

Wisewire Spanish 1 Unit 8: Nuestra historia/History of the Spanish-speaking World

This unit –aligned to ACTFL standards– explores the history of the Spanish-speaking world.

- **Vocabulary:**
 - **History**
 - **Countries and cities**
 - **Communities**
- **Grammar:**
 - **Preterite tense in regular –ar, -er, and –ir verbs**
 - **Direct object pronouns**
- **Writing in Spanish: Punctuation and accents**
- **Culture:**
 - **The Mayas and The Incas**
 - **Independence Age**
 - **Latin American and US**

Additional Materials

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

This unit includes:

1. Five core lessons: New content is introduced. Spanish-only and bilingual videos are used to introduce and review the new vocabulary and grammar of the lesson. One script for an online live chat session
2. Two project lessons: Self-study and Portfolio. A great opportunity to promote the meaningful usage of the language and all the communication skills!
3. One review lesson: Uses the same structure of core lessons, but provides a thorough review of the unit content. It prepares students for the Unit Test. Students should use the video for each lesson to review the culture content.
4. One unit test (one original and one clone version). Aimed at evaluating the overall knowledge of students on the main topics presented throughout the unit. Each unit contains a final, 20-question test, consisting of multiple-choice and matching questions.
5. Spanish and bilingual videos support the instruction of vocabulary, grammar, and culture
6. Six worksheets (two versions: beginners and advanced).

Let's explore these components further. **Core** and **Review** Lessons include the following sections to complete a learning cycle:

- **Introduction:** includes the goals to be achieved and a video that shows the Spanish vocabulary to be learned. Students are challenged to infer the meaning of each new term.

- **Instruction:** contains complete vocabulary and grammar themes that use an interactive glossary. Videos provide images and audio allows students to listen and practice to 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.
- **Activity and Review:** Each lesson has two sets of question sections that provide the students with practice to reinforce the learning process.
- **Short quiz:** After the activity section, students may take a 5-question quiz to test retention.

HS Spanish Semester 1A Unit 8

Unit Name: Nuestra historia/History of the Spanish-speaking World

Lección 8.1: La historia/History

DAY 1 - Lección 8.1

Day 1 – Introduction

¡Comenzamos!

In this unit, we will get an overview of Spanish speaking countries' history. We will begin by learning words related to history and society. We can always learn new things in different ways. To talk about history and the past, it is essential to use verbs in the past tense; we will learn how to form the preterit of regular **-ar** verbs. Regarding the history of the Spanish-speaking world, we will begin with Columbus' journey. Are you ready? Let's begin!

Objetivos

1. 8.1.1 Demonstrate knowledge of vocabulary related to history and civilizations.
2. 8.1.2 Apply knowledge of the preterite in regular **-ar** verbs. Know and use adverbs of time to talk about present and past. Understand how to use punctuation marks in Spanish.
3. 8.1.3. Examine Spanish and European exploration at the time of Columbus.



Author: darvinsanto

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 1 – Instruction

¡Listos para aprender!

Práctica

Nombre _____

Use the word bank to choose the correct answer for each question or sentence. Use the correct capitalization for the words you choose.



Credit: José María Jara

Word Bank	
la	Cuba
los ciudadanos	lo
Chile	partir
las ciudades	documento
debes	los

1. Las personas que viven en un país y son miembros del país son _____.
2. You have learned the word *salida*, which comes from the verb *salir*. Another verb with a meaning similar to *salir* is _____.
3. La Constitución de los Estados Unidos es un _____.
4. Parker comprende la lectura, pero Henry no _____ comprende.
5. Much of the internal migration in Latin American countries is toward _____.
6. Complete this sentence to express “you must listen carefully.” _____ **escuchar con cuidado.**
7. Sheila ama a Norman; _____ quiere mucho.

The 1959 revolution in _____ was led by Fidel Castro.

Vocabulario y gramática

Let's practice the Spanish vocabulary words that you learned in this unit.



Day 7 – Independent Study

¡Llegó la hora de estudiar!

Extension Activity 1. Complete the following activity using all of the Spanish vocabulary, grammar, and culture concepts you have learned so far.

Title: Inmigración a las Américas

Outcome: A map showing immigration routes to the Americas and an essay about the colonization of the New World

Materials:

world map

marker

paper

pencil

Follow these steps below to create your map and essay. Use the rubric at the end of this activity to make sure your work is complete.

- Look online to find a map that shows Europe and the Americas. It can be a world map, but you will want Europe and the Americas to be as prominent as possible. Print out the map.
- Locate England, Spain, and Portugal on your map and number them 1, 2, and 3. Find Brazil and label it 4. Then, beginning with 5, number at least 10 Spanish-speaking countries.
- Create a chart like the one below. The first column will be the numbers you have given to the countries. Label the second column "Country" and write the name of each country in English. Label the third column "País" and write the name of the country in Spanish. Label the fourth column "Adjetivo" and write the adjective for each nationality. (Some have been filled in for you. Remember that the nationality adjectives do not need to be capitalized in Spanish.)

Examen de la Unidad

Complete the following activities.

1. Match each Spanish word with the corresponding image.

1: la historia

Answer:



A.
Author: Ricardo Acevedo Bernal

2: la independencia

Answer:



B.
Author: Ranya

3: antiguo

Answer:



C.
Author: Skitterphoto

4: avanzado

Answer:



D.
Author: William H. Powell

2: Which are the verb forms for “I jumped” and “they jumped”?

yo _____, ellas _____

a. salté, saltó

b. salté, saltaron

c. salta, saltaron

d. salto, saltaron