and medicine and take part in a medical consultation</i> <i>ELO 7 (Lesson 4): I can describe my childhood orally and in writing and describe a personal situation in the past</i></p>	<p>Lesson 3: Sp2.5-3.1: Irregular Preterite Sp2.5-3.2: Verbs that change meaning in the preterite (Conocer, saber, poder, querer) Sp2.4-3.3: ¿Qué? ¿Cuál? Review interrogatives Sp2.4-3.4: Pronouns after prepositions Lesson 4: Sp2.6.vocab: Vocabulary about health symptoms, doctor appointments and childhood Sp2.7-4.3: Construction with impersonal “se” Sp2.7-4.1: Imperfect tense Sp2.7-4.2: Preterite vs. Imperfect</p>		

<p>Quarter 4</p> <p><i>ELO 8 (Lesson 5): I can talk about symptoms and medicine and take part in a medical consultation</i></p> <p><i>ELO 9 (Lesson 5): I can describe my childhood orally and in writing as well as describe a personal situation in the past</i></p> <p>If time permits</p> <p><i>ELO 10 (Lesson 6): I can talk about houses and house chores</i></p> <p><i>ELO 11 (Lesson 6): I can give commands and suggestions formally</i></p>	<p>Lesson 5:</p> <p>Sp2.8-vocab: Vocabulary about technology and devices</p> <p>Sp2.8- 5.1: Familiar commands</p> <p>Sp2.8- 5.2: Por vs. Para</p> <p>Sp2.9-5.3: Reciprocal actions</p> <p>Sp2.9-5.4: Possessive adjectives and pronouns</p> <p>If time permits</p> <p>Lesson 6:</p> <p>Sp2.10-vocab: vocabulary related to house and shores</p> <p>Sp2.10 -6.1: Relative Pronouns</p> <p>Sp2.11-6.2: Formal commands (Ud/Uds)</p> <p>Sp2.11-6.3: Present Subjunctive</p> <p>Sp2.11-6.4: Subjunctive of verbs of influence and will</p>		
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SPANISH 3

Semester 1 Spanish 3 Senderos 3	Essential (Boulders)	Good to know (Rocks)	Nice to know (Butterflies)
<p>Quarter 1</p> <p><i>ELO 1 (Senderos 3, L1): I can discuss environmental problems, propose solutions to these issues and make predictions</i></p> <p><i>ELO 2 (Senderos 3, L1): I can express opinions and suggest solutions to problems in my community</i></p>	<p>***Timeline: 3 weeks***</p> <p>Review:</p> <p>Lección preliminar</p> <p>Sp3.LP-1.1 Preterite tense of regular verbs</p> <p>Sp3.1-1.2 Preterite of ser and ir</p> <p>Sp3.1-1.3 Other irregular preterites</p> <p>Sp3.1-1.4 Verbs that change meaning in the preterite</p> <p>Sp3.1-2.1 Direct and indirect object pronouns</p> <p>Sp3.1-2.2 Gustar and similar verbs</p> <p>Sp3.1-2.3 Double object pronouns</p> <p>Sp3.1-3.1 The imperfect tense</p> <p>Sp3.1-3.2 The preterite and the imperfect</p> <p>Sp3.1-3.3 Constructions with se</p> <p>Sp3.1-3.4 Reciprocal reflexives</p> <p>Sp3.1-4.1 Relative pronouns</p> <p>Sp3.1-4.2 The present subjunctive</p> <p>Sp3.1-4.3 The subjunctive with verbs of will and influence</p> <p>Lesson 1:</p> <p>Sp3.1- Vocabulary about nature and the environment</p> <p>Sp3.2-1.1 The Subjunctive with verbs of emotion</p> <p>Sp.3.2-1.2 The subjunctive with doubt, disbelief, and denial</p> <p>Sp.3.2-1.3 The subjunctive with conjunctions</p>		

<p>Quarter 2</p> <p><i>ELO 3 (Senderos 3, L1): I can describe a city, ask and give directions, and discuss errands</i></p> <p><i>ELO 4 (Senderos 3, L1): I can give commands and propose solutions for a problem</i></p> <p><i>ELO 5 (Senderos 3, L1): I can discuss nutrition and physical fitness</i></p> <p><i>ELO 6 (Senderos 3, L1): I can compare current situations with those of the past</i></p>	<p>Lesson 2:</p> <p>Sp3.3 - Vocabulary about the city and errands</p> <p>Sp3.4-2.1 The subjunctive in adjective clauses</p> <p>Sp3.4-2.2 Nosotros/as commands</p> <p>Sp3.3-2.3 Past participles used as adjectives</p> <p>Lesson 3:</p> <p>Sp3.5- Vocabulary about well-being, fitness, and nutrition</p> <p>Sp3.6-3.1 The present perfect</p> <p>Sp3.6-3.2 The past perfect</p> <p>Sp3.6-3.3 The present perfect subjunctive</p>		
<p>Quarter 3</p> <p><i>ELO 7 (Senderos 3, L1): I can talk about different professions, participate in a job interview, and discuss my plans for the future</i></p>	<p>Lesson 4:</p> <p>Sp3.7 - Vocabulary about occupations and the work environment</p> <p>Sp3.7-4.1 The future</p> <p>Sp3.8-4.2 The future perfect</p> <p>Sp3.9-4.3 The past subjunctive</p>		

<p><i>ELO 8 (Senderos 3, L1): I can make predictions about the distant future</i></p> <p><i>ELO 9 (Senderos 3, L1): I can talk about hypothetical situations in the past</i></p> <p><i>ELO 10 (Senderos 3, L1): I can talk about art and describe an artistic event</i></p> <p><i>ELO 11 (Senderos 3, L1): I can talk about what I would do</i></p> <p><i>ELO 12 (Senderos 3, L1): I can talk about what I would have done</i></p> <p><i>ELO 13 (Senderos 3, L1): I can talk about what I would have done differently in the past</i></p>	<p>Lesson 5: Sp3.10 - Vocabulary about visual and performing arts Sp3.11-5.1 The conditional Sp3.12-5.2 The conditional perfect Sp3.13-5.3 The past perfect subjunctive</p>		
<p>Quarter 4 <i>ELO 14 I can talk and express my opinion about politics, current social issues and means of communication</i></p>	<p>Lesson 6: Sp3.14 - Vocabulary about politics, current social issues and means of communication Sp3.15-6.1 "Si" clauses Sp3.16-6.2 Summary of the uses of the subjunctive</p>		

SPANISH 4AP (NUHS)

Spanish 4/AP	Core Skills	Essential Questions
<p>Quarter 1</p> <p><i>ELO (Temas T2): Analyze and discuss science and technology</i></p>	<p>Review</p> <ol style="list-style-type: none"> 1. Identify and discuss the products, practices, and perspectives of Spanish-speaking cultures 2. Compare one’s own culture with various Spanish-speaking cultures 3. Make connections between the six themes of this course 4. Identify the main points from a spoken or written source 5. Summarize and synthesize information from authentic sources 6. Interpret spoken and written Spanish 7. Participate in real-world conversations 8. Present orally on a given topic 	<ul style="list-style-type: none"> • ¿Qué impacto tiene el desarrollo científico y tecnológico en nuestras vidas? • ¿Qué factores han impulsado el desarrollo y la innovación en la ciencia y la tecnología?
<p>Quarter 2</p> <p><i>ELO (Temas T1): Analyze and discuss families and communities</i></p> <p><i>ELO (Temas T3): Analyze and discuss beauty and aesthetics</i></p>	<ol style="list-style-type: none"> 1. Identify and discuss the products, practices, and perspectives of Spanish-speaking cultures 2. Compare one’s own culture with various Spanish-speaking cultures 3. Make connections between the six themes of this course 4. Identify the main points from a spoken or written source 5. Summarize and synthesize information from authentic sources 6. Interpret spoken and written Spanish 7. Participate in real-world conversations 8. Present orally on a given topic 	<ul style="list-style-type: none"> • ¿Cómo se define la familia en distintas sociedades? • ¿Cómo contribuyen los individuos al bienestar de las comunidades? • ¿Cuáles son las diferencias en los papeles que asumen las comunidades y las familias en las diversas sociedades del mundo? • ¿Cómo se establecen las percepciones de la belleza y la creatividad? • ¿Cómo influyen los ideales de la belleza y la estética en la vida cotidiana?

<p>Quarter 3</p> <p><i>ELO (Temas T4): Analyze and discuss contemporary life</i></p> <p><i>ELO (Temas T5): Analyze and discuss global challenges</i></p>	<ol style="list-style-type: none"> 1. Identify and discuss the products, practices, and perspectives of Spanish-speaking cultures 2. Compare one's own culture with various Spanish-speaking cultures 3. Make connections between the six themes of this course 4. Identify the main points from a spoken or written source 5. Summarize and synthesize information from authentic sources 6. Interpret spoken and written Spanish 7. Participate in real-world conversations 8. Present orally on a given topic 	<ul style="list-style-type: none"> • ¿Cuáles son los desafíos de la vida contemporánea? • ¿Cuáles son los desafíos sociales, políticos, y medioambientales que enfrentan las sociedades del mundo?
<p>Quarter 4</p> <p><i>ELO (Temas T6): Analyze and discuss personal and public identities</i></p>	<p>AP Test Preparation Practice Tests</p> <ol style="list-style-type: none"> 1. Identify and discuss the products, practices, and perspectives of Spanish-speaking cultures 2. Compare one's own culture with various Spanish-speaking cultures 3. Make connections between the six themes of this course 4. Identify the main points from a spoken or written source 5. Summarize and synthesize information from authentic sources 6. Interpret spoken and written Spanish 7. Participate in real-world conversations 8. Present orally on a given topic 	<ul style="list-style-type: none"> • ¿Cómo influyen la lengua y la cultura en la identidad de una persona? • ¿Cómo se expresan los distintos aspectos de la identidad en diversas situaciones?

