

Spanish II Syllabus

Credits: 1.0

Course Overview/Description

Spanish II is a high school foreign language course that builds upon skills and concepts taught in Spanish I, emphasizing communication, cultures, connections, comparisons, and communities. This course gives students practice using the mechanics of the Spanish language, acquaints them with the cultural differences of Hispanic countries, and helps them gain a keen awareness of their own culture.

Course materials are designed to support students as they work to gain a basic proficiency in speaking, listening, reading, and writing Spanish, and in cultural competency. In addition to the default course program, Spanish II includes extra alternate lessons, projects, and tests for use in enhancing instruction or addressing individual needs.

During this course students will:

- **Unit 1:** Students will identify all of the Spanish speaking countries, translate key words related to those countries, learn food and travel related vocabulary words, and study different parts of speech.
- **Unit 2:** Students will concentrate on all aspects of Chile and memorize Spanish speaking countries and capitals. They will also examine verbs, adjectives, vocabulary, and punctuation dealing with school systems and classrooms.
- **Unit 3:** Students will explore the geography, culture, and history of Venezuela. They will also focus on the following parts of speech: prepositions, intonation and accents, rules of superlatives, pronouns, and vocabulary words.
- **Unit 4:** Students will study the geography, history, and culture of Peru as well as the causes and symptoms of culture shock. They will learn different verbs, pronouns, idioms, and vocabulary words.
- **Unit 5:** Students will focus on all aspects of Colombia, careers, and jobs. They will practice conjugating verbs, studying the different meanings of sentences, and vocabulary words.
- **Unit 7:** Students will examine multiple aspects of Guatemala. They will also learn about conjugating verbs along with travel and transportation vocabulary.
- **Unit 8:** Students will concentrate on the history and culture of Bolivia and Ecuador. They will also practice place vocabulary, verbs, and conjugating verbs.
- **Unit 9:** Students will explore the history, geography, and customs of Costa Rica. They will demonstrate understanding of preterit and imperfect tenses and vocabulary regarding news and media.
- **Unit 10:** Students will examine the history and culture of Peru and Uruguay. They will also learn different forms of verbs, creating formal and informal commands, and using object pronouns.
- **Unit 11:** Students will focus on characteristics of life and history in Nicaragua, traveling in Latin America, the vocabulary and commands relating to health and medical topics, verb tenses, and prepositions.

Additional Resources

In addition to the default course program, Spanish II includes extra alternate lessons, projects, and tests for use in enhancing instruction or addressing individual needs. Below is a list of suggested resources which can be used in conjunction with these assignments.

| Spanish II | | |
|---------------------------|---|--|
| Unit | Assignment Title | Supply List |
| All Conversation Projects | Conversation projects | <ul style="list-style-type: none"> • Phone to call teacher for oral conversation assignments |
| 2 | Proyecto: La escuela ideal | <ul style="list-style-type: none"> • Microsoft Publisher (Recommended) • Poster board • Materials for decorating <p>4 pictures that represent a school and its features</p> |
| 3 | Proyecto especial de un folleto turístico | <ul style="list-style-type: none"> • Microsoft Publisher (Recommended) • Materials to create a brochure or poster |

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| | | <ul style="list-style-type: none"> • Photos of tourist areas (possibly could come from magazines) |
| 4 | Proyecto: La importancia del patrimonio cultural | <ul style="list-style-type: none"> • Microsoft Publisher or PowerPoint (Recommended) • Visual aids such as maps, drawings and photos |
| 5 | Proyecto: La exploración de carreras | <ul style="list-style-type: none"> • Poster board • Pictures, drawings, graphs • Materials for decorating |
| 7 | Proyecto: Mi diario imaginario | <ul style="list-style-type: none"> • Four pictures of Guatemalan transportation • Presentation material |
| 7 | Proyecto: Mi receta secreta | <ul style="list-style-type: none"> • Research materials • Presentation materials |
| 8 | Proyecto: Una composición sobre mi niñez | <ul style="list-style-type: none"> • Paper • Pencil |
| 9 | Proyecto: Un gran recuerdo | <ul style="list-style-type: none"> • 5 photos from students' past • Paper • Pencil |

Technology Requirements

Students need to know how to create, edit, modify and submit documents (acceptable files types listed below). Because Project assignments may require students to create and modify documents for completing their work, students need to know how to use documentation programs, such as Microsoft® Office and/or Google Docs. If a student uses Google Docs, they will not be able to share the file directly from Google to their teacher. They will need to download the assignments and upload it directly into their assignment submission box in one of the accepted file types: .csv, .doc, .docx, .pdf, .xls, .xlsx, .txt, .rtf, .ppt, .pptx, .odf, .odt, .ods, .odp, .mdb, .accdb, .pub, .jpg, .jpeg, pages, numbers, key.

- The Odysseyware Learning Management System utilized is the Odysseyware LMS.

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|------------|---|--|
| Browser | Microsoft Internet Explorer® Mozilla Firefox® Safari® Chrome® | Version 11 Version 44 and 45 or higher Version 9 or higher Version 49 or higher |
| PDF Reader | Adobe Acrobat Reader DC® <i>Or the latest version of a browser that supports built-in PDF viewing, such as Chrome® or Firefox®</i> | Version 2015 or higher |

Browser Settings - Browsers should be configured with these recommended settings.

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| Passwords | Disable features that automatically save passwords |
| AutoComplete | Disable AutoComplete, as it often looks like a list of answers to choose from |
| Caching | Enable caching, but set browsers to clear the cache when closed |
| Javascript | Javascript must be enabled for pages to render correctly |

Additionally, students have access to unlimited, toll free technical support through our Technical Support Hotline that runs Monday-Friday from 7:00 am-5:00 pm CST.

Assignments/Assessments

Odysseyware courses are designed to have relevant course assignments that follow the state and national standards that the course has been developed to meet. The course assignments are determined by the subject matter, grade level, and lesson objectives.

Assignments include guided and independent practice activities/items to assess content and concepts within each lesson. Projects, essays, labs, collaborative activities, and performance tasks are included to invite a deeper understanding and application of learned concepts. Odysseyware courses access higher order thinking skills through multiple question type structures and formats that access all levels of Depth of Knowledge.

The curriculum is focused on the process of mastering content. Based on well-defined learning objectives, Odysseyware courses are organized into sequential units that build upon each other and include a complete scope and sequence. Before progressing to the next unit, students must reach a predetermined mastery benchmark.

Odysseyware's standard courses provide a range of formative and summative assessments designed to gather data regarding student progress in any given unit of study. These formative assessments are followed by summative assessments designed to provide teachers with benchmark data at regular intervals. Summative assessments include projects and unit tests.

Odysseyware assessments utilize a variety of problem types to provide students with both constructed and selected response items. These include, but are not limited to, essay/paragraph, multiple choice, multiple select, click-and place, fill-in-the-blank, and graphic multiple choice. Alternative tests, randomized items, and randomized multiple choice answer order exist to preserve the integrity of the assessment.

Assignments include guided and independent practice activities/items to assess content and concepts within each lesson. Where appropriate, projects are included to invite a deeper understanding or application of concepts. These lessons and projects are joined in each unit by quizzes and tests that are more summative in nature. Students are tested frequently with review questions as they move through each unit. Additionally, quizzes serve as formative assessments to ensure students are ready for the cumulative unit test. In the upper grades, cumulative semester and final exams are included.

Instructional Strategies

Odysseyware's core belief is that all students are unique and deserve a personalized learning experience. We recognize that a one-size-fits-all curriculum is completely insufficient to address the needs of all students or to function in diverse instructional settings. We provide the foundation for creating instructional goals, methods, materials, and assessments that work for everyone—not a single, one-size-fits-all solution but rather flexible approaches that can be customized and adjusted for individual needs.

Odysseyware curriculum materials contain interactive tools that provide students the ability to “do” on screen. Odysseyware uses live-action video in select locations to engage students, provide additional instruction, provide higher-order thinking inquiries and demonstrations in science, provide access to first-person interviews, and to visually depict complex situations. Odysseyware incorporates thousands of multimedia pieces to increase engagement and reinforce concepts for all. Media is created with academic relevance in mind for direct instruction. There are Direct Instruction videos, virtual labs, investigations videos, and many guided practice pieces to reinforce learning, maintain focus, and engage students. These include drag and drop activities, vocabulary and spelling games as well as other guided practice elements at appropriate points in a lesson.



Students will have multiple opportunities to access Dynamic Learning Activities in guided practice, problem sets, and assessments. These DLAs, direct-instruction videos and interactive content emphasize real world scenarios, engage through the use of rich audio and visual components, and address diverse learning styles.

Instruction is provided by trained teachers who are state-certified in their designated subject areas. The support they provide includes the following components:

Grading & Feedback – Although the Odysseyware system automatically grades many items that are submitted by students, as in the case of multiple choice and matching questions, our teachers provide manual grading and targeted written feedback for constructed response items and projects. Teachers grade most items within 2 business days (sometimes longer for large projects.)

Office Hours - Students can call or attend the live virtual classroom of *their assigned teacher* during that teacher's weekly designated office hours. Odysseyware Academy uses Adobe Connect as the live office hour portal for teachers to interact with their students as one mode of communication and within the live lessons, students can receive additional help, feedback, and support in their course(s). Designated days/hours vary by teacher.

Email Communication – Teachers respond to emails from their students in a timely manner; usually within 1 business day. Students can reach out to teachers anytime via the messaging system or the embedded “help” button.

Proactive Communication – At a minimum, students will receive weekly proactive communication from their teachers, in the form of emails, phone calls, or text messages. This communication is targeted specifically to each student's needs, so that they know what they're doing well and what they need to work on. Communication may include encouragement, helpful hints, status updates, and resources for enrichment or remediation.

Students also have the opportunity to receive synchronous help by calling the Academic Hotline, which is available each weekday and is manned by certified teachers who are subject matter experts. This gives students the chance to interact with teachers and receive assistance on their school work.

Student Expectations

To be most successful in their online courses, students are expected to:

- Log in daily and make progress in their course(s).
- Be willing to put forth effort and complete the course(s) in the allotted time frame.
- Attend regularly scheduled teacher office hours when requesting help.
- Receive regular instructor communication through grading, phone or messaging.
- Reach out to their instructor(s) for help.
- Contact Technical Support for any software issues.
- Complete student orientation.
- Inform Odysseyware virtual teacher ahead of time when they are not going to be active in their course for one week or more.
- Use proper or formal language when communicating with instructors or academy staff via messaging (this includes lessons, quizzes, projects, and tests).
- Complete their own course and maintain academic integrity at all times.
- Always use their given name when attending live sessions or training, or when turning in projects or assessments.
- Always respond to teacher messages and staff messages that require a response.

Time Requirements

Though Odysseyware does not specify the amount of time that a student works on a course each day, we do expect that students work regularly and stay on pace in their course(s). To stay on pace, students should follow the due dates for assignments listed in their Gradebook. The amount of time a student need to dedicate to stay on pace in their course(s) will be dependent upon grade level of work and subject matter.

Students can only work on assignments in sequential order that are assigned to them. Projects can be worked on concurrently, but a student will not be allowed to advance to the next unit until everything for the current unit has been completed (this includes projects). Students should plan accordingly for projects that may require more than one day for completion. We do not have time limits for tests and quizzes, but do require they be completed in one sitting.

Grading Policy

Odysseyware full credit courses (or full school year courses) are divided in two parts (Part A – Semester 1, and Part B – Semester 2). This is in place for all grade levels (elementary, middle school, and high school). Each unit is weighted as an equal part of the semester average. Individual unit grades are calculated using the following grading scale and weighting for assessments.

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|-----------|---------------------|----------|---------------------|-----------|---------------------|
| A+ | 97.00-100% | A | 93.00-96.99% | A- | 90.00-92.99% |
| B+ | 87.00-89.99% | B | 83.00-86.99% | B- | 80.00-82.99% |
| C+ | 77.00-79.99% | C | 73.00-76.99% | C- | 70.00-72.99% |
| D+ | 67.00-69.99% | D | 63.00-66.99% | D- | 60.00-62.99% |
| F | 0-59.99% | | | | |

Units with Projects

Tests = 30 % of overall grade

Quizzes = 25% of overall grade

Projects = 25% of overall grade

Lessons = 25% of overall grade

Test/Quiz Retake Policy

- Odysseyware students can retake one quiz per unit and one test per course.
- Tests and quizzes are to be completed in one sitting. Occasionally due to technical issues, a student may need a quiz or test unlocked to allow them to access it again.
- Student should not move onto new quizzes or tests until issue is resolved.
 - Student must work with Tech Support to resolve current issue before proceeding.
 - If excessive unlock requests continue, the teacher explains that quizzes and tests should be completed in one sitting. If available, the teacher can assign an alternative quiz/test.
 - After two unlocks on the same test/quiz, the student is informed that this is their final attempt. If the student does not complete the final attempt, he/she receives a zero on the assignment.

Contact Policy

Teachers communicate frequently with students and their support network. Although much of the communication necessary for students to complete their coursework is asynchronous, such as emails, system messages, feedback, etc., students may often need live support, in the form of a quick phone call or a more extensive live lesson or tutoring session. Teachers hold weekly office hours (through Adobe Connect) at a schedule time posted in the Student Information System.

Students and parents/guardians can contact the teacher via phone, live office hours, email, and messages sent through the Learning Management System. To send an email through the student information system, students can navigate to the *Course Information* page which contains an *Email Teacher* link that students can use to send a message to their teacher.

Teachers and Odysseyware staff respond to communication sent by students and parents within one business day. Teachers respond to grading within one business day for assignments and four business days for projects/essays.

Accommodation and Accessibility

Odysseyware offers a number of built-in supports, instructional tools and customization features to address students with diverse learning styles. Below are the built in supports available to all students:

- Vocabulary**- Odysseyware provides students with numerous opportunities to acquire and apply new vocabulary. Students can listen to, speak, read and write the content vocabulary in an interactive setting with activities such as Flash Cards and the Spelling Bee.
- Reference**-The Reference function supports ELL students by helping them to understand, spell, and pronounce English words and/or phrases in the lessons.
- Translation**-The translate function translates any selected words or phrases included in the lessons from English to a variety of supported languages, including Spanish, French, German and Chinese. Translation can help students who have literacy skills in their home language to gain fast access to the lesson content.
- Text-to-Speech**-The Text-to-Speech function provides spoken word support for any word or phrase in the lesson. Learners can choose between a selection of voices. The text is enlarged and highlighted as the application reads the words to the student.
- Transcripts**-Transcripts are available for every video in every course.
- Custom Course Thresholds**-The ability to choose pass thresholds and weighting of course components empowers teachers to make individualized instructional delivery adjustments for students according to their unique needs.
- Academic Snapshot**-Our interface is ideal for many of our students who struggle with organization. Our Academic Snapshot feature allows a student to always see how they are doing in the class and if they are ahead or behind. This feature allows students to instantly see if they are on pace/ahead, behind in their courses, logging into the course frequently enough, and are earning grades needed to pass the course. This constant stream of feedback is a perfect match for students who struggle with executive planning and organization.



Odysseyware offers Extended Services for students who may lack basic skills, have significant learning gaps, or have attendance or behavior issues, resulting in the need for an increased level of support from their teachers. These students receive Basic Instructional Services (support, grading, and feedback from the Odysseyware virtual teacher, access to weekly live office hours, and access to the Academic Hotline) as well as additional, personalized help/services (adjusted course settings, a weekly phone call and weekly live tutoring sessions with their teachers, etc.)

Course Outline

| Unit 1: Amigos en el Mundo | | |
|----------------------------|---|---|
| Spanish II | Assignments | |
| | 1. Course Overview | 1. Course Overview |
| | 2. Introducción al mundo hispanohablante | 2. Introduction to the Spanish Speaking World |
| | 3. El español en los EE.UU. | 3. Spanish in the U.S. |
| | 4. ¿Por qué hablamos tanto el español? | 4. Why Do We Speak Spanish So Much? |
| | 5. Del viejo mundo al nuevo mundo | 5. From the Old World to the New World |
| | 6. Prueba 1: Me gusta el español | 6. Quiz 1: I like Spanish |
| | 7. Prueba alterna - Versión A: Me gusta el español* | 7. Alternate Quiz - Form A: I like Spanish* |
| | 8. Prueba alterna - Versión B: Me gusta el español* | 8. Alternate Quiz - Form B: I like Spanish* |
| | 9. Del nuevo mundo al viejo mundo | 9. From the New World to the Old World |
| | 10. ¿Qué haces todos los días? | 10. What Do You Do Every Day? |
| | 11. Prueba 2: La rutina diaria | 11. Quiz 2: Daily Routine |
| | 12. Prueba alterna - Versión A: La rutina diaria* | 12. Alternate Quiz - Form A: Daily Routine* |
| | 13. Prueba alterna - Versión B: La rutina diaria* | 13. Alternate Quiz - Form B: Daily Routine* |
| | 14. ¡Cosas que hacer y lugares adónde viajar! | 14. Things to Do and Places to Go! |
| | 15. ¡Ágape! | 15. Potluck |
| | 16. Ser o no ser | 16. To Be or Not to Be |
| | 17. Una despedida cariñosa | 17. A Fond Farewell |
| | 18. ¿Cómo es tu rutina diaria? | 18. Project: How Is Your Daily Routine? |
| | 19. Prueba 3: En casa y de paseo | 19. Quiz 2: At Home and Out and About |
| | 20. Prueba alterna - Versión A: En casa y de paseo* | 20. Alternate Quiz - Form A: At Home and Out and About* |
| | 21. Prueba alterna - Versión B: En casa y de paseo* | 21. Alternate Quiz - Form B: At Home and Out and About* |
| | 22. Proyecto especial* | 22. Special Project* |
| | 23. Unidad 1 A: Proyecto de Conversacion** | 23. Unit 1 A: Conversation Project |
| | 24. Repaso | 24. Review |
| | 25. Examen | 25. Exam |
| | 26. Examen alterno - Versión A* | 26. Alternate Exam – Form A* |
| | 27. Examen alterno - Versión B* | 27. Alternate Exam – Form B* |
| | 28. Glosario y créditos | Glossary and Credits |

Unit 2: Amigos en Chile

Assignments

Spanish II

| | | | |
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| 1. | El programa de intercambio 'Vive y aprende' | 1. | The 'Live and Learn' Exchange Program |
| 2. | Una lección de geografía | 2. | A Geography Lesson An |
| 3. | Una excursión educativa | 3. | Educational Field Trip |
| 4. | Prueba 1: Me gusta estudiar en Chile | 4. | Quiz 1: I Love Studying in Chile |
| 5. | Prueba alterna - Versión A: Me gusta estudiar en Chile* | 5. | Alternate Quiz - Form A: I Love Studying in Chile* |
| 6. | Prueba alterna - Versión B: Me gusta estudiar en Chile* | 6. | Alternate Quiz - Form B: I Love Studying in Chile* |
| 7. | El primer día de clases | 7. | The First Day of Classes |
| 8. | La clase de deportes | 8. | P.E. Class |
| 9. | La clase de literatura | 9. | Literature Class |
| 10. | Prueba 2: Personajes chilenos | 10. | Quiz 2: Chilean Personalities |
| 11. | Prueba alterna - Versión A: Personajes chilenos | 11. | Alternate Quiz - Form A: Chilean Personalities* |
| 12. | Prueba alterna - Versión B: Personajes chilenos | 12. | Alternate Quiz - Form B: Chilean Personalities* |
| 13. | ¡Aprender otro idioma es difícil! | 13. | Learning another language is hard! |
| 14. | ¡Ser maestro es difícil! | 14. | Being a teacher is hard! |
| 15. | La naturaleza es una buena maestra | 15. | Nature Is a Good Teacher |
| 16. | Proyecto: La escuela ideal | 16. | Project: The Ideal School |
| 17. | Prueba 3: Chile: Fin del Cono Sur | 17. | Quiz 3: Chile: The Southern Cone's End |
| 18. | Prueba alterna - Versión A: Chile: Fin del Cono Sur* | 18. | Alternate Quiz - Form A: Chile: The Southern Cone's End* |
| 19. | Prueba alterna - Versión B: Chile: Fin del Cono Sur* | 19. | Alternate Quiz - Form B: Chile: The Southern Cone's End* |
| 20. | Proyecto especial* | 20. | Special Project* |
| 21. | Unidad 2 A: Proyecto de Conversacion** | 21. | Unit 2 A: Conversation project |
| 22. | Repaso | 22. | Review |
| 23. | Examen | 23. | Exam |
| 24. | Examen alterno - Versión A* | 24. | Alternate Exam - Form A* |
| 25. | Examen alterno - Versión B* | 25. | Alternate Exam - Form B* |
| 26. | Glosario y créditos | | Glossary and Credits |

| Unit 3: Amigos en Venezuela | | |
|-----------------------------|---|---|
| Assignments | | |
| Spanish II | 1. La tierra de gracia | 1. Land of Grace |
| | 2. Caracas: El hogar de Simón Bolívar | 2. Caracas: Home of Simon Bolivar |
| | 3. Una lección de geografía | 3. A Geography Lesson |
| | 4. Prueba 1: Estamos en Venezuela | 4. Quiz 1: We are in Venezuela |
| | 5. Prueba alterna - Versión A: Estamos en Venezuela* | 5. Alternate Quiz - Form A: We are in Venezuela* |
| | 6. Prueba alterna - Versión B: Estamos en Venezuela* | 6. Alternate Quiz - Form B: We are in Venezuela* |
| | 7. Los venezolanos: Un crisol de la raza humana | 7. Venezuelans: A Melting Pot of Humanity |
| | 8. Buen porte y buenos modales abren puertas principales | 8. Etiquette is the Key to Success |
| | 9. Venezuela: Valores y tradiciones | 9. Venezuela: Values and Traditions |
| | 10. Prueba 2: La Feria Internacional de Artesanos de Venezuela | 10. Quiz 2: The International Craft Fair in Venezuela |
| | 11. Prueba alterna - Versión A: La Feria Internacional de Artesanos de Venezuela* | 11. Alternate Quiz - Form A: The International Craft Fair in Venezuela* |
| | 12. Prueba alterna - Versión B: La Feria Internacional de Artesanos de Venezuela* | 12. Alternate Quiz - Form B: The International Craft Fair in Venezuela* |
| | 13. ¡Disfrutemos al aire libre en la isla Margarita! | 13. Let's enjoy the Outdoors on Margarita Island! |
| | 14. Proyecto especial de un folleto turístico | 14. Project: A Tourist Pamphlet |
| | 15. La música y el baile | 15. Music and Dance |
| | 16. La gastronomía venezolana | 16. Venezuelan Cuisine |
| | 17. ¡A jugar béisbol! | 17. Play Ball! |
| | 18. Prueba 3: Lo tuyo es mío y lo mío es tuyo | 18. Quiz 3: What is yours is mine and what is mine is yours |
| | 19. Prueba alterna - Versión A: Lo tuyo es mío y lo mío es tuyo* | 19. Alternate Quiz - Form A: What is yours is mine and what is mine is yours* |
| | 20. Prueba alterna - Versión B: Lo tuyo es mío y lo mío es tuyo* | 20. Alternate Quiz - Form B: What is yours is mine and what is mine is yours* |
| | 21. Proyecto especial* | 21. Special Project* |
| | 22. Unidad 3A: Proyecto de Conversacion** | 22. Unit 3A: Conversation Project |
| | 23. Repaso | 23. Review |
| | 24. Examen | 24. Exam |
| | 25. Examen alterno - Versión A* | 25. Alternate Exam - Form A* |
| | 26. Examen alterno - Versión B* | 26. Alternate Exam - Form B* |
| | 27. Glosario y créditos | Glossary and Credits |

Unit 4: Amigos en Perú

Assignments

Spanish II

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|--|--|
| 1. Próximo destino: Perú | 1. Next Stop: Peru |
| 2. Me encanta el Perú | 2. I love Peru |
| 3. Cusco: La capital antigua de los incas | 3. Cusco: The Ancient Capital of Incas |
| 4. ¡Machu Picchu es una maravilla! | 4. Macchu Picchu is a Wonder! |
| 5. Prueba 1: Amo el Perú | 5. Quiz 1: I love Peru |
| 6. Prueba alterna - Versión A: Amo el Perú* | 6. Alternate Quiz - Form A: I love Peru* |
| 7. Prueba alterna - Versión B: Amo el Perú* | 7. Alternate Quiz - Form B: I love Peru* |
| 8. Puno y Lago Titicaca | 8. Puno and Lake Titicaca |
| 9. El choque cultural | 9. Culture Shock |
| 10. Proyecto: La importancia del patrimonio cultural | 10. Project: The Importance of Cultural Heritage |
| 11. La selva amazónica y Puerto Maldonado | 11. The Amazon Rainforest and Puerto Maldonado |
| 12. Perdido en la traducción | 12. Lost in the Translation |
| 13. Prueba 2: Las zonas del Perú | 13. Quiz 2: Peru's Areas |
| 14. Prueba alterna - Versión A: Las zonas del Perú* | 14. Alternate Quiz - Form A: Peru's Areas* |
| 15. Prueba alterna - Versión B: Las zonas del Perú* | 15. Alternate Quiz - Form B: Peru's Areas* |
| 16. Proyecto especial* | 16. Special Project* |
| 17. Unidad 4 A: Proyecto de Conversación** | 17. Unit 4 A: Conversation Project |
| 18. Repaso | 18. Review |
| 19. Examen | 19. Exam |
| 20. Examen alterno - Versión A* | 20. Alternate Exam - Form A* |
| 21. Examen alterno - Versión B* | 21. Alternate Exam - Form B* |
| 22. Glosario y créditos | Glossary and Credits |

Unit 5: Amigos en Colombia

Assignments

Spanish II

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|--|---|
| 1. La arqueología: Una carrera ideal para Sofía | 1. Archeology: An Ideal Career for Sophie |
| 2. Carlos: 'Yo quiero ser arquitecto' | 2. Charlie: I Want to Be an Architect |
| 3. ¿Un trabajo o una carrera? | 3. A Job Versus a Career |
| 4. Las profesiones y los oficios | 4. Professions and Trades |
| 5. Prueba 1: ¿Una carrera o un trabajo? | 5. Quiz 1: A Career or a Job? |
| 6. Prueba alterna - Versión A: ¿Una carrera o un trabajo?* | 6. Alternate Quiz - Form A: A Career or a Job?* |
| 7. Prueba alterna - Versión B: ¿Una carrera o un trabajo?* | 7. Alternate Quiz - Form B: A Career or a Job?* |
| 8. Un viaje a Cartagena | 8. A Trip to Cartagena |
| 9. La influencia española en Colombia | 9. Spanish Influence in Colombia |
| 10. Proyecto: La exploración de carreras | 10. Project: Career Exploration |
| 11. Prueba 2: Profesiones | 11. Quiz 2: Professions |
| 12. Prueba alterna - Versión A: Profesiones* | 12. Alternate Quiz - Form A: Professions* |
| 13. Prueba alterna - Versión B: Profesiones* | 13. Alternate Quiz - Form B: Professions* |
| 14. El mesero distraído | 14. The Absent-minded Waiter |
| 15. Carlos llena una solicitud de empleo | 15. Charlie Fills Out a Job Application |
| 16. Proyecto: Una tableau vivant o pintura viviente | 16. Project: A Tableau Vivant or Living Picture |
| 17. La entrevista de empleo | 17. The Job Interview |
| 18. Prueba 3: La feria de las flores | 18. Quiz 3: The Flower Fair |
| 19. Prueba alterna - Versión A: La feria de las flores* | 19. Alternate Quiz - Form A: The Flower Fair* |
| 20. Prueba alterna - Versión B: La feria de las flores* | 20. Alternate Quiz - Form B: The Flower Fair* |
| 21. Proyecto especial* | 21. Special Project* |
| 22. Unidad 5A : Proyecto de Conversación** | 22. Unit 5 A: Conversation Project |
| 23. Repaso | 23. Review |
| 24. Examen | 24. Exam |
| 25. Examen alterno - Versión A* | 25. Alternate Exam - Form A* |
| 26. Examen alterno - Versión B* | 26. Alternate Exam - Form B* |

| Unit 6: Repaso y Examen Semestral | | |
|-----------------------------------|------------------------------------|-----------------------------|
| Spanish II | Assignments | |
| | 1. Repaso | 1. Review |
| | 2. Examen | 2. Exam |
| | 3. Examen alternativo - Versión A* | 3. Alternate Exam – Form A* |
| | 4. Examen alternativo - Versión B* | 4. Alternate Exam – Form B* |

| Unit 7: Amigos en Guatemala | | |
|-----------------------------|---|--|
| Spanish II | Assignments | |
| | 1. Un viaje en camioneta | 1. A Truck Ride |
| | 2. ¡A aplanar calles en Antigua! | 2. Wandering the Streets of Antigua! |
| | 3. ¡Toqué una tortuga! | 3. I Touched a Turtle! |
| | 4. Tantos murieron... | 4. So Many Died ... |
| | 5. Prueba 1: ¡Guatemala es lo máximo! | 5. Quiz 1: Guatemala is the best! |
| | 6. Prueba alterna - Versión A: ¡Guatemala es lo máximo!* | 6. Alternate Quiz - Form A: Guatemala is the best!* |
| | 7. Prueba alterna - Versión B: ¡Guatemala es lo máximo!* | 7. Alternate Quiz - Form B: Guatemala is the best!* |
| | 8. Un recorrido por Tikal | 8. A Tour of Tikal |
| | 9. Un guardabosques hablador | 9. A Talkative Ranger |
| | 10. Estuvimos en Chichicastenango | 10. We were in Chichicastenango |
| | 11. Proyecto: Mi diario imaginario | 11. Project: My Imaginary Diary |
| | 12. Prueba 2: Tikal, Chichicastenango y el volcán Pacaya | 12. Quiz 2: Tikal, Chichicastenango and the Pacaya Volcano |
| | 13. Prueba alterna - Versión A: Tikal, Chichicastenango y el volcán Pacaya* | 13. Alternate Quiz - Form A: Tikal, Chichicastenango and the Pacaya Volcano* |
| | 14. Prueba alterna - Versión B: Tikal, Chichicastenango y el volcán Pacaya* | 14. Alternate Quiz - Form B: Tikal, Chichicastenango and the Pacaya Volcano* |
| | 15. ¿Y eso se come? | 15. And You Eat That? |
| | 16. Se dice que... | 16. It is Said that ... |
| | 17. Proyecto: Mi receta secreta | 17. Project: My Secret Recipe |
| | 18. Prueba 3: ¡Hasta luego Guatemala! | 18. Quiz 3: Bye, Guatemala! |
| | 19. Prueba alterna - Versión A: ¡Hasta luego Guatemala!* | 19. Alternate Quiz - Form A: Bye, Guatemala!* |
| | 20. Prueba alterna - Versión B: ¡Hasta luego Guatemala!* | 20. Alternate Quiz - Form B: Bye, Guatemala!* |
| | 21. Proyecto especial* | 21. Special Project* |
| | 22. Unidad 1 B: Proyecto de Conversacion | 22. Unit 1B: Conversation Project |
| | 23. Repaso | 23. Review |
| | 24. Examen | 24. Exam |
| | 25. Examen alternativo - Versión A* | 25. Alternate Exam – Form A* |
| | 26. Examen alternativo - Versión B* | 26. Alternate Exam – Form B* |

Unit 8: Amigos en Bolivia y Ecuador

Assignments

Spanish II

| | |
|--|--|
| 1. Las dos ciudades capitales | 1. The Two Capital Cities |
| 2. Andábamos por Tiahuanacu y el lago Titicaca | 2. We Were Walking Through Tiahuanacu and Lake Titicaca |
| 3. ¿Querías sal para esa comida? | 3. Did You Want Salt for that Meal? |
| 4. Íbamos a Cochabamba cuando yo era niña... | 4. We Would Go To Cochabamba When I Was Little... |
| 5. El camino inca | 5. Inca Trail |
| 6. Proyecto: Mi árbol de conversación | 6. Project: My Conversation Tree |
| 7. Prueba 1: De Capítulo Uno | 7. Quiz 1: From Chapter One |
| 8. Prueba alterna - Versión A: De Capítulo Uno* | 8. Alternate Quiz - Form A: From Chapter One* |
| 9. Prueba alterna - Versión B: De Capítulo Uno* | 9. Alternate Quiz - Form B: From Chapter One* |
| 10. ¿Conoces Guayaquil? ¿Qué sabes de ella? | 10. Have You Been to Guayaquil? What Do You Know About It? |
| 11. Conocimos mucho sobre Quito | 11. We Learned a lot about Quito |
| 12. ¡A conocer la región de la amazonía! | 12. To know the region of the Amazon! |
| 13. Las islas Galápagos | 13. The Galapagos Islands |
| 14. Proyecto: Una composición sobre mi niñez | 14. Project: A Composition About My Childhood |
| 15. Prueba 2: De Capítulo Dos | 15. Quiz 2: From Chapter Two |
| 16. Prueba alterna - Versión A: De Capítulo Dos* | 16. Alternate Quiz - Form A: From Chapter Two* |
| 17. Prueba alterna - Versión B: De Capítulo Dos* | 17. Alternate Quiz - Form B: From Chapter Two* |
| 18. Proyecto Especial* | 18. Special Project* |
| 19. Unidad 2 B: Proyecto de Conversacion** | 19. Unit 2 B: Conversation Project |
| 20. Repaso | 20. Review |
| 21. Examen | 21. Test |
| 22. Examen alterno - Versión A* | 22. Alternate Test – Form A* |
| 23. Examen alterno - Versión B* | 23. Alternate Exam – Form B* |
| 24. Glosario y créditos | Glossary and Credits |

Unit 9: Amigos en Costa Rica

Assignments

Spanish II

| | |
|--|---|
| 1. ¡Pura vida! en San José Costa Rica. | 1. Things Are Great In San José, Costa Rica! |
| 2. ¡A hablar del pasado! | 2. Let's Talk about the Past! |
| 3. La hospitalidad de los ticos de Parismina | 3. The Hospitality of the Costa Ricans of Parismina |
| 4. La vida en la selva costarricense | 4. Life in the Costa Rican jungle |
| 5. Un sismo de 6,2º en la escala de Richter, ¡qué desastre! | 5. An Earthquake Measuring 6.2 ° on the Richter Scale, What a Mess! |
| 6. Una mina de oro para los turistas. | 6. A Gold Mine for Tourists. |
| 7. El turismo astronómico: ¡la vista de estrellas más hermosa del mundo! | 7. Astronomy for Tourists: The Most Beautiful View of the Stars in the World! |
| 8. Prueba 1: ¡Pura vida Costa Rica! | 8. Quiz 1: Costa Rica, It's All Good! |
| 9. Prueba alterna - Versión A: ¡Pura vida Costa Rica!* | 9. Alternate Quiz - Form A - Costa Rica, It's All Good!* |
| 10. Prueba alterna - Versión B: ¡Pura vida Costa Rica!* | 10. Alternate Quiz - Form B - Costa Rica, It's All Good!* |
| 11. La tecnología detrás de las industrias de Costa Rica | 11. The Technology behind the Industries of Costa Rica |
| 12. Carlos y Sofía visitan el Caribe en Costa Rica | 12. Charlie and Sophie Visit the Caribbean in Costa Rica |
| 13. Compañías multinacionales en Costa Rica | 13. Multinational Companies in Costa Rica |
| 14. El instituto de tecnología | 14. The Institute of Technology |
| 15. Una visita a la Amistad | 15. A Visit to La Amistad |
| 16. Proyecto: Un gran recuerdo | 16. Project: A Great Memory |
| 17. Prueba 2: Costa Rica en el pasado | 17. Quiz 2 - Costa Rica in the Past |
| 18. Prueba alterna - Versión A: Costa Rica en el pasado* | 18. Alternate Quiz - Form A - Costa Rica in the Past* |
| 19. Prueba alterna - Versión B: Costa Rica en el pasado* | 19. Alternate Quiz - Form B - Costa Rica in the Past* |
| 20. Proyecto especial* | 20. Special Project* |
| 21. Unidad 3B: Proyecto de Conversacion** | 21. Unit 3B: Conversation Project |
| 22. Repaso | 22. Review |
| 23. Examen | 23. Test |
| 24. Examen alterno - Versión A* | 24. Alternate Test – Form A* |
| 25. Examen alterno - Versión B* | 25. Alternate Test – Form B* |
| 26. Glosario y créditos | Glossary and Credits |

Unit 10: Amigos en Paraguay y Uruguay

Assignments

Spanish II

| | |
|--|---|
| 1. Carlos y Sofía toman una clase de historia | 1. Charlie and Sophie Take a History Class |
| 2. Carlos y Sofía juegan a buscar | 2. Charlie and Sophie Go on a Scavenger Hunt |
| 3. Guten tag de Filadelfia, en Paraguay | 3. "Guten Tag" from Philadelphia in Paraguay |
| 4. Bienvenidos al oriente de Paraguay | 4. Welcome to Eastern Paraguay |
| 5. Proyecto: Cómo hacer lo que hago yo | 5. Project: How to Do what I Do |
| 6. Prueba 1: Amigos en Paraguay | 6. Quiz 1 – Friends in Paraguay |
| 7. Prueba alterna - Versión A: Amigos en Paraguay* | 7. Alternate Quiz - Form A - Friends in Paraguay* |
| 8. Prueba alterna - Versión B: Amigos en Paraguay* | 8. Alternate Quiz - Form B - Friends in Paraguay* |
| 9. Carlos y Sofía llegan a Montevideo | 9. Charlie and Sophie Arrive at Montevideo |
| 10. Los pueblos del río Uruguay | 10. The River Towns of Uruguay |
| 11. Carlos y Sofía exploran la frontera | 11. Charlie and Sophie Explore the Border |
| 12. Carlos y Sofía conocen a un gaucho | 12. Charlie and Sophie Meet a Gaucho |
| 13. Prueba 2: Amigos en Uruguay | 13. Quiz 2 - Friends in Uruguay |
| 14. Prueba alterna - Versión A: Amigos en Uruguay* | 14. Alternate Quiz - Form A - Friends in Uruguay* |
| 15. Prueba alterna - Versión B: Amigos en Uruguay* | 15. Alternate Quiz - Form B - Friends in Uruguay* |
| 16. Proyecto especial* | 16. Special Project* |
| 17. Unidad 4B: Proyecto de Conversacion | 17. Unit 4B: Conversation Project |
| 18. Repaso | 18. Review |
| 19. Examen | 19. Test |
| 20. Examen alterno - Versión A* | 20. Alternate Test – Form A* |
| 21. Examen alterno - Versión B* | 21. Alternate Test – Form B* |
| 22. Glosario y créditos | Glossary and Credits |

Unit 11: Amigos en Nicaragua

Assignments

Spanish II

| | |
|--|---|
| 1. ¡Conozcamos al doctor! | 1. Let's Meet the Doctor! |
| 2. El agua de Nicaragua, ¡ojalá que mejore! | 2. The Water of Nicaragua, Hopefully It Improves! |
| 3. Proyecto: La falta de agua potable en Nicaragua y algunos problemas de salud | 3. Project: The Lack of Drinkable Water in Nicaragua and Related Health Problems |
| 4. ¡Me duele la cabeza! | 4. I Have a Headache! |
| 5. Prueba 1: ¡No me siento bien! | 5. Quiz 1: I Don't Feel Well! |
| 6. Prueba alterna - Versión A: ¡No me siento bien!* | 6. Alternate Quiz - Form A: I Don't Feel Well!* |
| 7. Prueba alterna - Versión B: ¡No me siento bien!* | 7. Alternate Quiz - Form B: I Don't Feel Well!* |
| 8. Carlos y Sofía se preparan para despedirse de Latino América | 8. Charlie and Sophie Get Ready to Say Goodbye to Latin America |
| 9. Mamá y papá, ¡quiero que me compren un carro! | 9. Mom and Dad, I Want You to Buy Me a Car! |
| 10. Proyecto: ¡Que te mantengas sano! | 10. Project: May You Stay Healthy |
| 11. Amigos en Latino América | 11. Friends in Latin America |
| 12. Proyecto: Mis consejos a los demás | 12. Project: My Advice to Others |
| 13. Prueba 2: ¡Quiero que viajes bien y que comas comida buena! | 13. Quiz 3 : I Hope That Your Travels Go Well and That You Eat Good Food! |
| 14. Prueba alterna - Versión A: ¡Quiero que viajes bien y que comas comida buena!* | 14. Alternate Quiz - Form A : I Hope That Your Travels Go Well and That You Eat Good Food!* |
| 15. Prueba alterna - Versión B: ¡Quiero que viajes bien y que comas comida buena!* | 15. Alternate Quiz - Form B : I Hope That Your Travels Go Well and That You Eat Good Food!* |
| 16. Proyecto especial* | 16. Special Project* |
| 17. Unidad 5 B: Proyecto de Conversacion** | 17. Unit 5B: Conversation Project |
| 18. Repaso | 18. Review |
| 19. Examen | 19. Test |
| 20. Examen alterno - Versión A* | 20. Alternate Test – Form A* |
| 21. Examen alterno - Versión B* | 21. Alternate Test – Form B* |

Unit 12: Repaso y Examen Semestral

Assignments

Spanish II

| | |
|--------------------------------|-----------------------------|
| 1. Repaso | 1. Review |
| 2. Examen | 2. Exam |
| 3. Examen alterno - Versión A* | 3. Alternate Exam – Form A* |
| 4. Examen alterno - Versión B* | 4. Alternate Exam – Form B* |

Please Note:

Assignments in light gray are not automatically assigned to students. They have been skipped by default of OW curriculum or they require resources that may not be attainable to all students in a virtual setting.

*Assignments are optional or alternate and must be assigned by the teacher before the student will have these assignments in their lesson plan. The use of these assignments is up to the teacher and partner's discretion.

**Custom assignments incorporated into standard OW curriculum to satisfy subject matter requirements or necessary virtual school components. The use of these assignments is up to the partner's discretion.