

Spanish Adoption



Sandra Tunis, World Language Facilitator

Sandra Hoffmann, Spanish teacher, Hazen High School

Sharon Stevenson, Spanish teacher, Lindbergh High School

Kristin Roy, Spanish teacher, Nelsen Middle School

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May 28, 2026

Purpose

- Recommending to adopt *Senderos* as the core text for Spanish Levels 1-3. Last adoption was 2003-2004

Spanish Courses Currently Taught

- This school year Spanish 1, 2, and 3 A/B is taught at:
 - Hazen High School (16 sections)
 - Lindbergh High School (11 sections)
 - Renton High School (10 sections)
 - Dimmitt Middle School (1 sections)
 - Nelsen Middle School (3 sections)
 - Risdon Middle School (3 sections)
 - McKnight Middle School (3 sections)

Presentation Outline

- Timeline
- Participants
- Screening
- Sample Lesson
- Student Perceptions
- Teacher feedback
- Differentiation
- Next Steps
- Recommendation

Timeline

- Spring 2025 Creation of Instructional Model
- Fall 2025 Formation of Adoption team
- Oct 9, 2025 Team meeting #1
- Nov 7, 2025 Team meeting #2
- Dec 5, 2025 Training of pilot members
- Jan-Mar 2026 Pilot of *Encuentros* materials
- Mar-Apr 2026 Pilot of *Senderos* materials
- May 8, 2026 Pilot review, selection of materials

Participants

Adoption committee

Sandra Tunis, RHS

Sandra Hoffmann, HHS

Sharon Stevenson, LHS

Leah Callahan, AP, LHS

Kristin Roy, NMS

Pilot teachers

Sandra Tunis, RHS

Sandra Hoffmann, HHS

Lisa Mannschreck, HHS

Natalia Schroeder, HHS

Sharon Stevenson, LHS

Cameron Kiel, LHS

Mark Chand Tate, MMS

Richard Ambert-Torres, DMS

Curriculum Screening Process

- Review of ACTFL standards and district priorities
- Creation of screening tool
- Vendor presentations of *¡Qué Chévere!*, *Reporteros*, *Encuentros*, and *Senderos*
 - Standards-aligned instructional materials and assessments
 - Print and digital availability
 - Materials being used by colleagues in other districts
- Screening of above materials
- Selection of pilot materials: *Encuentros* and *Senderos*

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A language learning environment

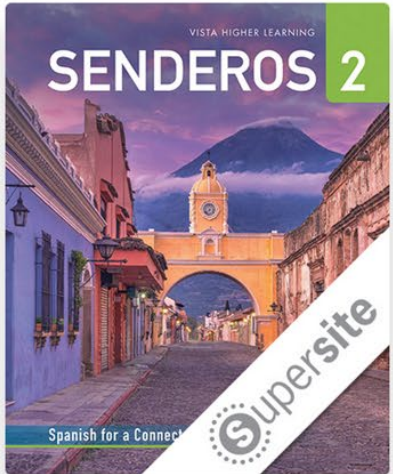
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Senderos 2, Lección 1



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Spanish for a Connected World

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Lección 1 | La rutina diaria



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Objective:

*I can **describe** what another person does in their **morning routine** using **reflexive verbs** and **daily routine vocabulary** in Spanish.*

Introducción: La rutina diaria

Watch **first 3:30** min of Fotonovela w/ subtitles:

Contextos

Fotonovela

Pronunciación

☐ Presentations

☐ [¡Tengo que arreglarme!](#)  

Escucha y marca:



tengo clase	cepillo	en serio
estoy tarde	rojo	siempre
el baño	calcetines	champú

Estudia:

Contextos

Fotonovela

Pronunciación

☐ Lección 1 | Contextos

☐ Presentations

☐ [Hotspot: La rutina diaria](#) 

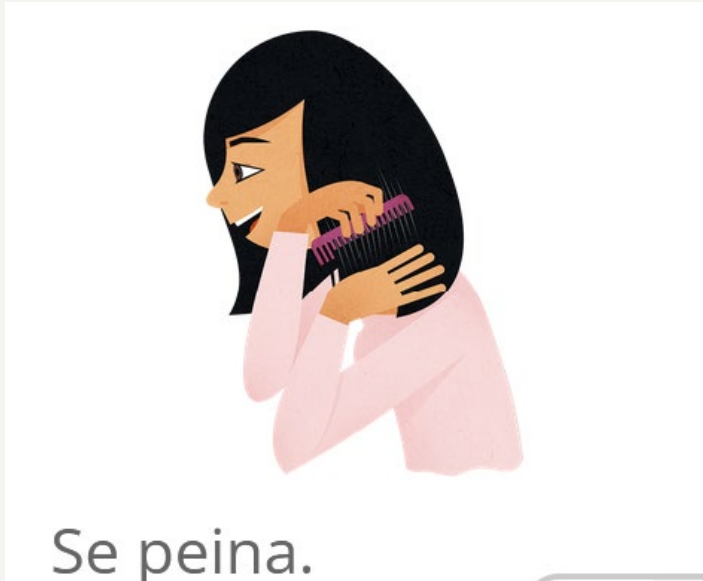
¿Qué necesita?



Se despierta.

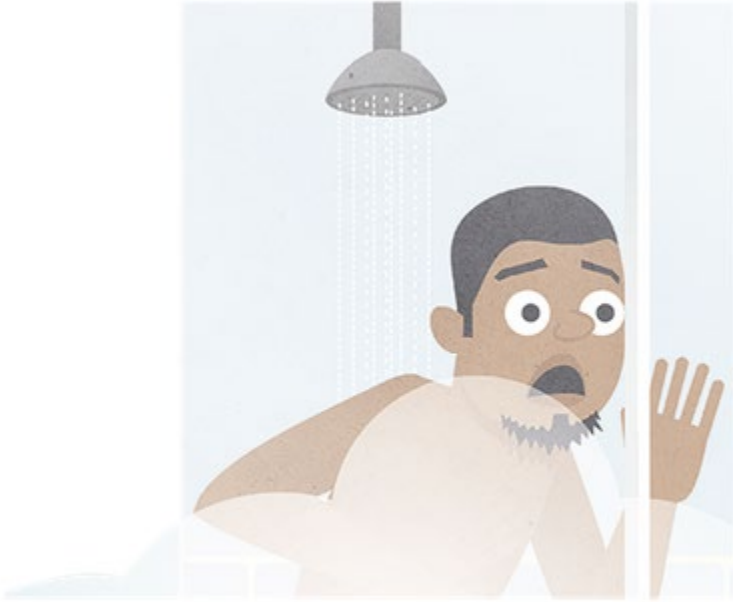
- A. un despertador
- B. un cepillo de dientes

¿Qué necesita?



- A. el champú
- B. un peine

¿Qué necesita?



Se ducha.

- A. el champú
- B. las pantuflas

¿Qué necesita?



Se cepilla los
dientes.

- A. la crema de afeitar
- B. la pasta de dientes

¿Qué necesita?



Se lava las
manos.

- A. el cepillo
- B. el jabón

¿Qué hacen?

- Se levanta.



- Se cepilla el pelo.



- Se maquilla.



- Se afeita.



- Se baña.



Se estira.



Se lava la cara.



Se cepilla los dientes.



Se ducha.



Se viste.



Se duerme.

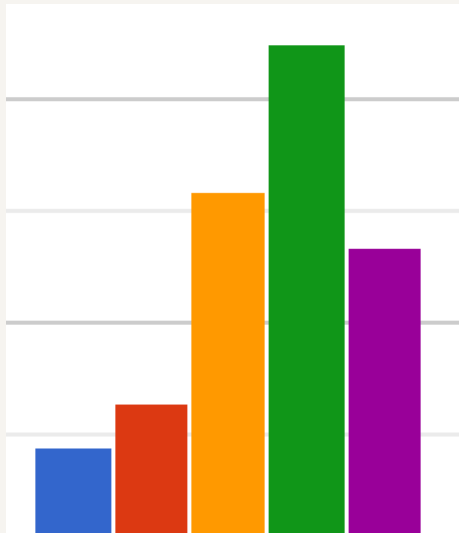


Results - Student Feedback

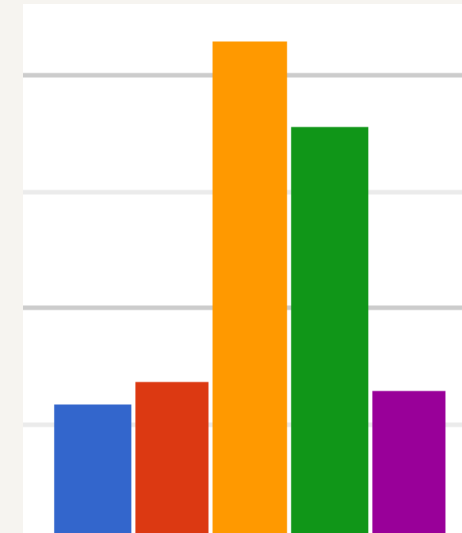
“I enjoyed using these materials.”

Strongly disagree Disagree Neutral Agree Strongly agree

Senderos



Encuentros

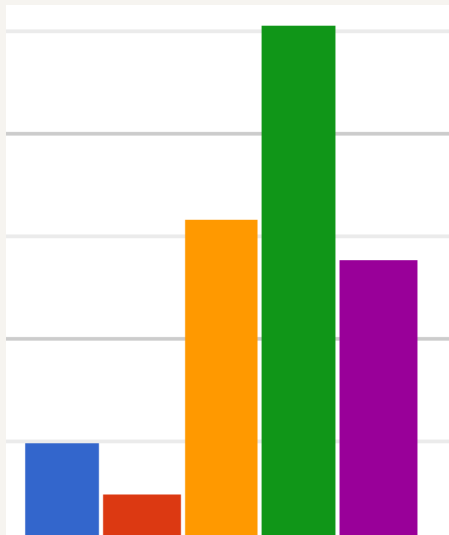


Results - Student Feedback

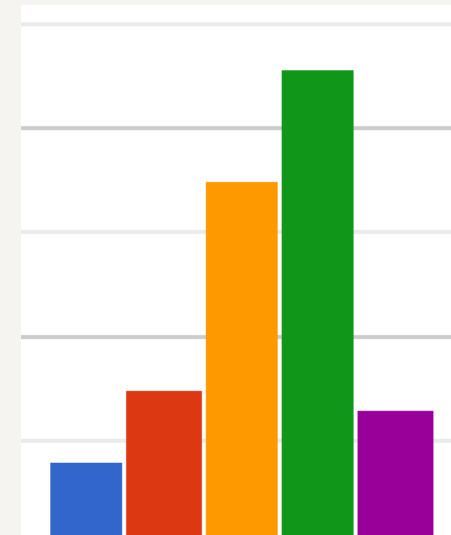
“I had opportunities to interact with others meaningfully in Spanish.”

Strongly disagree Disagree Neutral Agree Strongly agree

Senderos



Encuentros



DIMC

What were some of the **things**
you liked most about the
Senderos materials? Why?

Student Feedback

- “I like the fotonovelas and the vocab list on the back. Also the videos included that we watched.”
- “It’s very clear to understand and I work and learn so much better”
- “I liked the consistent repetition of vocabulary words, especially in context. That helps me learn and remember them better. I also appreciated it when the writing assignments had examples.”
- “I like how useful it is”

What were some of the **things**
you liked most about the
Senderos materials? Why?

Student Feedback

- “I liked the presentation actually I felt like I learned a lot about Spanish speaking countries and it wasn't rushed and I learned better how to write full sentences”
- “I really enjoyed how interactive the material is and how you can actually write on it and take it home. It's helpful to have something so informative in the palm of my hand. If I have something I want to study, I can go back and look at it in the materials. The Senderos materials also had a lot of different activities for me to go in and practice with. Each activity was helpful and it taught me a lot about Spanish and how to better my skills. I was never left confused or needing more practice.”

Teacher Feedback

Both *Senderos* and *Encuentros* have...

- High-interest storylines
- Ample listening activities
- User-friendly digital platforms
- Canvas integration
- Skyward sync

Teacher Feedback

Additional advantages of *Senderos*:

- Highly adaptable to student needs
- Closely aligned to ACTFL standards
- Facilitates development of cultural competence
- Plentiful teacher resources
- Logical sequence and progression of content
- Strong reading and writing support

Differentiation

- Ability to individually assign activities and assessments
- Customizable assessments
- Tiered assignments (structured from concrete to abstract, varying levels of difficulty)
- Flexible grouping
- Multisensory instruction (audiobooks, read-aloud, visual aides, manipulatives)
- Extension opportunities for heritage or advanced learners

Next Steps

- The Spanish Adoption Committee recommends approval of *Senderos* Spanish curriculum
- With approval of DIMC, the recommendation will be taken to the School Board
- If approved, develop the Scope & Sequence with the materials
- Schedule training for all staff

Our Recommendation

- Approve the recommendation of *Senderos* as the core curriculum for Spanish 1, 2, and 3.