



Dominican International School
台北市私立道明外僑學校
No. 76, Dazhi Street, Taipei (104042), Taiwan, R.O.C.
10464 臺北市中山區大直街 76 號



SPANISH GRADE 10 SYLLABUS

School Year	2025-2026
Subject	Spanish Foreign Language - Grade 10
Grade Level	10
Teacher	Ms. Jessy Cardenas
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COURSE DESCRIPTION:

Students will embark on an exciting journey through the diverse Spanish-speaking world in our three-year Spanish program (Spanish Level I, Level II, and Level III). In Spanish Level II, students will build upon the foundational skills from Level I, continuing to develop the four key language skills: listening, speaking, reading, and writing. At this stage, students are already familiar with common Spanish vocabulary and phrases, can understand simple texts, and are able to engage in short conversations. They demonstrate greater confidence in basic social situations and have a solid grasp of common grammar structures.

For tenth graders, Spanish Level II continues the language growth begun in ninth grade, combining culture, instruction, and interaction to inspire meaningful, effective, and creative communication in the target language for real-life purposes. The course also welcomes students with minimal prior experience, as our approach ensures accessibility for all learners.

We use the **SOMOS curriculum** from *The Comprehensible Classroom*, which is rooted in the **Comprehensible Input** approach. This method immerses students in rich, understandable Spanish, helping them naturally acquire the language in a way that mirrors how we learn our first language. Through engaging themes, students participate in reading and listening comprehension activities, speaking and writing exercises, cultural explorations, interactive projects, and continuous practice that reinforces vocabulary and grammar. Above all, the class aims to help students grow in their language skills while maintaining a positive attitude toward their learning achievements.

COURSE OBJECTIVES: By the end of the year, (SWBAT) Students will be able to:

1. **Communicate and interact in Spanish** with greater confidence, expressing ideas both orally and in written form.



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2. **Demonstrate improved listening skills** by understanding and responding to spoken Spanish in various contexts, such as conversations, stories, and instructions.
3. **Actively participate in class**, contributing voluntarily to discussions, activities, and collaborative tasks—an essential component of their learning and assessment.
4. **Develop competency in all four language skills** (listening, speaking, reading, writing) through engaging resources such as readings, videos, audio materials, podcasts, and other tools selected to support the Comprehensible Input method.
5. **Gain cultural understanding** of Spanish-speaking countries by exploring traditions, customs, and social practices, and applying this awareness to deepen their language skills.
6. **Recognize and respect cultural differences and similarities**, using cultural awareness to enhance communication and connection with the Spanish-speaking world.
7. **Interpret and analyze information** from a variety of texts, draw conclusions, organize ideas logically, and apply critical thinking in Spanish.

PRIMARY TEXTBOOKS AND OTHER RESOURCES:

- SOMOS I Curriculum – The Comprehensible Classroom
- Garbanzo Online Interactive Library

GRADING SYSTEM/ASSESSMENT:

- 30% Homework and classwork
- 30% Quizzes, projects, and presentations (formative assessments)
- 30% Final Quarter Exam
- 10% Deportment / Class attitude

ADDITIONAL INFORMATION:

Please always check Google Classroom for homework and announcements.

ACADEMIC DISHONESTY:

Academic Dishonesty means employing a method or technique or engaging in conduct in an academic endeavor that contravenes the standards of ethical integrity expected at DIS.

Academic dishonesty includes but is not limited to the following:

- Purposely incorporating the ideas, words of sentences, paragraphs, or parts thereof without appropriate acknowledgment and representing the product as one's work;
- Representing another's intellectual work, such as photographs, paintings, drawings, sculpture, research, or the like, as one's own, including failure to attribute content to an AI.
- Employing a tutor, using Artificial Intelligence without acknowledgment, getting a parent to write a paper or do an assignment, and paying for an essay to be written



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by someone else and presented as the student's work.

- Committing any act that a reasonable person would conclude, when informed of the evidence, to be a dishonest means of obtaining or attempting to obtain credit for academic work.

Any act of academic dishonesty will result in an automatic zero on the entire assignment/learning task.

First Quarter Tentative Course Content

Week/Date	Topic/Projects/Assessments
Week 1 (August 12 to 15) 4 days of class 12-General Assembly at the Gymnasium 15-Opening Mass & Assumption of Our Lady	UNIT “PERSONA ESPECIAL” • Special person Interview (Twice a week) • Simple sentences review (Unit 1-5) • <i>Core Vocabulary: este es, esto es, dicen, abre la puerta, nunca cierra, habla, toma, quiere ser, ve, entiende/no entiende, dice, su Hermano, tiene una novia, está enojado, pienso que, lo que se, lo que quiero saber y lo que aprendí</i>
Week 2 (August 18 to 22) 18-St. Dominic de Guzman Feast Day Celebration) Integrated during the Monday Assembly 20- House Shirt & Blue Jeans Day Starts 22- Club Orientation and Club Sign-up	UNIT “DICE O DIJO” • <i>¿Lo dice o lo dijo? Lotería game</i> • <i>¿Qué hay en tu casa?</i> • <i>Hay + animales, Hay + comida</i> • <i>¿Qué es un ekeko?</i> • <i>Puede/Le gusta lotería</i> • <i>Core vocabulary: dice, dijo, este es, hay, me gusta, le gusta</i>
Week 3 (August 25 to 29) 27- High School Talk - "Kickstart Your Success: Winning Mindsets for a Great School Year" 29- First Club Meeting	UNIT “QUIERO SER” • Quiero ser diferente storybook • El silbo gomero • One World Imagination Lab • Imagination Lab Mini Project • <i>Core vocabulary: quiero ser</i>
Week 4 (September 1 to 5)	UNIT “SUBJECT PRONOUNS & CON” • Subject Pronouns



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1- Launching of the World Day of Prayer for the Care of Creation (During the Monday Assembly) 1-AP Registration 3- AEO Fall University Fair 5- House Ceremony	• Sobremesa Episodio 1 • Felipe VI • Core vocabulary: <i>tiene, puede, quiere, subject pronouns, camina, dice, hay, con</i>
Week 5 (September 8 to 12) 8- Holy Mass: Nativity of the Blessed Virgin Mary & VIP Induction 10- House Mini Games Start	UNIT “SE SIENTA” • Simple sentences Unit 6 & 7 • TPR Sentence Bingo • Cris se sienta storybuilder • La criatura horizontal conjugation • Mi Bolivia • Core vocabulary: <i>se sienta, se levanta, le grita</i>
Week 6 (September 15 to 19) 15- Catholic Bridge Program for all New Students (After the Monday Assembly at the Gymnasium) 19- Athletics / Sports Orientation 19- PSAT/NMSQT Registration deadline	UNIT 8 “LA COMIDA LATINA” • Song: Cielito Lindo • Latin influences in US diet • Traditional latin foods from many countries • Popular street food (Elote) • Core Vocabulary: <i>sabes, buscas, encuentra</i>
Week 7 (September 22 to 26) 22- Celebration of the International Day of Peace-Peace Pole Ceremony (During the Monday Assembly) Teacher's Day Celebration & 26- Teachers' Appreciation 26- Grade 12 Career Educational Trip 24 to 26-Pre-Exam	UNIT 8 “LA COMIDA LATINA” • Describing food that they like/don't like • Noticing Latin influences in their cuisine • Recognizing and describing ingredients, food restrictions, and preferences • Stating whether they know/don't know something • Core Vocabulary: <i>sabes, buscas, encuentra</i>



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Days	
Week 8 (September 29 to October 3) <i>29- Launching of the Month of the Holy Rosary (During the Monday Assembly)</i> <i>Oct. 1-2- First Quarter Exam (half day)</i>	UNIT 8 “LA COMIDA LATINA” • Te amo by Nota • Los verbos -ar in context • Review for I quarter exam • <i>Core Vocabulary: sabes, buscas, encuentra</i> PREPARATION FOR 1ST QUARTER EXAM
<i>Oct. 3-DIS Teachers and Staff Recognition Day/ Record Day Recollection for Aunties and Uncles (no classes for students)</i>	

Second Quarter Tentative Course Content

Week/Date	Topic/Projects/Assessments
	<i>6-Moon Festival (no classes)</i>
	<i>7-9 Teacher's Conference (no classes)</i>



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Week 1 (11) (October 13 to 17) 13- Second Quarter Begins 13- Start of New Applicant Enrollment for 2nd Semester 14- Visit of Mother Mary to Classrooms (During the morning prayer) 15- AP Exam Only Registration Deadline 15- Monthly Career Talk - College Prep 17- PSAT/NMSQT Digital Exam	UNIT 9 “EL CUCUY” - Establishing meaning about vocabulary - Mentioning things, we fear - Creating bulletin board bar graph - Analyzing graph data of events <i>Core vocabulary: mira (s/he looks), tiene miedo (is afraid), hacia (toward)</i>
Week 2 (12) (October 20 to 24) 20- Jubilee: Marian Exhibit Opening (After the Monday Assembly) 20- Campus Safety Talk for Students 24- Book Fair (Senior Escape Room)	UNIT 9 “EL CUCUY” - Discussion of fear of monsters - Reading assessment - Comparison of stories between El Cucuy and Grimm’s Story - Retelling Joe Haye’s story in groups - Mis compañeros y yo communicative activity - Reading assessment <i>Core vocabulary: mira (s/he looks), tiene miedo (is afraid), hacia (toward)</i>
Week 3 (13) (October 27 to 31) 29- Grade 11 Career Educational Trip Oct. 31 to Nov. 1- Gr.6 SEL Camp	UNIT “EL SILBON” - Narrating and retelling a story - Interpreting, expressing, and comparing fears - Interpreting an informational text - Interpreting an authentic oral narrative <i>Core vocabulary: mira (s/he looks), tiene miedo (is afraid), hacia (toward)</i>
Week 4 (14) (November 3 to 7) 3- Feast of St. Martin de Porres Mass (integrated during the Monday Assembly)	UNIT 10 “COMO AGUA PARA CHOCOLATE” - Celia Cruz, Ríe y llora - Biography and Song for Ríe y llora - Story “El Lobo Hambriento” <i>Core vocabulary: está triste y llora, come, el lobo tiene hambre</i>



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5- Monthly Career Talk - College Prep	
Week 5 (15) (November 10 to 14) 14- Health Week 14- VIP-Parent Learning Community	UNIT 10 “COMO AGUA PARA CHOCOLATE” • Como agua para el chocolate / Laura Esquivel • Discussing food and eating • Expressing emotion • <i>Core vocabulary: está triste y llora, come, el lobo tiene hambre</i>
Week 6 (16) (November 17 to 21) 17- Launching of Mental Health and Anti-Bullying Month 21- Young Shakespeare Play Writing and Performing Contest	UNIT “CULTURAL” • Lagrimas de Cocodrilo • La rana de la boca grande • Gazpacho • Tener expressions (Bingo) • -er verbs in context • La perrita bailarina
Week 7 (17) (November 24 to 28) 24- Peace Pole Day (Monday Assembly) 24- Lighting of the Christmas Tree after school (Campus Min/ ECA/ D' Torch Orchestra/ Religious Studies) (Afternoon) 25-27- Pre-Exam Days 27- Thanksgiving Potluck after school for teachers and staff 27- Thanksgiving Family Day 28- Gr. 12 Second Quarter Exam	UNIT “UNA AVENTURA DE CAMPING” • Establishing meaning for vocabulary words • Words in context • Personalized questions for vocabulary words • Story asking about “Una Aventura de Camping” • Write and discuss the story created • <i>Core vocabulary: durante la noche, oye algo, se despierta, se duerme</i>
Nov. 29 Invitation for All: The Jubilee Pilgrimage to Taipei (Saturday)	
Week 8 (18) (December 1 to 5) 1- First Week of	UNIT: “UNA AVENTURA DE CAMPING” • Talking about the weekend



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Advent: Lighting of First Advent Candle (During the Monday Assembly) 3- Monthly Career Talk - College Prep 5- Nativity Play (Collaboration with Campus Ministry) 5- Christmas Fair Whole Day	- Cooperative Mural to recall “Una Aventura de Camping” - Emotion Bank for the characters of the story - Changing perspective or tense of the story <i>Core vocabulary: durante la noche, oye algo, se despierta, se duerme</i>
Week 9 (19) (December 8 to 12) 8- Foundation Day Mass, cake ceremony, and Class Party (half day) 8- Solemnity of the Immaculate Conception 8- Second Week of Advent 10- Gr. 12 Advent Immersion 11 and 12- Second Quarter Exam (half day)	UNIT “REFLEXIVE VERBS” - Reflexive verbs note taking - Horario de Ana María - Comparación de horarios - Creating a daily routine <i>Core vocabulary: -er verbs</i> PREPARATION FOR 2ND QUARTER EXAM
<i>December 13 Invitation for All: Advent Recollection @DIS (Saturday)</i>	
<i>December 15 to January 2 Christmas Break</i>	

Third Quarter Tentative Course Content

Week/Date	Topic/Projects/Assessments
<i>January 5- Record Day (No Classes for students)</i>	
Week 1 (20) (January 5 to 9) 5- PSAT 8/9 Registration Starts	UNIT “EL MONSTRUO DEL ARMARIO” ¿Te gusta mirar películas (movies) de miedo o de horror? ¿Hay un armario en tu dormitorio?



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6- Third Quarter Begins 7- Monthly Career Talk-College Prep 9- New Year Mass at 8:00	• ¿Te despiertas mucho en la noche? • Focused free write about a monster in a closet • Short film “El monstruo del armario” by Pablo Conde • <i>Core vocabulary: se duerme, durante, la noche, oye, algo</i>
Week 2 (21) (January 12 to 16) 16- Club Orientation & Sign Up	UNIT 11 “DEPORTES EN LOS PAÍSES QUE HABLAN ESPAÑOL” • Wavin’ Flag, Sube la mano y grita gol, Tú no eres para mí • Interpreting authentic resources • Learning about sports and athletes in Spanish speaking countries • Focus on useful vocabulary used in context • Asking and answering questions • <i>Core vocabulary: juega a (un deporte), quiere jugar a, eres.</i>
Week 3 (22) (January 19 to 23) 19-23- Individual Yearbook Photoshoot for Students 19-23- Career Awareness Week 22- Grade 9 Career Educational trip 23- First Club Meeting for 2nd Semester	UNIT 11 “DEPORTES EN LOS PAÍSES QUE HABLAN ESPAÑOL” • Discussing similarities and differences • Retelling stories • Discussing sports and athletes • Contemplating gender stereotypes • <i>Core vocabulary: juega a (un deporte), quiere jugar a, eres.</i>
Week 4 (23) (January 26 to 30) 26- Feast Day of St. Thomas Aquinas/Launching of the Catholic Week 26-28- Aquinas Conference: Science and Faith 26-30- Catholic Week Activities 30- DYM Charity Concert	UNIT 12 “EL CORTEJO” • Sale el sol and Nadie songs (and artist biographies) • Dating customs • Cosas que dicen los novios video • Focus on useful vocabulary used in context • <i>Core vocabulary: no conoce a nadie, agarra la mano, sale de</i>



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Week 5 (24) (February 2 to 6) 1-4- WASC Mid-Cycle Visit 4- Monthly Career Talk - College Prep 6-7- SUA0 Recollection for MS	UNIT 12 “EL CORTEJO” - Asking and answering questions - Discussing social life (meeting people, going out, etc.) - Considering benefits and challenges of relationships <i>Core vocabulary: no conoce a nadie, agarra la mano, sale de</i>
Week 6 (25) (February 9 to 13) 9- Start of New Applicant Enrollment for 1st Semester for SY2025-26 13- PSAT 8/9 Registration Deadline 13- House Valentine's Mini Fair 13- Chinese New Year Celebration	UNIT 12 “EL CORTEJO” - Carlos el cleptómano - Junior + Lorena version of the story - Interpreting authentic resources and understanding authentic speech - El gato cleptómano - Los 6 grados de separación <i>Core vocabulary: no conoce a nadie, agarra la mano, sale de</i>
<i>February 16-20 Chinese New Year Holiday</i>	
Week 7 (26) (February 23 to 26) 23-26- IOWA Assessments 23- Student Council Application 24-26- Pre-Exam Days	UNIT 13 “LOS PIROPOS” - El chico del apartamento 512 song - Selena biography - Piropos - Focus on useful vocabulary used in context <i>Core vocabulary: la mujer comienza a, el hombre piensa que</i>
<i>February 27 Memorial Day Holiday (no classes)</i>	
Week 8 (27) (March 2 to 6) 3- Monthly Career Talk - College Prep 6- PSAT 8/9 System Installation and Practice Test	UNIT 14 “LOS DERECHOS DE LOS NIÑOS - Introduce the song “No debes jugar” by Selena - Complete reading about song - Discuss questions about song ¡Escucha! activity “Los niños prisioneros de Bolivia” reading assessment <i>Core vocabulary: lo que hace, debe(hacer), el niño no escucha</i>



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Week 9 (28) (March 9 to 13) 13 and 16- Third Quarter Exam (half day)	PREPARATION FOR 3RD QUARTER EXAM
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Fourth Quarter Tentative Course Content

Week/Date	Topic/Projects/Assessments
Week 1 (29) (March 16 to 20) 16- Third Quarter Exam (half day) 16-20- Faculty & Staff Yearbook Photo 17- Fourth Quarter Begins 18-21- EARCOS Teachers' Conference 19- Lectio Divina and Feast of St. Joseph 20- Parents Learning Community Meeting 20- Kindilympics 20-House Movie Night and Club Fair	UNIT 14 "LOS DERECHOS DE LOS NIÑOS" • Asking and answering questions • Interpreting authentic resources and understanding authentic speech • Considering the rights of children and prisoners • Expressing what should or should not be done in any given situation • <i>Core vocabulary: lo que hace, debe(hacer), el niño no escucha</i>
<i>March 21 (Saturday) Spring Fair</i>	
Week 2 (30) (March 23 to 27) 23-27 Student Leaders Applicant Interviews 26- Annual Visit to World Religion Museum Gr. 11 27- Lower School Readers Theatre	UNIT 15 "EL GAUCHO" • Tango • Argentina • Pa' bailar • Chamamé de los esteros • Gauchos • <i>Core vocabulary: vive solo, trabaja con, necesitan</i>
<i>March 30 to April 6 Easter/Spring Break</i>	



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Week 3 (31) (April 7 to 10) 7- Spring University Fair 9- Easter Mass 9- Easter Egg Hunt for Lower School Students	UNIT 15 “EL GAUCHO” • Focus on useful vocabulary used in context • Asking and answering questions • Interpreting authentic resources and understanding authentic speech • Learning about geography and basic information about Argentina • Preparing to participate in conversations about where we live and what/where we work • Interpreting and expressing needs • <i>Core vocabulary: vive solo, trabaja con, necesitan</i>
Week 4 (32) (April 13 to 17) 13 Laudato Si Month Launching (During the Monday Assembly) 13-30 Laudato Si Month Activities 13-17- Class Photo Taking 17- AP Chinese/Japanese Practice Test	UNIT 17 “LA INMIGRACIÓN” • Espacio sideral/Jesse & Joy • Undocumented immigration • One word response storyasking • Horizontal conjugation for storyasking • <i>Core vocabulary: llega a un país, regresa allí/ahí, lleva</i>
Week 5 (33) (April 20 to 24) 20-24 Cultural Awareness Week / Art Exhibit / Earth Week 24- Music Recital 20-24 Student Council Campaign 20-24 AP Mock Exams	UNIT 17 “LA INMIGRACIÓN” • Comparison between products and practices • Laws of a country • Status as a resident and/or citizen • Empathy toward the experiences of immigrants • <i>Core vocabulary: llega a un país, regresa allí/ahí, lleva</i>
Week 6 (34) (April 27 to 30) 27- Student Council Elections 27-30 Senior Project Presentations 28-30 Pre-Exam Days	UNIT 18 “LAS SUPERSTICIONES ESPAÑOLAS” • Beliefs are influenced by culture? • A puro dolor song • Tocar madera • Spanish superstitions



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	Core vocabulary: <i>esto le parece extraño, le da, devuelve</i>
May 1: Labor Day Public Holiday	
Week 7 (35) (May 4 to 8) 4- May Crowning & Mother's Day Celebration (During the Monday Assembly) 4-14 Final Exams (K, Gr. 5, 8, & 12 Only) 4-15 AP Exams	UNIT 18 "LAS SUPERSTICIONES ESPAÑOLAS" - Comparisons between practices and products - Survival level interaction in familiar everyday context - Describing events from class story - Focus on useful vocabulary used in context - Asking and answering questions - Core vocabulary: <i>esto le parece extraño, le da, devuelve</i>
Week 8 (36) (May 11 to 15) 13 and 14- Fourth Quarter Exam— Undergraduate (half day) 14-16 Student Leaders Retreat Days	UNIT 18 "LAS SUPERSTICIONES ESPAÑOLAS" - Expressing beliefs with "seems" - Giving and taking (<i>da, devuelve</i>) - Understanding global perspectives re: superstitions - Core vocabulary: <i>esto le parece extraño, le da, devuelve</i> PREPARATION FOR 4TH QUARTER EXAM
May 15 Record Day (No Classes for students) Final Deliberation for Graduating/Promoting Classes	
Week 9 (37) (May 18 to 22) 18- Gr. 5 Recollection & Mass 19- Gr. 8 Recollection & Mass 20- Gr. 12 Recollection 20- Baccalaureate Mass (Whole School) 18-21 WIDA Testing 19- Lower School Sports Day / Gr. 6 & 7 School Field Trip	Recognition and end of the year activities



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19- Gr. 9 - 11 - "Senior Success Forum: Inspiring the Next Generation" 19-22 Student Clearance Days 21- Middle & High School Sports Day 21- High School Field Trip 22- House Culminating Activity 20-22 Final Deliberation for Non- Graduating Classes 22- Student Leaders One Day Recollection / Turn Over Ceremony	
Week 10 (38) (May 25 to 29) 25- Kindergarten Graduation/Gr. 5 Promotion 26- LS Field Trip 26- Gr. 8 Graduation and Gr. 12 Graduation 27- Pre-Kindergarten & Gr. 1 - 4, 6 & 7, 9- 11 Recognition Last Day of School, Report Card 28- Distribution, & Class Party (half day) 29- Last day for Teachers/Staff Meeting	Recognition and end of the year activities

"Kindling the Light of Faith, Hope, and Love: The Legacy of St. Dominic de Guzmán"