





Unit 9 Semester Review: Mi comunidad / My community

Welcome to Unit 9! It is time to help our students to practice and reinforce all what they have learned through the previous eight core lessons. How? Reviewing the vocabulary terms and grammar concepts of two core units in each of the four lessons of this unit, as it follows:

-  Lesson 1 - reviews Units 1-2
-  Lesson 2 - reviews Units 3-4
-  Lesson 3 - reviews Units 5-6
-  Lesson 4 - reviews Units 7-8

Each of them also includes a new Culture topic. In this lesson, students review their knowledge of the following concepts and themes learned in Units 7 and 8:

- **Vocabulary related to history and countries**
- **Knowledge of the preterite tense and writing about the past**
- **Use the "hace + time" construction to express elapsed time**
- **Write simple words, phrases, and/or sentences to demonstrate a correct use of accents**

Students will also learn a new Culture topic that complements the themes learned in previous units:

- **Historical figures from a Spanish-speaking country**

This lesson has five sections:

- **Introduction:** includes the goals to be achieved and a video that shows the Spanish vocabulary and grammar listed above. Students are challenged to remember and infer the meaning of each new term.
- **Instruction:** reviews relevant vocabulary and grammar themes that use a bilingual video that provides images and audio and allows students to listen and practice the correct pronunciation. Encourage the students to use a self-recording tool to improve their oral skills. Videos should be used for review as frequently as possible. This component also offers thought-provoking Culture sections, which consist of interesting facts students will learn about Spanish-speaking countries: their food, their music, their customs, their history, their art, their music, and their literature.
- **Practice (Exercises) and Review (Test Preparation):** each lesson has two sets of question sections that provide students with practice to reinforce the learning process. The vocabulary and grammar video can be reviewed again.
- **Quiz:** after the activity section, students may take a 5-question quiz to test retention.

As mentioned, this lesson includes three videos that support the teaching of vocabulary, the grammar, and the culture related to this topic. Beginner and advanced worksheets complement this lesson.

Additional Materials

- To fully complete the instruction process, students will need access to a recording device.

HS Spanish Semester 1A Unit 9

Unit Name: Mi primer viaje al mundo hispanohablante/My first trip through the Spanish-speaking World!

Lección 9.4: Mi comunidad/My community

DAY 4 - Lesson 9.4

Day 4 – Introduction

¡Vamos a repasar!

Today, we're going to review the concepts you have learned in previous units. Don't forget to take notes! You'll be able to use them to study for the test.

In this last review lesson, we will go back over vocabulary words related to countries, communities, and history. And when we talk about history, we refer to a time in the past, which requires that we recall how to conjugate the regular verbs in preterit. Finally, we will read about people that were very important in the history and culture of Spanish speaker countries. Let's begin with the vocabulary words!

Objetivos

9.3.1 Demonstrate knowledge of vocabulary related to history and countries.

9.3.2 Apply knowledge of the preterite tense by writing about the past. Use the "hace + time" construction to express elapsed time.

9.3.3. Examine major historical figures from Spanish-speaking countries.



Author: Words and Numbers

Vocabulario

Today, we will learn the following Spanish words. Watch the video and write each Spanish word in your notebook. Then, jot down what you think the English meaning of each word might be. As you go through the lesson, go back and add the correct English word to your notebook.

Day 4 – Instruction

¡Vamos a repasar!

Mi comunidad/My community

Repaso del vocabulario

First, we are going to review words, phrases, and expressions that you have already learned.

During this semester, you learned a lot of words to talk about Spanish speaking countries. Many of them referred to influential people in the Spanish-speaking world, culture, or history.

- **Europeans' arrival.** The history, **la historia**, of America changed suddenly with the arrival of the Europeans at the end of the 15th century. Europeans tried to impose their culture, **la cultura**, on every town, **el pueblo**, they conquered, but, often times, people kept their own culture and traditions, which merged with the European ones.
- **A change.** With the passage of time, new ideologies gained force in the colonies, and the ideas of the owing allegiance to the Crown started to disappear. This caused the ancient, **el antiguo**, Spanish Empire to fall and gave birth to new nations where a more advanced, **avanzado**, way of thinking paved the way for a new and more promising civilization, **la civilización**.
- **Independence.** The process of attaining independence, **la independencia**, for the Spanish colonies is very complex. For us to be able to understand it, we must understand the situation in the Spanish Empire when its colonies gained independence, and what ideologies and factors inspired them to fight, **luchar**, for their liberty, **la libertad**.

Did you realize that many of the words on this section are cognates of English words? You will also find a good number of cognates in the next lesson, so have your cognates list on hand!

- **Expansion.** The history of humanity is marked by wars, where stronger countries managed to conquer, **conquistar**, other weaker countries and influence their culture and history. The history of the Americas isn't an exception. When the Spanish arrived, the conquest, **la conquista**, of the New World began. In the aftermath of their victories, they imposed their culture and religion, **la religión** on the conquered peoples. They also were able to found, **fundar**, a lot of

Spanish 1A Unit 9 Lesson 4

Práctica

Nombre _____

Choose the correct answer for each question.

| | |
|---|------------------------------------|
| 1. Regular preterite ending for <i>-ir</i> verbs with <i>ella</i> | a. _____ hace dos semanas |
| 2. Two days ago | b. _____ Sor Juana Inés de la Cruz |
| 3. First Hispanic Supreme Court Justice | c. _____ americano |
| 4. Regular preterit ending for <i>-ar</i> verbs with <i>tú</i> | d. _____ <i>-í</i> |
| 5. Author who denounced injustices in colonial society | e. _____ <i>-ió</i> |
| 6. Term for a person from the United States | f. _____ Sonia Sotomayor |

Práctica

Nombre _____

A. Use the word bank to choose the correct answer for each question.

| Word Bank | |
|-----------|----------|
| el mundo | la salud |
| ciudadana | colocar |
| país | mejorar |

1. En este _____ hay una economía avanzada.
2. Los políticos quieren _____ la bandera en el edificio.
3. La lideresa habló sobre _____ de los niños.
4. Ella es _____ de Estados Unidos.
5. En _____ hay muchos pueblos y culturas.

B. Answer the following questions in Spanish, using complete sentences.

6. How would you say in Spanish "Last month I walked on this beach, and Amalia saw me"?

7. The lesson you studied with your friend yesterday was very difficult; there were a lot of things that you did not understand. Your sister asks you, **¿Ustedes comprendieron la lección?** Write your answer.
