
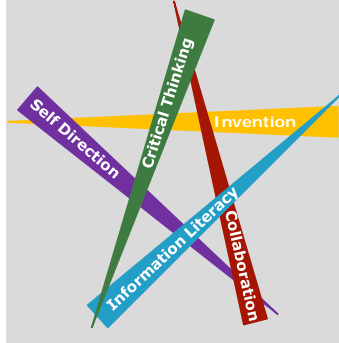


Telluride High School Spanish 1 Curriculum at a Glance -- Novice Mid Proficiency Range Level

Content Area	World Languages	Spanish	Proficiency Level	Novice Mid [Receptive to Imitative]
Course Level/Name	High School			Spanish 1
Curriculum	Vista Higher Learning – <i>Descubre 1</i> V-text and Supersite at: http://www.vhlcentral.com		Additional Resources: <ul style="list-style-type: none"> Selected short passages from <i>Ahora</i> Scholastic Magazine Señor Wooly: http://www.senorwooly.com 	
Standard	Grade Level Expectations (GLE)		GLE Code	
1. Communication in Languages Other Than English	1. Participate in exchanges (written or oral) on a variety of familiar topics using familiar vocabulary and learned grammatical structures (interpersonal mode)		WL09-NH-S.1-GLE.1	
	2. Comprehend exchanges (written or oral) on a variety of familiar topics using both high-frequency vocabulary, new vocabulary, and learned grammatical structures (interpretive mode)		WL09-NH-S.1-GLE.2	
	3. Present (written or oral) on a variety of familiar topics using both high-frequency vocabulary, new vocabulary, and learned grammatical structures (Presentational mode)		WL09-NH-S.1-GLE.3	
4. Knowledge and Understanding of Other Cultures	1. Examine common practices and perspectives within the cultures studied		WL09-NH-S.2-GLE.1	
	2. Examine familiar products of the cultures studied		WL09-NH-S.2-GLE.2	
5. Connections with Other Disciplines and Information Acquisition	1. Examine information gathered from target language resources connected to other content areas		WL09-NH-S.3-GLE.1	
	2. Relate information acquired from authentic resources to individual perspectives and experiences		WL09-NH-S.3-GLE.2	
6. Comparisons to Develop Insight into the Nature of	1. Describe similarities and differences between structural patterns of the target language through comparisons of the student’s own language and the language studied		WL09-NH-S.4-GLE.1	

Telluride High School Spanish 1 Curriculum at a Glance -- Novice Mid Proficiency Range Level

<p>Language & Culture</p>	 <p>Colorado 21st Century Skills</p> <p>Critical Thinking and Reasoning</p> <p>Information Literacy</p> <p>Collaboration</p> <p>Self-Direction</p> <p>Invention/Innovation</p> <p>Making Connections</p>		<p>Foundational Concepts in World Language: Interpersonal Communication, Interpretive Communication, Presentational Communication, Cultures, Connections, Comparisons</p> <p>The Colorado World Languages Standards describe what learners should know and be able to do as they develop proficiency in a foreign language. Communication is at the center using the interpersonal, interpretive and presentational modes. Communication is then supported by understanding cultural perspectives, making connections to other disciplines and comparing one’s own language and culture with the new language.</p> 
<p>Vista Higher Learning <i>Descubre 1</i> -- Lengua y Cultura del mundo hispánico</p>	<p>Content: Grammar, Vocabulary, Structure</p>	<p>Culture: Geography, History, Customs and Traditions, Literature</p>	<p>Skills/Outcomes: Speech, Comprehension, Written and Oral Abilities and Holistic Projects</p>
<p>Lección 1 - Hola ¿Qué tal?</p>	<ul style="list-style-type: none"> Greetings and goodbyes Identifying yourself and others Personal pronouns 	<ul style="list-style-type: none"> Geography of the Spanish speaking world—maps of Central and South America and the Caribbean; Spain 	<ul style="list-style-type: none"> Simple oral conversations introducing self and others Ask questions using query words Match nouns, articles and adjectives by gender and number in speech and writing

Telluride High School Spanish 1 Curriculum at a Glance -- Novice Mid Proficiency Range Level

	<ul style="list-style-type: none"> • Courtesy Expressions • The Spanish alphabet • Nouns and articles • Numbers 1-30 • Present tense of ser • Telling time • Question words 	<ul style="list-style-type: none"> • Plazas – customs, traditions and culture • <u>Día de los Muertos</u>: Nov. 1 & 2 • <u>Mexican Customs & Culture</u>- Selected readings on Day of the Dead • <u>Mexico & Spanish speaking parts of the U.S.</u> 	<ul style="list-style-type: none"> • Express time, numbers and do simple math in Spanish • Conjugate ser and estar and use in context
<p>Lección 2- En la clase</p>	<ul style="list-style-type: none"> • The classroom and school life • School subjects, fields of study • Days of the week and months of the year • Spanish vowels • Present tense of –ar verbs • Numbers 31 and higher 	<ul style="list-style-type: none"> • <u>España</u> – Culture, Art, Food, geography, El Prado en Madrid, Spanish Civil War 	<ul style="list-style-type: none"> • Horario: Write about personal school schedule: use times and singular/plural, adjectives to describe people, gustar/preferir • Ask and answer questions about school and classes • Conjugate tomar and tener and use in context • Pronounce vowels in Spanish • Conjugate and use –ar verbs in Spanish

Telluride High School Spanish 1 Curriculum at a Glance -- Novice Mid Proficiency Range Level

<p>Lección 3 – La familia</p>	<ul style="list-style-type: none"> • Family vocabulary • Identifying people/personal adjectives • Professions and occupations • Descriptive and possessive adjectives • Present tense of –er and –ir verbs • Present tense of tener and vivir • Usage of ser and estar in questions 	<ul style="list-style-type: none"> • <u>Ecuador</u>- Las islas Galápagos, Oswaldo Guaysamín, trekking, latitude and equator 	<ul style="list-style-type: none"> • Produce and present digital media Family Tree Project – Árbol de Mi Familia • Ask and answer questions about people using masculine/feminine and singular/plural agreement • Conjugate and use –er and –ir verbs in Spanish • Use tener to define age • Pronounce diphthongs and use linking • Describe oneself and one’s family
<p>Lección 4 – Los pasatiempos</p>	<ul style="list-style-type: none"> • Pastimes, sports, places in the city • Word stress and accent marks • Present tense of ir • Stem changing verbs: e:ie, o:ue, e:i • Verbs with irregular yo forms 	<ul style="list-style-type: none"> • <u>March/April Holiday:</u> Semana Santa • <u>México & Guatemala—</u> Mexico D. F., Diego Rivera and Frida Kahlo, Los aztecas, la plata 	<ul style="list-style-type: none"> • Describe and discuss personal hobbies • Pronounce words with accents and stress the correct parts • Conjugate and use stem changing verbs and verbs with irregular yo forms

Telluride High School Spanish 1 Curriculum at a Glance -- Novice Mid Proficiency Range Level

<p>Lección 5 – Las vacaciones</p>	<ul style="list-style-type: none"> • Travel and vacation • Seasons of the year • Weather • Ordinal numbers • Pronunciation of b and v • Cataratas de Iguazú Falls, • Punta del Este, Uruguay 	<ul style="list-style-type: none"> • Cinco de Mayo • <u>Puerto Rico</u> – El Morro, Salsa, El Observatorio de Arecibo, relations with the U.S. 	<ul style="list-style-type: none"> • Ask and answer questions about pastimes and vacations • Write about the weather and seasons • Differentiate pronunciation of the consonants b and v and utilize correctly in speech • Read/comprehend about popular vacation destinations in the Spanish speaking world in Spanish • Produce and present digital media vacation brochure
<p>Lección 6 - ¡De compras!</p>	<ul style="list-style-type: none"> • Clothing and shopping • Negotiating and bargaining • Colors • Complex adjectives • Consonants d and t in Spanish • Mercados al aire libre • Saber and conocer • Indirect object pronouns • Preterite tense of regular verbs • Demonstrative adjectives and pronouns • Culture/exports/history and music of Cuba 	<ul style="list-style-type: none"> • <u>Cuba</u> – U.S. & Cuba relations; Fidel Castro, Ballet Nacional de Cuba, La caña de azúcar y el Tabaco, población, música 	<ul style="list-style-type: none"> • Ask and answer questions about shopping • Dialogues in mercados del aire libre y tiendas - the open market and stores • Use complicated adjectives to describe objects • Differentiate pronunciation of the consonants d and t and utilize correctly in speech • Differentiate the meanings of saber and conocer and use appropriately in speech and dialogue • Understand the regular pattern for preterite verbs • Distinguish between present and preterite tenses • Use indirect object pronouns

Critical Content: My students will KNOW ...	Key Skills: My students will be able to (Do) ...
Culture: <ul style="list-style-type: none"> • Geography of the Spanish Speaking World • Focus: México, Guatemala, Puerto Rico, Cuba, España, Uruguay, Ecuador • Open air markets • Spanish Plazas • Traditional and customary greetings and goodbyes • Día de los Muertos • Semana Santa • Cinco de Mayo 	<p>Within the context of this first year curriculum, students will be able to demonstrate in the target language the three modes of communication – interpersonal, interpretive and presentational. Some examples can include, but may not be limited to:</p> <ul style="list-style-type: none"> • Identify location of Spanish speaking countries and their capitals on a world map • Describe the traditions and customs of popular holidays and celebrations in Latin America • Count from 1-100 and do simple math and computing in Spanish • Perform dialogues and skits about family, personal interests, pastimes, shopping and travel • Reading and viewing comprehension in Spanish -- VHL Fotonovelas, Extra en Español • Presentation of digital media Family Tree Project • Presentation of digital media vacation brochure • Write about themselves, friends and family members in Spanish with subject-verb agreement and masculine/feminine/singular/plural distinctions • Express likes and dislikes • Use common greetings and goodbyes in the target language • Ask and answer questions in Spanish • Conjugate regular verbs and use in speech • Pronounce similar consonants and vowels correctly and distinctly • Place accents and tildes on simple vocabulary words • Comprehend basic spoken and written Spanish • Familiarize with the birth of Spanish in the 9th century and evolution of the Spanish language – castellano a language of commerce and becoming the official language of Spain in the 16th century

Telluride High School Spanish 1 Curriculum at a Glance -- Novice Mid Proficiency Range Level

Grammar:	<ul style="list-style-type: none"> • Infinitive verbs • Regular verbs in present and preterite tenses, stem-changing verbs and verbs with irregular yo forms, personal/possessive/descriptive/complex adjectives • Numbers, time, mathematics • Nouns and articles • Gender and number agreement in Spanish/masculine and feminine agreement in Spanish • Days of the week and months of the year • Seasons and weather • Conjugation of –ar/-er/-ir verbs 	<ul style="list-style-type: none"> • Understand and explain the history and the evolution of Spanish in North America in the 16th century, the Mexican-American war • Understand and explain the current demographics of Spanish – 40 Million people in the U.S. Speak Spanish, second most commonly spoken language in U.S., official language of twenty-two countries, and official language of EU and UN • Understand grammatical relationships: Latin, English, Spanish • Understand and identify infinitives and cognates
Vocabulary:	<ul style="list-style-type: none"> • Introductions and goodbyes, classroom, family/pets, pastimes, vacation and travel, shopping • Spanish alphabet, vowels and consonants • Pronunciation of b/v, d/t, accents and tildes 	
Connections to:	<ul style="list-style-type: none"> • United States demographics • History • Exploration, colonization and trade • World Geography and culture • Global marketplace • Wider Spanish speaking world • English language and Latin roots • Current societal demographics 	

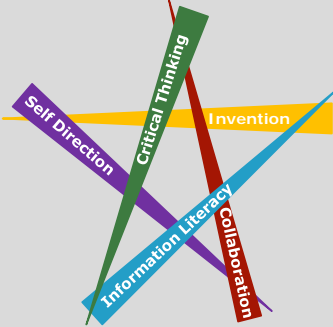
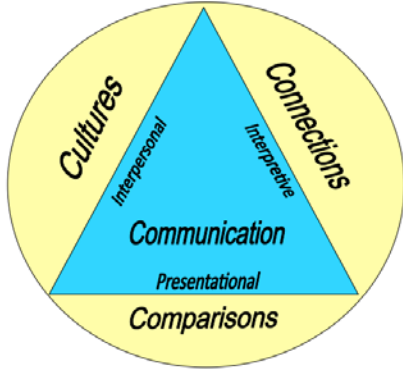
(WL09-NH-S.1-GLE.1) and (WL09-NH-S.1-GLE.2) and (WL09-NH-S.1-GLE.3)

Curriculum Development Overview
Unit Planning for Novice High Proficiency Range Level in World Languages

Telluride High School Spanish 2 Curriculum at a Glance – Novice Mid – Novice High Proficiency Range Level

Content Area	World Languages	Spanish	Proficiency Range Level	Novice Mid – Novice High [Imitative – Interactive]
Course Level and Name	High School		Spanish 2	
Curriculum	Vista Higher Learning – <i>Descubre 2</i> V-Text and Supersite at http://www.vhlcentral.com		<u>Novels & Monthly Magazines</u> 1) Problemas en paraíso 2) El Nuevo Houdini 3) TPRS Selected novels: <ul style="list-style-type: none"> • <i>El Nuevo Houdini</i> • <i>Robo en la noche</i> • <i>Rebeldes en Tejas</i> • <i>Rival</i> • <i>Tumba</i> 4) Ahora Scholastic Magazine	
Standard	Grade Level Expectations (GLE)		GLE Code	
1. Communication in Languages Other Than English	1. Initiate, sustain, and conclude conversations (written or oral) in a variety of situations based on familiar and unfamiliar vocabulary and learned grammatical structures (interpersonal mode)		WL09-IL-S.1-GLE.1	
	2. Comprehend spoken or written language in a variety of situations based on familiar and unfamiliar vocabulary and learned grammatical structures (interpretive mode)		WL09-IL-S.1-GLE.2	
	3. Present (written or oral) on a variety of familiar topics, using familiar vocabulary and learned grammatical structures (presentational mode)		WL09-IL-S.1-GLE.3	
4. Knowledge and Understanding of Other Cultures	1. Draw conclusions using a personal understanding of the perspectives and practices of the cultures studied		WL09-IL-S.2-GLE.1	
	2. Examine how the perspectives of people who speak the target language are reflected in their products		WL09-IL-S.2-GLE.2	
5. Connections with Other Disciplines and Information	1. Assess the usefulness of information gathered from target language resources for application in other content areas		WL09-IL-S.3-GLE.1	
	2. Examine information and viewpoints presented in authentic		WL09-IL-S.3-GLE.2	

Telluride High School Spanish 2 Curriculum at a Glance – Novice Mid – Novice High Proficiency Range Level

Acquisition	resources			
6. Comparisons to Develop Insight into the Nature of Language and Culture	1. Recognize how the significance of the similarities and differences between the target language and the student’s own language provides insight into the structures of their own language	WL09-IL-S.4-GLE.1		
	2. Compare the similarities and differences between the target culture(s) and the student’s own culture	WL09-IL-S.4-GLE.2		
<p>Colorado 21st Century Skills</p>  <ul style="list-style-type: none"> Critical Thinking and Reasoning Information Literacy Collaboration Self-Direction Invention/Innovation Making Connections 			<p>Foundational Concepts in World Language: Interpersonal Communication, Interpretive Communication, Presentational Communication, Cultures, Connections, Comparisons The Colorado World Languages Standards describe what learners should know and be able to do as they develop proficiency in a foreign language. Communication is at the center using the interpersonal, interpretive and presentational modes. Communication is then supported by understanding cultural perspectives, making connections to other disciplines and comparing one’s own language and culture with the new language.</p>	
Vista Higher Learning <i>Descubre 2</i> – Lengua y Cultura del mundo hispánico	Content: Grammar, Vocabulary, Structure	Culture: Geography, History, Customs and Traditions, Literature	Skills/Outcomes: Speech, Comprehension, Written and Oral Abilities and Holistic Projects	
Lección Preliminar - Review	<ul style="list-style-type: none"> • Present tense of ser and estar • Definite and indefinite articles • Adjectives and agreement • Present tense of –ar/er/ir verbs • Present tense of ir • Verbs with stem changes and irregular yo forms 	<ul style="list-style-type: none"> • Geography of the Spanish Speaking World – countries and capitals • Unas vacaciones de voluntario • Hacer surf al estilo hispano • <u>Mexican Artists:</u> Diego Rivera and Frida Kahlo 	<ul style="list-style-type: none"> • Differentiate usage of ser and estar and use in context • Match nouns and articles (both definite and indefinite) in gender and number • Match nouns and adjectives in gender and number • Conjugate regular present and preterite verbs and use in context • Conjugate stem changing verbs and verbs with irregular yo forms and use in context 	

Telluride High School Spanish 2 Curriculum at a Glance – Novice Mid – Novice High Proficiency Range Level

	<ul style="list-style-type: none"> • Volunteer vacations • Preterite tense of regular verbs • Preterite tense of ser and ir • Irregular Preterites • Verbs that change meaning in the preterite • Direct and indirect object pronouns • Gustar and similar like/dislike verbs • Double object pronouns 		<ul style="list-style-type: none"> • Recognize irregular preterite verbs and conjugate appropriately • Use object pronouns in place of nouns • Attach object pronouns to infinitive verbs • Express likes and dislikes • Create and present Bolsa de Papel (Paper Bag Project)
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Telluride High School Spanish 2 Curriculum at a Glance – Novice Mid – Novice High Proficiency Range Level

<p>Lección 1 – En El Consultorio</p>	<ul style="list-style-type: none"> • Health and medical terminology • Parts of the body • Symptoms and medical conditions • Health professions • Accents and strong syllables • Preterite and imperfect tenses • Constructions with se/reflexives • Adverbs 	<ul style="list-style-type: none"> • Servicios de Salud • Remedios caseros y plantas medicinales • Curanderos y chamanes • <u>Perú</u>: Land of the Incas • <u>Costa Rica</u>: Geography, Culture and Economy Los parques nacionales, las plantaciones de café, una nación progresiva • <u>Día de los Muertos</u>: November 1 & 2 	<ul style="list-style-type: none"> • Ask and answer questions related to the body, health, and medicine • Perform short dialogues about medical conditions and treatments • Pronounce words with syllabic stress and accents correctly, and identify where accents and stress are placed • Differentiate between the present and preterite tenses and use appropriately in context • Differentiate between the preterite and imperfect tenses and their usage • Conjugate and use ‘se’ and reflexive verbs in the present and preterite tenses in context • Use adverbs and adverbial expressions in speech • Produce Perú Write-Up in the preterite tense and read orally
<p>Lección 2 – La tecnología</p>	<ul style="list-style-type: none"> • Home electronics • Computers and the Internet • Cars and mechanics • Accents on similar words • Cell phones and text messages • Familiar/informal commands • Por and para • Reciprocal reflexives 	<ul style="list-style-type: none"> • <u>Argentina/Patagonia</u>: Geography, History and Culture; Inmigración europea, El tango, Las Cataratas de Iguazú • <u>Chile/Patagonia</u>: Geography, History and Culture 	<ul style="list-style-type: none"> • Ask and answer questions about electronics, technology, cars, and cell phones • Send and receive text messages in Spanish • Make phone calls in Spanish • Give and receive commands • Differentiate between the use of por and para and use correctly in context • Differentiate between reflexive and reciprocal reflexive verbs in speech and construction • Place and pronounce accents correctly
<p>Lección 3 – La</p>	<ul style="list-style-type: none"> • Parts of a house and 	<ul style="list-style-type: none"> • <u>Bolivia</u>: Las Islas flotantes del 	<ul style="list-style-type: none"> • Identify and name parts of a house

Telluride High School Spanish 2 Curriculum at a Glance – Novice Mid – Novice High Proficiency Range Level

<p>vivienda</p>	<p>furniture (muebles)</p> <ul style="list-style-type: none"> Household chores (quehaceres) Table settings Mayúsculas and minúsculas (capital and lowercase letters) The central patio Lago Titicaca Relative Pronouns – que, quien, lo que Formal Commands Present Subjunctive Subjunctive with verbs of will and influence 	<p>lago Titicaca; El Festival de Oruro</p> <ul style="list-style-type: none"> <u>Lectura</u>: Bienvenidos al Palacio de las Garzas <u>Panamá</u>: Geography and culture; the Panama Canal; La mola, El mar 	<ul style="list-style-type: none"> Ask and answer questions about quehaceres (chores) at home and in school Order and pay the bill (cuenta) in a restaurant setting Present collaborative Rutina Diaria (Daily Routine) digital media project using reflexives Describe cultural practices around patios Identify location of Lake Titicaca in Perú on a world map Use relative pronouns to combine sentences in writing Give and receive formal commands Understand and identify the pattern for regular subjunctive verbs Conjugate verbs in the subjunctive and use in speech Prepare and present oral project on ideal presidential residence
<p>Lección 4 – La naturaleza</p>	<ul style="list-style-type: none"> Nature and the environment Recycling and conservation Adventures in nature Signs of punctuation – comma, ellipses, signos de interrogación (¿), signos de exclamación (!) Los Andes 	<ul style="list-style-type: none"> <u>March/April Holiday: Semana Santa</u> <u>Lectura</u>: Dos fábulas de Félix María Samaniefo y Timás de Iriarte <u>Colombia</u>: Geography, History and Culture; Gabriel García Márquez, Cartagena de Indias, El Carnaval, El Museo del Oro 	<ul style="list-style-type: none"> Read and write about important issues in nature and ecology both locally and globally Create a digital media presentation about a personal nature adventure Apply punctuation rules and signs correctly in the context of personal narrative and dialogue writing Understand the shifting of the Andes over time/the Sierra Nevada Cordillera and important bodies of water in the Spanish speaking world –

Telluride High School Spanish 2 Curriculum at a Glance – Novice Mid – Novice High Proficiency Range Level

	<ul style="list-style-type: none"> Colombia: La Sierra Nevada de Santa Marta Important Cuerpos de Agua in the Spanish speaking world The subjunctive tense: hypothetical states, emotion, doubt, disbelief, denial, with conjunctions Fables in Spanish 		<p>their history, geography and significance</p> <ul style="list-style-type: none"> Understand the pattern for the regular subjunctive Identify times to use the subjunctive tense Apply the subjunctive tense to speech and with conjunctions Read and write short fables in Spanish
Lección 5 – En la ciudad	<ul style="list-style-type: none"> City life Daily chores Money and banking Post office Abbreviations in Spanish Travel in cities – subway (metro), tram, cars, motorcycles, buses, shared minivans The subjunctive in adjective clauses Nosotros/as commands Past participles as adjectives Pensar and creer 	<ul style="list-style-type: none"> May Holiday: Cinco de Mayo <u>Lectura:</u> Esquina peligrosa de Marco Denevi <u>Venezuela:</u> History, Geography and Economy; Simón Bolívar, petróleo, Caracas 	<ul style="list-style-type: none"> Perform dialogues and skits about city life, daily chores, money and banking, and post office visits using complex math in Spanish Understand and apply abbreviations in Spanish Describe modes of travel in cities Give and receive nosotros/as commands Understand past participle endings and differentiate from present progressive endings Apply past participles as adjectives in writing and speech Change indicative phrases to subjunctive phrases Express uncertain or indefinite cases in the subjunctive tense Read and comprehend fiction in Spanish – focus on point of view Create and present orally: <u>Tableros de Creencia:</u> Belief Board Project
Lección 6 – El	<ul style="list-style-type: none"> Health and well being 	<ul style="list-style-type: none"> Chichén Itzá 	<ul style="list-style-type: none"> Ask and answer questions on health and exercise

Telluride High School Spanish 2 Curriculum at a Glance – Novice Mid – Novice High Proficiency Range Level

<p>bienestar</p>	<ul style="list-style-type: none"> • Exercise and physical activity • Nutrition • Consonants b and v • Present perfect • Past perfect • Present perfect subjunctive 	<ul style="list-style-type: none"> • <u>Bolivia</u>: Geography, culture and history; El lago Titicaca, La música andina, Tiahuanaco, The Water Wars • <u>Lectura</u>: Un día de éstos de Gabriel Garcia Marquez 	<ul style="list-style-type: none"> • Narrate a series of events in the present and past perfect • Read and comprehend fiction; make inferences in Spanish • Hold a debate regarding Bolivia’s water wars, water as a commodity
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Telluride High School Spanish 2 Curriculum at a Glance -- Intermediate Low Proficiency Range Level

Critical Content: My students will Know ...		Key Skills: My students will be able to (Do) ...
Culture: <ul style="list-style-type: none"> • Geography of the Spanish Speaking World • Focus: Mexico, Costa Rica, Panamá, Perú & Bolivia, Colombia, Argentina & Chile (Patagonia), Venezuela • Frida Kahlo and Diego Rivera • Gabriel García Márquez • Día de los Muertos • Semana Santa • Cinco de Mayo 	<p>Within the context of this unit, students will be able to demonstrate in the target language the three modes of communication – interpersonal, interpretive and presentational. Some examples can include, but may not be limited to:</p> <ul style="list-style-type: none"> • Identify location of Spanish speaking countries and their capitals on a world map • Follow oral and written directions, commands and requests • Ask and answer questions about themselves and others in Spanish • Perform dialogues in the present, present and past perfect and preterite tenses • Reading and viewing comprehension in Spanish – Short TPRS novels, <i>Ahora</i> Scholastic Magazine, VHL Fotonovelas, Extra en Español • Identify key words and main ideas in oral and written resources in the target language • Ask and answer questions related to readings in the target language • Presentation of Paper Bag Project and Belief Board project • Collaborative Presentation of Rutina Diaria (Daily Routine) digital media project • Read and comprehend fiction and news articles in Spanish • Recognize and use gestures, greetings, and idiomatic expressions in 	
Grammar: <ul style="list-style-type: none"> • Formal and Informal Commands • Use of upper case and lower case in Spanish • Punctuation signs • Abbreviations in Spanish • Reflexive and reciprocal reflexive verbs • The preterite and present and past perfect • Subjunctive tense • Por and para • Relative pronouns • B and V 		
Vocabulary: <ul style="list-style-type: none"> • Health and medicine, exercise and nutrition, the body, technology, cars, houses, nature and the environment, recycling and conservation, city life, daily chores, money and banking, post office 		

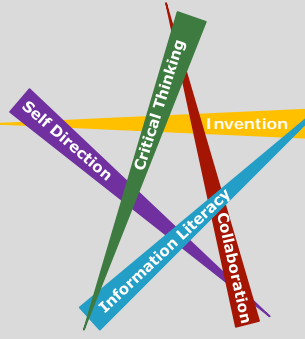

Telluride High School Spanish 2 Curriculum at a Glance -- Intermediate Low Proficiency Range Level

Connections to:	<ul style="list-style-type: none">• United States demographics• World Geography and culture• Global marketplace and economy/commodities• Wider Spanish speaking world• English language and Latin roots	the target language <ul style="list-style-type: none">• Make inferences from audio and written resources• Use English and Latin prefixes, suffixes, and roots to decode Spanish vocabulary <p>(WL09-IL-S.1-GLE.1) and (WL09-IL-S.1-GLE.2) and (WL09-IL-S.1-GLE.3)</p>
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Telluride High School Spanish 3 Curriculum at a Glance – Novice High - Intermediate Low Proficiency Level

Content Area	World Languages	Spanish	Proficiency Range Level	Novice High – Intermediate Low [Interactive – Reflective]
Course Level and Name	High School	Spanish 3		
Curriculum	Vista Higher Learning – <i>Descubre 3</i> V-Text and Supersite at http://www.vhlcentral.com	<u>Novels and Monthly Magazines:</u> 1. Ahora Scholastic Magazine 2. TPRS Selected Novels: <ul style="list-style-type: none"> • <i>Problemas en paraíso</i> • <i>La guerra sucia</i> • <i>Vida y muerte en la mara salvatrucha</i> • <i>La hija del sastre</i> 		
Standard	Grade Level Expectations (GLE)	GLE Code		
1. Communication in Languages Other Than English	1. Initiate, sustain, and conclude conversations (written or oral) in a variety of situations based on familiar and unfamiliar vocabulary and learned grammatical structures (interpersonal mode)	WL09-IM-S.1-GLE.1		
	2. Comprehend spoken or written language in a variety of situations based on familiar and unfamiliar vocabulary and learned grammatical structures (interpretive mode)	WL09-IM-S.1-GLE.2		
	3. Present (written or oral) on a variety of familiar topics, using familiar vocabulary and learned grammatical structures (presentational mode)	WL09-IM-S.1-GLE.3		
2. Knowledge and Understanding of Other Cultures	1. Draw conclusions using a personal understanding of the perspectives and practices of the cultures studied	WL09-IM-S.2-GLE.1		
	2. Examine how the perspectives of people who speak the target	WL09-IM-S.2-GLE.2		

Telluride High School Spanish 3 Curriculum at a Glance – Novice High - Intermediate Low Proficiency Level

	language are reflected in their products		
3. Connections with Other Disciplines and Information Acquisition	3. Assess the usefulness of information gathered from target language resources for application in other content areas	WL09-IM-S.3-GLE.1	
	4. Examine information and viewpoints presented in authentic resources	WL09-IM-S.3-GLE.2	
4. Comparisons to Develop Insight into the Nature of Language and Culture	1. Recognize how the significance of the similarities and differences between the target language and the student’s own language provides insight into the structures of their own language	WL09-IM-S.4-GLE.1	
	2. Compare the similarities and differences between the target culture(s) and the student’s own culture	WL09-IM-S.4-GLE.2	
	<p>Colorado 21st Century Skills</p> <p>Critical Thinking and Reasoning: <i>Thinking Deeply, Thinking Differently</i></p> <p>Information Literacy: <i>Untangling the Web</i></p> <p>Collaboration: <i>Working Together, Learning Together</i></p> <p>Self-Direction: <i>Own Your Learning</i></p> <p>Invention: <i>Creating Solutions</i></p>		<p>Foundational Concepts in World Languages: The Colorado World Languages Standards describe what learners should know and be able to do as they develop proficiency in a foreign language. Communication is at the center using the interpersonal, interpretive and presentational modes. Communication is then supported by understanding cultural perspectives, making connections to other disciplines and comparing one’s own language and culture with the new language.</p>
Vista Higher Learning Descubre 3 – Lengua y Cultura del mundo hispánico	Content: Grammar, Vocabulary, Structure	Culture: Geography, History, Customs and Traditions, Literature	Skills/Outcomes: Speech, Comprehension, Written and Oral Abilities and Holistic Projects

Telluride High School Spanish 3 Curriculum at a Glance – Novice High - Intermediate Low Proficiency Level

<p>Lección 1: Las relaciones personales</p>	<ul style="list-style-type: none"> • La personalidad • Los estados emocionales • Los sentimientos • Las relaciones personales • Review of the present and the present progressive tenses • Review of usage of ser and estar 	<ul style="list-style-type: none"> • <u>Chile</u>: Geography, Customs, Culture, Patagonia Region; Isabel Allende (Magical Realism) • Poema 20 – Pablo Neruda • Sonia Sotomayor: la niña que soñaba 	<ul style="list-style-type: none"> • Ask and answer questions about people and emotions • Produce narrative writing about friends, family and acquaintances • Describe and comprehend personalities of friends and relatives with complex adjectives in speech and writing • Conjugate regular and irregular verbs in the present and present progressive tenses • Complete Interactive digital media Prezi project: Geography of the Spanish speaking world; collaboratively produce and present orally
<p>Lección 2 – Las diversiones</p>	<ul style="list-style-type: none"> • La música y el teatro • Los lugares de recreo • Los deportes • Las diversiones • The preterite and imperfect tenses • Object pronouns • Gustar and similar verbs • Reflexive verb review • Reciprocal Reflexives review 	<ul style="list-style-type: none"> • <u>Día de los Muertos</u>: November 1 & 2 • <u>México</u>: El Nuevo cine mexicano • Idilio de Mario Benedetti • <u>El toreo</u>: ¿Cultura o tortura? 	<ul style="list-style-type: none"> • Discuss music and theater, esp. of Mexico • Describe personal hobbies, sports, interests and write about experiences in the present and preterite tenses • Comprehend and produce dialogues about personal pastimes • Differentiate between the usage of the preterite and imperfect tenses • Apply the preterite and imperfect tenses to speech and writing

Telluride High School Spanish 3 Curriculum at a Glance – Novice High - Intermediate Low Proficiency Level

<p>Lección 3 – La vida diaria</p>	<ul style="list-style-type: none"> • En casa • De compras • Expresiones • La vida diaria • The preterite and imperfect tenses 	<ul style="list-style-type: none"> • <u>Lectura:</u> Autoretrata de Rosario Castellanos • El arte de la vida diaria • España: Barcelona and Madrid, the Basque region, Art and food, cultures and customs, la familia, Letizia Ortiz, The Spanish Civil War • <u>Famous Spanish artists:</u> Miquel Barceló -Francisco de Goya - Diego Velázquez - Salvador Dali 	<ul style="list-style-type: none"> • Prepare and present orally digital media Skit using preterite and imperfect • Prepare and present interpretive digital media Spanish Art project • Speak and write about daily life in the U.S. and in Spain • Comprehend and use the preterite and imperfect in speech and writing
<p>Lección 4 – La salud y el bienestar</p>	<ul style="list-style-type: none"> • Los sintomas y las enfermedades • La salud y bienestar • Los medicos y el hospital • Los medicinas y tratatmientos/farmacias • Por and para • Commands review • Subjunctive in noun clauses 	<ul style="list-style-type: none"> • Colombia: el café, Bogotá, La Ciclovía de Bogotá • Abuelos y chamanes & Plantas Curativas • <u>Literatura:</u> Mujeres de ojos grandes de Angela Mastretta • La ciencia: La nueva arma en una Guerra antigua 	<ul style="list-style-type: none"> • Make phone calls for medical appointments • Comprehend and respond to medical questions and role play – medical appointments, pharmacy prescriptions and dialogues, hospital visits, accidents on the scene • Differentiate and apply the use of por and para correctly • Give and receive formal and informal commands/singular and plural construction • Use subjunctive in speech for will and influence, emotion, doubt and denial • Orally debate Western and Eastern medical practices using the subjunctive • Read, comprehend and discuss La Guerra Sucia
<p>Lección 5 – Los viajes</p>	<ul style="list-style-type: none"> • De viaje • El alojamiento • La seguridad y los 	<ul style="list-style-type: none"> • <u>Semana Santa:</u> March/April Holiday • <u>Guatemala:</u> Tikal 	<ul style="list-style-type: none"> • Ask and answer questions about travel, reservations, arrangements • Role play dialogues in hostels, hotels, emergency

Telluride High School Spanish 3 Curriculum at a Glance – Novice High - Intermediate Low Proficiency Level

	<ul style="list-style-type: none"> accidents Las excursiones Comparatives and Superlatives Negative, affirmative and indefinite expressions: Alguno, ninguno, algún, ningún, o...o, ni...ni, niquiera, también y tampoco The subjunctive in adjective clauses – antecedents with uncertain + subjunctive Double negatives 	<ul style="list-style-type: none"> La Ruta del Café – El Canal de Panamá Major Exports of Latin America: sugar, coffee, beef, wine, iron ore, soybeans <u>Literatura</u>: La luz es como el agua de Gabriel García Márquez Como agua para chocolate by Laura Esquivel La Ruta Maya 	<ul style="list-style-type: none"> situations Use both comparative: comparisons of equality and inequality; and affirmative statements: que and de with articles in speech Apply special rules for outlying superlatives: grande/pequeño/a, mayor.meor, bien/mal, major/peor in speech and writing Write a short essay about the major exports of Latin America using the subjunctive tense Write a short essay about hopes for the future, doubts and desires
<p>Lección 6 – La naturaleza</p>	<ul style="list-style-type: none"> La naturaleza Los animals Los fenómenos naturales El medio ambiente Future tense Subjunctive in adverbial clauses Prepositions: a, hacia, con 	<ul style="list-style-type: none"> <u>Cinco de Mayo</u>: May Holiday <u>El Caribe</u> Los Bosques del mar Parque Nacional Submarino La Caleta Literatura: Eclipse de Augusto Monterroso La conservación de Vieques 	<ul style="list-style-type: none"> Discuss nature and the environment Discuss and debate natural phenomena and superstition Discuss and debate the environment, conservation, important global issues Use the future tense in speech and writing Write an essay about future goals and present orally Use and apply prepositions correctly in writing and speech

Telluride High School Spanish 3 Curriculum at a Glance – Intermediate Mid Proficiency Level

Critical Content: My students will Know ...		Key Skills: My students will be able to (Do) ...
Culture:	<ul style="list-style-type: none"> Advanced geography, customs, culture and history of the Spanish Speaking world Chile, México, Spain, Colombia, Guatemala, El Caribe Major National Parks, animals and conservation efforts in Latin America 	<p>Within the context of this unit, students will be able to demonstrate in the target language the three modes of communication – interpersonal, interpretive and presentational. Some examples can include, but may not be limited to:</p> <ul style="list-style-type: none"> Read and comprehend short articles and novels using multiple tenses: present, present progressive, preterite and imperfect tenses, future and subjunctive tenses Make inferences from oral and written passages Retell a story orally or in writing Examine the cultural traditions and celebrations in the Spanish speaking world Give oral and written presentations in the target language Utilize 21st century skills to communicate in the target language: email, text, letter, social media Re-enact scenes from novels in the target language
Grammar:	<ul style="list-style-type: none"> Present and present progressive Preterite and Imperfect Multiple uses and applications of the subjunctive to express emotion, desire, doubt, denial and hypothetical situations Affirmative and negative statements Superlatives and comparisons Complex use of prepositions 	
Vocabulary:	<ul style="list-style-type: none"> Home, shopping, daily life, medical situations and emergencies, hospital, clinic and pharmacy vocabulary and situations; nature and environment, conservation, traveling and accommodations 	

Telluride High School Spanish 3 Curriculum at a Glance – Intermediate Mid Proficiency Level

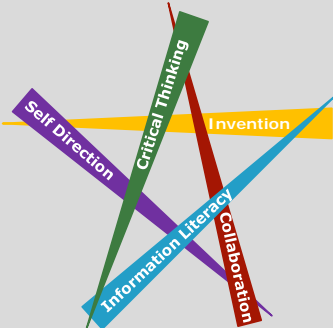
Connections to:	<ul style="list-style-type: none">• United States demographics• World Geography and culture• Global marketplace and economy/commodities• Wider Spanish speaking world• English language and Latin roots	<ul style="list-style-type: none">• Give and follow commands• Engage in oral and written conversation in the target language• Use the target language to ask for and give directions, make reservations and appointments, acquire information, order in a restaurant, and in emergency situations• Write narrative pieces in the target language• Produce a short autobiography about their Spanish experience in school as a culminating project using multiple tenses• Explain how bilingualism relates to demographic trends and globalism <p>(WL09-IM-S.1-GLE.1) and (WL09-IM-S.1-GLE.2) and (WL09-IM-S.1-GLE.3)</p>
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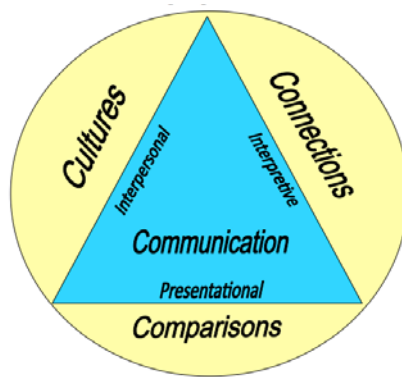
Telluride High School Spanish 4 Curriculum at a Glance – Intermediate Low Proficiency Level

Content Area	World Languages	Spanish	Proficiency Range Level: [Reflective – Refining]	Intermediate Low - Intermediate Mid
Course Level and Name	High School	Spanish 4		
Curriculum	<p><i>Revista</i> from Vista Higher Learning & Supersite at http://www.vhlcentral.com</p> <p><u>Course Goals:</u></p> <ul style="list-style-type: none"> • Mastery of Spanish tenses • Bi-literacy • Advanced oral competency – debate and hypothetical • Advanced writing skills – critique and persuasive • Complex analysis of Latin American literature and film • Versatility of vocabulary and construction in speech and writing 	<p><u>Novels and other resources:</u></p> <ol style="list-style-type: none"> 1. <i>Diarios de motocicleta</i> - Che Guevarra 2. <i>El alquimista</i> - Paulo Coelho 3. <i>Como agua para chocolate</i> - Laura Esquivel 4. <i>Cien años de soledad</i> – Gabriel García Márquez 5. http://www.nulu.com 6. Selected readings, content and film from <i>Imagina</i> and <i>Descubre 3</i> curricula by Vista Higher Learning 7. Newspaper biweekly articles 		
Standard				
1. Communication in Languages Other Than English		1. Initiate, sustain, and conclude conversations (written or oral) in a variety of situations based on familiar and unfamiliar vocabulary and learned grammatical structures (interpersonal mode)		
		2. Comprehend spoken or written language in a variety of situations based on familiar and unfamiliar vocabulary and learned grammatical structures (interpretive mode)		
		3. Present (written or oral) on a variety of familiar topics, using familiar vocabulary and learned grammatical structures (presentational mode)		
2. Knowledge and Understanding of Other Cultures		1. Draw conclusions using a personal understanding of the perspectives and practices of the cultures studied		
		2. Examine how the perspectives of people who speak the target language are reflected in their products		

Telluride High School Spanish 4 Curriculum at a Glance – Intermediate Low Proficiency Level

3. Connections with Other Disciplines and Information Acquisition		1. Assess the usefulness of information gathered from target language resources for application in other content areas	
		2. Examine information and viewpoints presented in authentic resources	
4. Comparisons to Develop Insight into the Nature of Language and Culture		1. Recognize how the significance of the similarities and differences between the target language and the student’s own language provides insight into the structures of their own language	
		2. Compare the similarities and differences between the target culture(s) and the student’s own culture	

<p align="center">Colorado 21st Century Skills</p>  <p>Critical Thinking and Reasoning: <i>Thinking Deeply, Thinking Differently</i></p> <p>Information Literacy: <i>Untangling the Web</i></p> <p>Collaboration: <i>Working Together, Learning Together</i></p> <p>Self-Direction: <i>Own Your Learning</i></p> <p>Invention: <i>Creating Solutions</i></p>	<p>Content: Grammar & Writing focus</p>	<p>Literature and Film</p>	<p>Essential Questions/Large outcomes</p>
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The Colorado World Languages Standards describe what learners should know and be able to do as they develop proficiency in a foreign language. Communication is at the center using the interpersonal, interpretive and presentational modes. Communication is then supported by understanding cultural perspectives, making connections to other disciplines and comparing one’s own language and culture with the new language.

<p>Revista: Convesación sin barreras Third Edition</p>	<p>Content: Grammar & Writing focus</p>	<p>Literature and Film</p>	<p>Essential Questions/Large outcomes</p>
<p>Lección 1 : ¿Realidad o fantasía?</p> <p>Approach:</p> <p>Discussion</p> <p>Debate</p> <p>Advance Organizers</p> <p>Cooperative learning</p> <p>Individual writing and reflection</p> <p>Novel #1</p>	<ul style="list-style-type: none"> • Ser and estar across tenses review • Transition words • Topic sentences • Present perfect • Past perfect • Diminutive and argumentative endings 	<ul style="list-style-type: none"> • Cortometraje: Viaje a Marte de Juan Pablo Zaramella • Ensayo: “Celebración de la fantasía” de Eduardo Hughes Galeano • Artículo: “La clonación: un porvenir prometedor” • Cuento: “El otro círculo” de Luis R. Santos • Novela: <i>El Alquimista</i> por Paulo Coelho • Film: <i>Pan’s Labyrinth</i> 	<p>¿Existen los ángeles, los fantasmas, los extraterrestres?</p> <p>¿Está predeterminado nuestro destino?</p> <ul style="list-style-type: none"> • ¿Es posible adivinar el future? • <u>Scored Debate:</u> Clonación • Present clones/pose questions

Telluride High School Spanish 4 Curriculum at a Glance – Intermediate Low Proficiency Level

			<ul style="list-style-type: none"> • <u>Ensayo</u>: Clonación/Papel de Opinión
<p>Lección 2: Una cuestion de personalidad</p> <p>Approach:</p> <p>Discussion Debate Research Mini-journal Nonlinguistic representation</p>	<ul style="list-style-type: none"> • El pretérito y el imperfect • Parallel structure 	<ul style="list-style-type: none"> • Film: Diez Minutos de Alberto Ruiz Rojo • Artículo: Las cuatro formulas científicas de la felicidad • Cuento: “El juego más antiguo” de Alberto Chimal • Obra de teatro: “No hay que complicar la felicidad” de Marco Denevi 	<ul style="list-style-type: none"> • ¿Cómo eres? • ¿Corresponde tu comportamiento con su personalidad? • Cuál es la personalidad ideal? <p><u>Digital Autobiography Project/presentation</u></p> <p><u>Proyecto del Arte</u>: Personalidad en papel</p>
<p>Lección 3: Pohibido pensar</p> <p>Approach:</p> <p>Discussion Debate Individual writing and reflection Advance organizers Novel #2</p>	<ul style="list-style-type: none"> • Las preposiciones • El subjuntivo 1 – the present subjunctive • Magical Realism 	<ul style="list-style-type: none"> • Nada que perder de Rafa Russo • Entrevista: Benicio del Toro • Opinión: Pocholo es virtual" de Cristina López Schlicting • Cuento: “Cine Prado” de Elena Ponitowska • Literatura: Continuidad de los parques de Julio Cortázar • Cuento: Un hombre viejo con alas enormes por Gabriel García Márquez • Novela: Cien años de soledad por Gabriel García Márquez 	<ul style="list-style-type: none"> • ¿Quién es dueño de nuestras opiniones? • Lo somos nosotros o los medios de comunicación? • ¿Quién elige nuestros iconos? • ¿Qué somos: telespectadores o consumidores potenciales • <u>Escritura</u>: Crítica del cine • Film: iMovie project– One Hundred Years of Solitude
<p>Lección 4: Poder, quiero más poder</p> <p>Approach:</p> <p>Discussion Debate Advance organizers Individual writing and reflection</p>	<ul style="list-style-type: none"> • El subjuntivo 2 – the past subjunctive • Conjunctions of time/concession/requiring the subjunctive 	<ul style="list-style-type: none"> • Cortometraje: E; pjo en la nuca de Rodrigo Piá • Opinión: “La tortilla” de Manuel Vincent • Experiencias” “Carta abierta a mi nieto” de Juan Gelban 	<ul style="list-style-type: none"> • ¿Qué opinión tienes de la política? • ¿Y de los politicos? • ¿Quién tiene más poder: las multinacionales o los gobiernos?

Telluride High School Spanish 4 Curriculum at a Glance – Intermediate Low Proficiency Level

<p>Research</p>		<ul style="list-style-type: none"> • Poema: “Entre la piedra y la flor” de Octavio Paz • Los derechos humanos/20th century dictatorships around Latin America • Film: Evita 	<ul style="list-style-type: none"> • ¿Cuánta responsabilidad tenemos como ciudadanos de participar en los procesos políticos? • ¿Cómo es la voz de mujer en literature hispánica? • ¿Qué significa el concepto de machismo en el mundo hispanohablante? • <u>Escritura</u>: Carta al presidente • <u>Ensayo</u>: Biografía de un líder político en el mundo hispano
<p>Lección 5: Por amor al arte</p> <p>Approach: Discussion Debate Research Presentation Nonlinguistic representation Novel #3</p>	<ul style="list-style-type: none"> • El subjuntivo 3 – the present perfect subjunctive • the subjunctive in adjective and adverbial clauses • Passive voice • the impersonal ‘se’ and the neuter ‘lo’ • lo que statements • Satire 	<ul style="list-style-type: none"> • Cortometraje: Dime lo que sientes de Iria Gómez • Experiencias: Drácula y los niños” de Juan José Mullás • Opinión: “Lo que dure el amor” de Mex Urtizberea • Cuento: “El mono que quiso ser escritor satírico” de Augusto Monterroso • Selected works of Jorge Luis Borges • Novela: Como agua para chocolate por Laura Esquivel • Film: Like Water for Chocolate 	<ul style="list-style-type: none"> • ¿Qué relación tienes con el arte? • ¿Qué tipo de expression artística te gusta más? ¿Cuál te gusta menos? • ¿Es posible ignorar el arte? • <u>Independent Artist Study Project and Digital Folio</u>
<p>Lección 6: Modos de vivir</p> <p>Approach:</p> <p>Discussion Debate Research Presentation Novel #4</p>	<ul style="list-style-type: none"> • Oraciones condicionales con si • Hypothetical statements and ideas • El futuro y el future perfect • la condicional (potential simple) • Hypothetical and conditional statements 	<ul style="list-style-type: none"> • Cortometraje: My backyard was a mountain de Adam Schlachter • Experiencias: Navidad de una ‘rica y famosa’ de Guadalupe Loaeza • Opinión: ¿Cuáles son las prioridades de la 	<ul style="list-style-type: none"> • ¿Cómo es tu estilo de vida? • ¿Qué cambiarías si pudieras? • ¿Bajo qué circunstancias? • <u>iMovie</u>: Mi Sueño • <u>Digital Media Author Study Project</u> • <u>Ensayo Final</u>: Persuasive essay

Telluride High School Spanish 4 Curriculum at a Glance – Intermediate Low Proficiency Level

		humanidad?” de Gabriel García Marquez <ul style="list-style-type: none"> • Cuento: “Dos vidas” de Bruno Aceves • Novela: Diarios de motocicleta por Che Guevarra • Film: The Motorcycle Diaries 	on modes of living
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Critical Content: My students will KNOW ...		Key Skills: My students will be able to (DO) ...
Culture:	<ul style="list-style-type: none"> • Selected literature and film from the Spanish speaking world 	Within the context of this unit, students will be able to demonstrate in the target language the three modes of communication – interpersonal, interpretive and presentational. Some examples can include, but may not be limited to: <ul style="list-style-type: none"> • Engage in conversations and debates, provide information, express perspective and standpoint in actual, hypothetical and future (Interpersonal mode) • Understand and interpret written and spoken
Grammar:	<ul style="list-style-type: none"> • Transition words, literary terminology, prepositional use, ser and estar across tenses, preterite and imperfect tenses, subjunctive mood and uses, future and future perfect tenses, conditional tense and hypotheticals, si clauses, the impersonal se and the neuter lo 	
Topics and Writing Focus:	<ul style="list-style-type: none"> • Current events • Social issues and global debates • Literary analysis • Film Criticism • Latin American Canon 	

Telluride High School Spanish 4 Curriculum at a Glance – Intermediate Low Proficiency Level

<p>Connections to:</p>	<ul style="list-style-type: none"> • Art • English/Language Arts • Global Studies • Literature and film of the Spanish speaking world • Canon of authors from the Spanish speaking world 	<p>language on a variety of topics (interpretive mode)</p> <ul style="list-style-type: none"> • Present information, concepts and ideas to an audience of listeners or readers on a variety of topics (presentational mode) • Critique literature and art in the target language (interpersonal mode) • Compare and contrast literary and film genres (interpretive mode) • Demonstrate an understanding of the products and perspectives of the cultures studied (presentational mode) • Acquire information and recognize the distinctive viewpoints of Spanish and its cultures (interpretive mode) • Identify important Latin American authors/become familiar with the Latin American canon • Demonstrate understanding of the concept of culture through comparison to own culture (presentational mode) • Discuss and debate a wide variety of topics in the target language from personal issues to societal and global concerns; abstract hypothesizing, persuading and negotiating to reach a conclusion <p>(WL09-IM-S.1-GLE.1) and (WL09-IM-S.1-GLE.2) and (WL09-IM-S.1-GLE.3)</p>
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Telluride High School Spanish 4 Curriculum at a Glance – Intermediate Low Proficiency Level