

Spanish II 2022

September-October

Content	Skills	Learning Targets	Assessment	Resources & Technology
<p>HOW DO I COMMUNICATE IN SPANISH?</p> <p>WHAT KNOWLEDGE AND UNDERSTANDING CAN I GAIN ABOUT HISPANIC CULTURE?</p> <p>HOW DOES SPANISH CONNECT WITH OTHER CLASSES I TAKE?</p> <p>HOW DOES THE HISPANIC LANGUAGE AND CULTURE CONNECT TO MY OWN?</p> <p>HOW DO I USE SPANISH IN THE COMMUNITY?</p> <p><i>UEQ:</i></p> <ul style="list-style-type: none"> • <i>In which situations do I use the verb "ser" - to be?</i> • <i>In which situations do I use the verb "estar" - to be?</i> • <i>Can I describe different people and places?</i> <p>A. Descriptions (Level 1 Review, 5B)</p> <p>Ser vs estar</p> <p>Personality and physical descriptions-the verb "ser"</p> <p>Temporary conditions -the verb "estar"</p>	<p>A. Descriptions (Level 1 Review, 5B)</p> <p>Use ser to correctly describe the personality and physical descriptions of others.</p> <p>Use estar correctly to talk about location and emotions</p>	<p>A. Descriptions (Level 1 Review, 5B)</p> <p>I can describe my physical and personality traits.</p> <p>I can describe my family's physical and personality traits.</p> <p>I know the difference between SER and ESTAR and when to use them.</p>	<p>A. Descriptions (Level 1 Review, 5B)</p> <p>CFA=in-class activities</p> <p>CSA=none, review</p>	<p>A. Descriptions (Level 1 Review, 5B)</p> <p>R1 Ch 5B resources: Guided Practice Activities, vocabulary lists, Activity book, communicative activities, clip art, flashcards</p> <p>Quack DVD on ser</p> <p>Quack DVD on estar</p> <p>Quack DVD on prepositions of location</p> <p>Text book online resources and games</p> <p>PowerPoint pictures of famous people to compare/contrast</p> <p>GramActiva videos on grammar</p>

<p>UEQ:</p> <ul style="list-style-type: none"> • Can I explain what activities I and others are able to do? • Can I talk about how often I do certain activities, including how long I sleep? • Can I describe my room and what my ideal room would look like? • Can I make comparisons? <p>B. En mi dormitorio (In my bedroom, 6A)</p> <ul style="list-style-type: none"> ❖ Items in your room ❖ Comparisons and Superlatives ❖ Expressions of frequency ❖ Review of colors ❖ Stem-changing verbs (incl. poder/dormir) <p>UEQ:</p> <ul style="list-style-type: none"> • Can I explain where people, places and things are located in a house? • Can I describe my house or my ideal house? • How are houses in Spanish speaking countries different than my own? • Can I tell a friend what to do? • Can I express ongoing actions happening now? • Can I state what people had to do? 	<p>B. En mi dormitorio (In my bedroom, 6A)</p> <p>Identify items in a bedroom. Write descriptive sentences using ser and estar</p> <p>Use estar correctly to state location of items in bedroom</p> <p>Use Stem-Changing Verbs (poder and dormir) and expressions of frequency</p> <p>Make comparisons</p>	<p>B. En mi dormitorio (In my bedroom, 6A)</p> <p>I can describe items in my room in detail. (ser)</p> <p>I can describe my room and where it's located. (estar)</p> <p>I know the 4 types of Stem-Changing Verbs and can use them correctly. (started in level 1)</p> <p>I know and can use frequency words correctly. (started in level 1)</p> <p>I can make comparisons.</p>	<p>B. En mi dormitorio (In my bedroom, 6A)</p> <p>CFA = 6A Vocabulary quiz on items in your house.</p> <p>CSA=6A Chapter Test</p>	<p>B. En mi dormitorio (In my bedroom, 6A)</p> <p>R1 Ch 6A resources: Guided Practice Activities, vocabulary lists, Activity book, communicative activities, clip art, flashcards</p> <p>Text book online resources and games</p> <p>GramActiva grammar videos</p> <p>Realidades 1 6A videohistoria - El Cuarto de Ignacio</p> <p>Culture: Dalí p. 270; Juanes p. 279; Mexican Flag p.282; Siesta p. 286, Luminarios p. 290, Moorish Architecture reading (ON TEST)</p> <p>Added 1/23/14:</p> <p>Stem-changing verbs: tener, venir, pensar, entender, empezar, preferir, querer, cerrar, jugar, encontrar, poder, dormir, decir, pedir, servir and repetir.</p> <p>Added 9-12-17:</p> <p>siempre, cada día, casi siempre, muchas veces, durante la semana, los fines de semana, todos los lunes, raras veces, nunca, casi nunca, (cuando tengo tiempo)</p>
---	---	--	--	--

<p>C. What's your house like and household chores (6B)</p> <ul style="list-style-type: none"> ❖ Vocabulary of room names and levels ❖ House descriptions ❖ Prepositions of place and estar ❖ Household chore vocabulary ❖ Present Progressive Tense ❖ Regular and irregular tú commands ❖ Preterite of Tener + que + infinitive ❖ Cultural difference in housing architecture ❖ Hacer? (try 2015-15) 	<p>C. What's your house like and household chores (6B)</p> <p>Describe your house, its rooms, and where they are located.</p> <p>Tell a friend what to do</p> <p>Say what people are doing right now.</p> <p>Name and use household chore vocabulary. Tell chores that people had to do in the past.</p> <p>Compare housing and building structures in the US to Spanish-speaking countries</p>	<p>C. What's your house like and household chores (6B)</p> <p>I can describe your house, its rooms, and where they are located.</p> <p>I can tell a friend what household chore to do using regular and irregular tú commands.</p> <p>I can use the Present Progressive tense to state what chore someone is doing right now.</p> <p>I can tell what someone had to do using tener + que + infinitive.</p> <p>I can use hacer in the preterite form correctly.</p> <p>I can compare and contrast housing and building structure in the US to Spanish-speaking countries.</p>	<p>C. What's your house like and household chores (6B)</p> <p>CFA=House project or 6B Quiz</p> <p>CSA=6B Chapter Test</p>	<p>C. What's your house like and household chores (6B)</p> <p>exposure goal this chapter is to expose student to the concept of it - lo la-replacing an item. (on future chapter learning targets)</p> <p>R1 Ch 6B resources: Guided Practice Activities, vocabulary lists, Activity book, communicative activities, clip art, flashcards</p> <p>Text book online resources and games</p> <p>GramActiva grammar videos</p> <p>R1 6B Videohistoria-Los quehaceres de Elena</p> <p>Place it! Activity with chores and prepositions</p> <p>Activity 15, p307 (great activity)</p> <p>Culture: Patio p. 301 & 314; La arpillera p. 296; Exploración p. 307; Adelante (Cantaclara) p. 312-313</p>

November

Content	Skills	Learning Targets	Assessment	Resources & Technology
<p>UEQ:</p> <ul style="list-style-type: none"> • Can I talk about clothing and what people buy and wear? • Can I talk about what people want and prefer? • Can I tell how clothing fits? • Can I talk about shopping and about prices? <p>D. Clothing and Shopping (7A, 1 week)</p> <ul style="list-style-type: none"> ❖ Clothing and shopping vocabulary ❖ Demonstrative adjectives ❖ Stem-changing verbs (e->ie): querer, preferir, pensar ❖ Quedar and expressing clothing fit ❖ Numbers 1-1000 <p>UEQ:</p> <p>Can I talk about what people wore, bought, gave, did and saw?</p> <p>Do I know what vocabulary I will need to shop in a Spanish-speaking situation?</p> <p>Can I describe in detail what others are wearing?</p>	<p>D. Clothing and Shopping (7A, 1 week)</p> <p>Choose when to use demonstrative adjectives based on gender, number and location.</p> <p>State preferences (clothing and others) using demonstrative adjectives and the verb “preferir”</p> <p>Discuss what you want (objects or want to do)</p> <p>Discuss how things feel different people using quedar and adjectives expressing fit.</p> <p>Describe your plans.</p> <p>Use numbers to tell prices.</p> <p>E. Shopping for clothing and accessories (Ch. 7B)</p> <p>Discuss what you have bought and wore using the preterite of comprar and llevar.</p> <p>Choose when to use the correct direct object pronoun based on gender and number.</p> <p>Describe articles of clothing. Demonstrate correct placement of pronoun.</p>	<p>D. Clothing and Shopping (7A, 1 week)</p> <p>I can tell how clothing fits.</p> <p>I understand Spanish shopping phrases, vocabulary, and tell prices.</p> <p>I can point out specific items using demonstrative adjectives.</p> <p>I can ask and tell what someone plans to do using pensar.</p> <p>I can describe what people buy and wear.</p> <p>E. Shopping for clothing and accessories (Ch. 7B)</p> <p>LT 1: I can talk about what people bought, wore, gave, did and saw.</p> <p>LT 2: I understand Spanish shopping and clothing phrases and vocabulary.</p> <p>LT 3: I can tell what happened in the preterite (past) using regular -AR verbs (including -CAR, -GAR, -ZAR)</p> <p>LT 4: I can correctly place Direct Object Pronouns in a sentence.</p> <p>LT 5: I can describe in detail what others are wearing.</p>	<p>D. Clothing and Shopping (7A, 1 week)</p> <p>CFA=quiz on clothing, shopping, e->ie stem changers</p> <p>CSA=7A Examencito</p> <p>E. Shopping for clothing and accessories (Ch. 7B)</p> <p>CFA=Fashion presentation</p> <p>CFA=7B quiz</p> <p>CSA=7B Chapter Test</p>	<p>D. Clothing and Shopping (7A, 1 week)</p> <p>R1 chapters 7A resources: Videohistoria, Guided Practice Activities, vocabulary lists, Activity book, communicative activities, clip art, flashcards</p> <p>Realidades 1 7A Videohistoria</p> <p>Text book online resources and games</p> <p>GramActiva videos on grammar</p> <p>E. Shopping for clothing and accessories (Ch. 7B)</p> <p>R1 chapters 7B resources: Videohistoria, Guided Practice Activities, vocabulary lists, Activity book, communicative activities, clip art, flashcards</p> <p>Realidades 1 7A Videohistoria</p> <p>Text book online resources and games</p> <p>GramActiva videos on grammar</p> <p>LT 7: Personal “a” material is in Chapter 8A</p>

<p>E. Shopping for clothing and accessories (Ch. 7B)</p> <p>Direct Object Pronouns Accessories, material and pattern vocabulary Regular AR preterite verb endings -CAR, -GAR, -ZAR verbs Numbers 1000+ Currencies of different countries and conversions Vocabulary of shop names and pricing adjectives Preterite of DAR, VER, HACER Hace time expressions (intro.)</p> <p>UEQ:</p> <ul style="list-style-type: none"> • <i>Can I talk about events that happened in the past and have finished?</i> • <i>Can I communicate with others about traveling and past trips, including where they went what they saw, how they got there, and how their trip was?</i> <p>F. Talking about Past Activites, Travel, and Trips (Chapter 8A & 8B, R1)</p> <p>Transportation, location, and vacation vocabulary IR and ER regular and irregular preterite verb (chapter 8A) Hace time expressions, (recycle, Ch. 7B) Irregular preterite verbs: dar, ver, estar, tener, ir, ser</p>	<p>Use the preterite of AR verbs to write about things that happened in and past. State how long ago something happened. Talk about prices of items people buy. Write and present descriptions of outfits.</p> <p>F. Talking about Past Activites, Travel, and Trips (Chapter 8A & 8B, R1)</p> <p>Write how people travelled</p> <p>Discuss the past using regular and irregular verbs.</p> <p>Tell about a real or pretend trip.</p> <p>State how long ago something happened, (recycle)</p> <p>Use indirect object pronouns</p>	<p>LT 6: I can state how long ago something happened (hace + time expression)</p> <p>LT 7: I know when to use the personal “a” in a sentence.</p> <p>F. Talking about Past Activites, Travel, and Trips (Chapter 8A & 8B, R1)</p> <p>LT 1: I can talk about a past vacation or trip using IR and ER verbs.</p> <p>LT 2: I know and can use transportation and vacation places vocabulary.</p> <p>LT 3: I can conjugate irregular past tense verbs and use them in a sentence (tener, estar, ir, ser, dar, ver, decir, traer, hacer*-review).</p> <p>LT 4: I can identify and use indirect object pronouns (IOP) correctly in a sentence.</p> <p>LT 5: I know the difference between IR and SER in the preterite in a sentence.</p> <p>LT 7: I can state how long ago something happened. (recycled)</p>	<p>F. Talking about Past Activites, Travel, and Trips (Chapter 8A & 8B, R1)</p> <p>CFA = 8A Quiz on ir/er verb endings and irregular verbs, vacation vocab</p> <p>CSA=Chapter 8A exam</p>	<p>F. Talking about Past Activites, Travel, and Trips (Chapter 8A & 8B, R1)</p> <p>Realidades 1 chapters 8A & some 8B resources: Guided Practice Activities, vocabulary lists, Activity book, communicative activities, clip art, flashcards</p> <p><i>Additional resources for irregular preterite verbs (not in Realidades 1, check shared folder)</i></p>
---	--	--	--	---

Indirect Object Pronouns (Ch. 8B)				
(Level 2B)				
Content	Skills	Learning Targets	Assessment	Resources & Technology
<p>A: UEQ:</p> <ul style="list-style-type: none"> • Can I make affirmative and negative statements correctly? • Can I talk about my classroom objects and activities in the present and past? <p>A. ¿Qué haces en la escuela? / CLASSROOM RULES (R2, 1A)</p> <p>Affirmative/negative words. Stem-changing verbs. Classroom objects and activities vocab Regular Preterite verb endings Present verb endings</p> <p>B: UEQ:</p> <ul style="list-style-type: none"> • Can I talk about what activities my friends and I are involved in? • Can I explain how long someone has been involved in an activity? • Can I compare people, things, or activities? <p>B. EXTRACURRICULAR ACTIVITIES (R2, C1B)</p> <p>Saber vs. conocer Review of present tense verbs Hace time expressions Extracurricular activities vocabulary and phrases Expressions of equality and inequality Demonstrative adjectives, positives and negatives.</p>	<p>A. CLASSROOM RULES</p> <p>Use affirmative and negative words Conjugate Stem-Changing Verbs Describe classroom objects Communicate about classroom activities and rules Communicate in present and past tense</p> <p>B. EXTRACURRICULAR ACTIVITIES</p> <p>Discuss what people know or what they know how to do Ask and tell how long something has been going on Compare and contrast people, things, and activities. Say with whom or what people are familiar</p>	<p>A. CLASSROOM RULES (R2, C1A)</p> <p>LT1: I can use affirmative and negative words correctly in a sentence. LT 2: I can recall and conjugate Stem-Changing Verbs. LT 3: I can describe classroom objects and activities. LT 4: I can talk about classroom rules. LT 5: I can use verbs in the present and preterite tenses.</p> <p>B. EXTRACURRICULAR ACTIVITIES (R2, C1B)</p> <p>LT 1: I can talk about extracurricular activities. LT 2: I know when to use saber vs. conocer. LT 3: I can make comparisons using equality and inequality statements. LT 4: I can state how long people have done things. LT 5: I can use verbs in the present and preterite tenses.</p>	<p>A. CLASSROOM RULES</p> <p>CFA: Quiz on vocab and verbs or worksheets</p> <p>CSA: Combined Chapter Mini-Test 1A</p> <p>B. EXTRACURRICULAR ACTIVITIES</p> <p>CFA: Quiz on saber vs. conocer and expressions of equality (tan/tanto)</p> <p>CFA: Project/Poster = famous people comparisons on equality and inequality, conocer & saber, +/- words</p> <p>CSA: Chapter Test 1B</p> <p>**Culture: La Misma Luna and Virgen de Guadalupe is on this test. May need to move it</p>	<p>A. CLASSROOM RULES</p> <p>Realidades 2, 1A Videohistoria</p> <p>R2 C1A resources: Guided practice activities, vocabulary lists, activity book, communicative activities, clip art, flashcards</p> <p>Review vocab, p. 14 Culture: José Martí p. 25; Grading system p. 30; School system p. 32</p> <p>B. EXTRACURRICULAR ACTIVITIES</p> <p>Realidades 2, 1B Videohistoria - Después de las clases Textbook online resources and games GramActiva videos on grammar R2 C1A resources: Guided practice activities, vocabulary lists, activity book, communicative activities, clip art, flashcards</p>

<p>Acabar de + infinitive</p> <p>UEQ:</p> <ul style="list-style-type: none"> • Can I understand the issues around legal and illegal immigration? • Can I form my own educated opinions about immigration? • Can I sing and interpret authentic Christmas carols of Mexico? <p>(right before Christmas break)</p> <p>C. Immigration and Christmas Traditions of Mexico</p> <p>Immigration issues Christmas Carols of Mexico La Virgen de Guadalupe</p>	<p>State that people just finished doing something.</p> <p>C. Immigration and Christmas Traditions of Mexico</p> <p>Watch and discuss the movie "La misma luna"</p> <p>Sing traditional Christmas carols of Mexico (Tri 2)</p> <p>Read and discuss the significance of "La Virgen de Guadalupe" (Tri 2)</p>	<p>LT6. I can state what people just finished doing using acabar de + infinitive. <i>(missed this in 2014-2015)</i></p> <p>C. Immigration and Christmas Traditions of Mexico</p> <p>I can begin to form informed opinions about legal and illegal immigration.</p> <p>I can sing and interpret Mexican Christmas carols.</p> <p>I can tell of the story of La Virgen de Guadalupe.</p>	<p>depending on where you teach it.</p> <p>C. Immigration and Christmas Traditions of Mexico</p> <p>In class discussion of La Misma Luna movie, pre-viewing mental map activity, post-viewing writing activity addressing illegal immigration and the current writing standards.</p> <p>Christmas Caroling around the building (optional)</p> <p>In class discussion of reading and video of la Virgen</p>	<p>Internet - www.guia.com Review vocab p. 42-43</p> <p>C. Immigration and Christmas Traditions of Mexico</p> <p>Under the Same Moon DVD - packet of activities, worksheet for writing assignment</p> <p>Christmas carol lyric packets</p> <p>Reading & worksheet on La Virgen de Guadalupe (in shared folder)</p>
--	--	---	---	---

January

Content	Skills	Learning Targets	Assessment	Resources & Technology
<p>UEQ: <i>Can I discuss pain of specific body parts?</i></p> <p>D. Discussing Pain and Body Part Vocabulary (3 day mini unit)</p> <p>Body Part Vocabulary</p> <p>Doler and review of Indirect Object Pronouns</p>	<p>D. Discussing Pain and Body Part Vocabulary</p> <p>Tell what hurts</p> <p>Identify body parts</p> <p>Speak and write using vocabulary and phrases expressing pain.</p>	<p>D. Discussing Pain and Body Part Vocabulary</p> <p>LT 1: I can identify parts of the body.</p> <p>LT 2: I can tell what body part hurts (doler) and who it hurts (indirect object pronouns).</p>	<p>D. Discussing Pain and Body Part Vocabulary</p> <p>CSA= Face to toes vocabulary quiz with doler</p>	<p>D. Discussing Pain and Body Part Vocabulary</p> <p>Sing, Laugh, Dance and Eat Tacos 3 song "La cabeza"</p> <p>"Simon dice"</p>

<p>UEQ: <i>How can I describe my daily routine?</i> <i>How can I order events using sequencing words?</i></p> <p>E. ¿Cómo te preparas? / Daily Routines (Ch. 2A, R2)</p> <p>Reflexive verbs Reflexive pronouns Sequencing vocabulary 4 tenses with reflexive verbs (present, preterite, present progressive, immediate future) Possessive adjectives Daily routine verbs</p>	<p>E. Daily Routines</p> <p>Use reflexive verbs in present, present progressive, immediate future, and past tense forms</p> <p>Discuss your daily routine in sequence</p> <p>Express possession</p> <p>Read, listen to, and understand information about getting ready for an event and daily routine.</p>	<p>E. Daily Routines</p> <p>I can write down and tell of my daily routine in present and past tense. I can conjugate reflexive verbs correctly in a sentence in various verb tenses (present, preterite, present progressive, and immediate future). I can identify verbs and vocabulary related to daily routines. I can express possession using possessive adjectives. I can use sequencing words to discuss daily routines.</p>	<p>E. Daily Routines</p> <p>CSA = Chapter 2A test CFA = Quiz on reflexive verbs (4 time frames) (Optional) Poster of daily routine using 7 activities (reflexives)</p> <p>**Misma Luna is on this test</p>	<p>TPR practice to reinforce body parts vocabulary.</p> <p>E. Daily Routines</p> <p>Realidades 2 chapters 2A resources: Guided Practice Activities, vocabulary lists, Activity book, communicative activities, clip art, flashcards</p> <p>R2: 2A Videohistoria: ¿Mas maquillaje?</p> <p>Kids' book... "Mi vida diaria"</p> <p>Text book online resources and games</p> <p>GramActiva videos on grammar</p> <p>Review vocab p70-71 *Extended reflexive list in shared folder *Review SER and ESTAR p.86</p> <p>Culture: Ropa de fiesta p.79; Quinceañera p.72; Baile en Tehuantepec p.72; Family p.84; Spanish in community p.85</p>
---	---	--	--	---

February

Content	Skills	Learning Targets	Assessment	Resources & Technology
<p>UEQ:</p> <p>Can I barter in a market? Can I shop in a Spanish speakign country? Do I know what the differences are between markets in the US and Spanish speaking countries?</p> <p>F. SHOPPING and BARTERING</p> <p>Shopping vocabulary Bartering vocabulary</p>	<p>F. SHOPPING and BARTERING</p> <p>Use shopping vocabulary Barter/shop Conjugate verbs in to different tenses. Use demonstrative adjectives</p>	<p>F. SHOPPING and BARTERING</p> <p>LT1. I can recall shopping, bartering and errand-running phrases and vocabulary. LT2. I can use various verb tenses and vocabulary to describe purchases and the stores that sell them. (present, past, immediate future and present progressive tenses.) LT3. I can use various verb tenses to talk about errands. LT4. I can use demonstrative adjectives point out specific objects. LT5. I know how to conjugate irregular verbs in the past (preterite) tense to describe: things I did, where I did them, why I could/couldn't do them, and what/where things were bought. LT6. I can shop and/or barter for an item. LT7. I can compare and contrast cultural perspectives related to shopping.</p>	<p>F. SHOPPING and BARTERING</p> <p>CFA=Quiz Chapter 2B vocab CSA=Chapter 3A test with Bartering vocab and 2A vocab</p>	<p>F. SHOPPING and BARTERING</p> <p>Realidades 2 Chapter 2B & 3A resources: Guided practice activities, vocabulary lists, activity book, communicative activities, clip art, flashcards</p> <p>Bargaining activty--Sr. Wooly</p>

UEQ: <ul style="list-style-type: none"> • Can I give directions and understand directions while traveling using a map? • Can I give commands in Spanish to someone I'm familiar with? • Can I understand spoken directions while traveling? G. MAP/ DRIVING/ WALKING DIRECTIONS. <p>G1. Present tense review of decir, salir, and venir G2. Driving Vocabulary G3. Driving directions / commands (tú affirmative and negative) G4. Following a city map in Spanish G5. Following and giving directions - formation of commands</p>	G. MAP/ DRIVING / WALKING DIRECTIONS. <p>G1-5. Hear, read, and follow instructions on how to get from point A to B on a map.</p> <p>G2-3. Students recognize and use vocabulary of places in a city, distances, landmarks, directions and map orientation, etc.</p> <p>G2-5. Students use commands to write directions in Spanish on how to go from point A to B.</p> <p>G2-5. Students follow directions without getting lost.</p>	G. MAP/ DRIVING / WALKING DIRECTIONS. <p>I can follow directions.</p> <p>I can use + tú commands.</p> <p>I can use - tú commands. (if time)</p> <p>I can give directions.</p> <p>I know and can use driving vocabulary.</p> <p>I can use DOPs correctly in a sentence.</p> <p>I can conjugate Irregular Present Participles.</p>	G. MAP/ DRIVING/ WALKING DIRECTIONS. <p>CFA=Gran Busqueda CSA= Chapter 3B Test</p>	G. MAP/ DRIVING/ WALKING DIRECTIONS. <p>SmartBoard projection of maps, city maps from Realidades 2</p> <p>Gran Busqueda (students go on a navigational search through first floor)</p> <p>Realidades 2 Chapter 3B resources: Guided practice activities, vocabulary lists, activity book, communicative activities, clip art, flashcards Realidades 1 Chapter 3B Videohistoria - ¿Cómo llegamos a la plaza?</p> <p>GramActiva videos on grammar</p>
---	--	---	--	--

March

Content	Skills	Learning Targets	Assessment	Resources & Technology
UEQ: D. Second Semester Final <p>D1. Irregular preterite verbs D2. Regular preterite verbs D3. Indirect object pronouns D4. Direct object pronouns D5. Reflexive verbs D6. Clothing vocabulary D7. Body parts D8. the verb "doler" & quedar</p>	D. Second Semester Final <p>D1-8: Translate sentences using vocabulary for the final</p> <p>C. Direct and Indirect Pronouns: C1, B2-B3. Use direct object pronouns with the verbs hacer, decir, traer, dar, ver, and tener</p>		D. Second Semester Final <p>D1- 8: CA = Rubric on kids' book D1-8 . CSA = Second Semester writing, speaking, and listening finals</p>	