



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 11 SYLLABUS

School Year	2025-2026
Subject	Spanish Foreign Language - Grade 11
Grade Level	11
Teacher	Ms. Jessy Cardenas
Email	jcardenas@dishs.tp.edu.tw

COURSE DESCRIPTION:

Spanish Level III is designed to strengthen and advance students' skills in the four key areas of communication: listening, speaking, reading, and writing. Building on the foundation from Spanish Level II, students will deepen their understanding of grammar, expand vocabulary, and explore the diverse cultures of the Spanish-speaking world. This course develops reading comprehension through literature, oral presentations, and written expression, while continuing to focus on accurate pronunciation and effective sentence structure.

We will be using the **SOMOS** curriculum I & II from The Comprehensible Classroom, which emphasizes language acquisition through meaningful, comprehensible input—stories, readings, conversations, music, and cultural exploration—rather than relying solely on memorization. This approach motivates students to use Spanish for real-life purposes while connecting with authentic cultural perspectives.

While the course continues from Spanish Level II (grade 10), it is also designed to support students who may have only a basic background in Spanish, ensuring that all learners can participate successfully. We will begin with a review of key skills and knowledge from previous levels before progressing to more advanced language use.

Students are expected to:

- Use Spanish as the primary language of communication during class.
- Actively participate in discussions, group work, and interactive activities.
- Apply prior knowledge while learning more complex language structures naturally through context.
- Engage respectfully and supportively with peers, fostering a positive learning environment.

With the perfect blend of culture, instruction, and interaction, Spanish Level III prepares students for advanced study and confident communication in the Spanish-speaking world.



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

- **Acquire Language Through High-Frequency Structures**

Students will acquire Spanish by engaging with high-frequency vocabulary and structures, applying them in class discussions, storytelling, and cultural explorations.

- **Be expose to Rich and Accessible Input**

Students will benefit from consistent exposure to comprehensible input through diverse, engaging materials that are slightly above their current proficiency level but remain understandable with context, visuals, and teacher support.

- **Apply concepts in Real-Life Contexts**

Students will practice Spanish in authentic or simulated real-life scenarios, demonstrating the ability to navigate a variety of social, cultural, and academic situations effectively.

- **Develop Listening and Reading Comprehension**

Students will strengthen listening and reading skills by engaging with spoken and written texts that reflect authentic language use, gradually increasing in complexity while remaining accessible.

- **Grow in Spontaneous Communication**

Students will build confidence in speaking and writing by producing language spontaneously responding to prompts, participating in open-ended conversations, and expressing ideas with increasing fluency and accuracy.

PRIMARY TEXTBOOKS AND OTHER RESOURCES:

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



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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 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.
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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 10 “COMO AGUA PARA CHOCOLATE” • Simple sentences U6-9 • 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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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 10 “COMO AGUA PARA CHOCOLATE” • Como agua para el chocolate / Laura Esquivel • Discussing food and eating • Expressing emotion • Lagrimas de Cocodrilo • Tener expressions (Bingo) • <i>Core vocabulary: está triste y llora, come, el lobo tiene hambre</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 “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>
Week 4 (September 1 to 5) 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	UNIT: “UNA AVENTURA DE CAMPING” • Talking about the weekend • 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 5 (September 8 to 12) 8- Holy Mass: Nativity of the Blessed Virgin Mary & VIP Induction 10- House Mini Games Start	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



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	Core vocabulary: <i>juega a(un deporte), quiere jugar a, eres.</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 11 “DEPORTES EN LOS PAÍSES QUE HABLAN ESPAÑOL” - Discussing similarities and differences - Retelling stories - Discussing sports and athletes - Contemplating gender stereotypes - Core vocabulary: <i>juega a(un deporte), quiere jugar a, eres.</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 Days	UNIT 14 “LOS NIÑOS PRISIONEROS DE BOLIVIA” - 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 - Core vocabulary: <i>lo que hace, debe(hacer), el niño no escucha</i>
Week 8 (September 29 to October 3) 29- Launching of the Month of the Holy Rosary (During the Monday Assembly) Oct. 1-2- First Quarter Exam (half day)	UNIT 14 “LOS NIÑOS PRISIONEROS DE BOLIVIA” - 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 - Core vocabulary: <i>lo que hace, debe(hacer), el niño no escucha</i> PREPARATION FOR 1ST QUARTER EXAM



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*Oct. 3-DIS Teachers and Staff Recognition Day/ Record Day
Recollection for Aunties and Uncles (no classes for students)*

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>	
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 15 "EL GAUCHO" • Tango • Argentina • Pa' bailar • Chamamé de los esteros • Gauchos • Core vocabulary: <i>vive solo, trabaja con, necesitan</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 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 • Core vocabulary: <i>vive solo, trabaja con, necesitan</i>



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Week 3 (13) (October 27 to 31) 29- Grade 11 Career Educational Trip Oct. 31 to Nov. 1- Gr.6 SEL Camp	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 4 (14) (November 3 to 7) 3- Feast of St. Martin de Porres Mass (integrated during the Monday Assembly) 5- Monthly Career Talk - College Prep	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 5 (15) (November 10 to 14) 14- Health Week 14- VIP-Parent Learning Community	UNIT 18 “LAS SUPERSTICIONES ESPAÑOLAS” • Beliefs are influenced by culture? • A puro dolor song • Tocar madera • Spanish superstitions • <i>Core vocabulary: esto le parece extraño, le da, devuelve</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 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 • Expressing beliefs with “seems” • Giving and taking (da, devuelve) • Understanding global perspectives re: superstitions • <i>Core vocabulary: esto le parece extraño, le da, devuelve</i>
Week 7 (17) (November 24 to 28) 24- Peace Pole Day (Monday Assembly) 24- Lighting of the Christmas Tree after	UNIT “LA SIESTA” • Focus on useful vocabulary used in context • Asking and answering questions • Expressing personal reactions to media and situations • Building knowledge of geography



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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	- Expressing/interpreting communication re: basic needs (food, shelter, health) - Communicating beliefs and values <i>Core vocabulary: hay que(estudiar), poco a poco se aburre, vuelve a (estudiar)</i>
<i>Nov. 29 Invitation for All: The Jubilee Pilgrimage to Taipei (Saturday)</i>	
Week 8 (18) (December 1 to 5) 1- First Week of 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	UNIT “LA SIESTA” - Sheltered vocabulary - New words are added into conversation only at an processable rate - Builds on the foundation of vocabulary targeted in previous units - Give students an opportunity to discuss beliefs, values, and challenges they are facing <i>Core vocabulary: hay que(estudiar), poco a poco se aburre, vuelve a (estudiar)</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	UNIT “LA SIESTA” - Multiple high-interest, authentic songs - Multiple opportunities for artistic expression <i>Core vocabulary: hay que(estudiar), poco a poco se aburre, vuelve a (estudiar)</i> PREPARATION FOR 2ND QUARTER EXAM



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Quarter Exam (half day)	
<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 6- Third Quarter Begins 7- Monthly Career Talk-College Prep 9- New Year Mass at 8:00	SOMOS 2 UNIT 1 “FOUNDATIONS” - How can I discuss things that happened in the past? - The Zebra and the Lion storyasking - Pencil Grab: The Zebra and the Lion - Start the Rumors Activity “¿Quién lo dijo?” - Core vocabulary: ¿Adónde fuiste?, el verano pasado, el fin de semana pasado, fue dijo, vine, vi, vencí
Week 2 (21) (January 12 to 16) 16- Club Orientation & Sign Up	SOMOS 2UNIT 1 “FOUNDATIONS” - Establishing meaning for vocabulary words - El detective y el criminal story - Storyboard Quiz of the story created - How can I talk about what others, and I have said, where we have gone, and what we have seen? - Communicating in the past tense - Making inferences - Core vocabulary: ¿Adónde fuiste?, el verano pasado, el fin de semana pasado, fue dijo, vine, vi, vencí
Week 3 (22) (January 19 to 23) 19-23- Individual Yearbook Photoshoot for Students	SOMOS 2 UNIT 1 “FOUNDATIONS” - Talking about the weekend - La Historia de Oktapodi - Retelling of Oktapodi



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19-23- Career Awareness Week 22- Grade 9 Career Educational trip 23- First Club Meeting for 2nd Semester	- Freeze Frame Activity - Core vocabulary: <i>se acercó a, se la(lo) llevó, vio que había</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	SOMOS 2 UNIT 1 “FOUNDATIONS” - Comprehension Activity for Oktapodi - Ping Pong Recall Version as a Class - Interpret and illustrate a detailed version of a familiar story - Reading passage of Okatpodi - Horizontal conjugation of a story - Core vocabulary: <i>se acercó a, se la(lo) llevó, vio que había</i>
Week 5 (24) (February 2 to 6) 1-4- WASC Mid-Cycle Visit 4- Monthly Career Talk - College Prep 6-7- SUAQ Recollection for MS	SOMOS 2 UNIT 1 “FOUNDATIONS: Jovenes” - Talking about the weekend - Interviewing a classmate about past events - Comprehension of Vocabulary Words - Song: Todo Cambio by Camila and La Nota - Oktopodi Writing Assessment - Core vocabulary: <i>volvió temprano, salió, conoció a un joven, se divertieron</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	SOMOS 2 UNIT 1 “FOUNDATIONS: Jovenes” - Talking about the weekend - La madre de Jason story - Up/Down Listening Assessment - Core vocabulary: <i>volvió temprano, salió, conoció a un joven, se divertieron</i>
February 16-20 Chinese New Year Holiday	



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Week 7 (26) (February 23 to 26) 23-26- IOWA Assessments 23- Student Council Application 24-26- Pre-Exam Days	SOMOS 2 UNIT 1 “FOUNDATIONS: Jovenes” - Talking about the weekend - Comprehension quest story about a bear - Retelling of the story through images - Past tense for the story about a bear <i>Core vocabulary: volvió temprano, salió, conoció a un joven, se divirtieron</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	SOMOS 2 UNIT 1 “FOUNDATIONS: Jovenes” - La Hermana de Kassian - Horizontal conjugation ¿Tú hiciste QUÉ? ¡Yo también! - Clipchat: El ataque de Jack Jack - Narration of the Story
Week 9 (28) (March 9 to 13) 13 and 16- Third Quarter Exam (half day)	PREPARATION FOR 3RD QUARTER EXAM

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	UNIT 5 “RUIDOS EN LA NOCHE” - Gato andino connection from reading assessment - Oye by Yatra + Tini - Expressing and interpreting difference in meaning between past and present - Expressing and interpreting past activities <i>Core vocabulary: cayó al suelo, leyeron en el periódico, oyó un ruido</i>



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Community Meeting 20- Kindilympics 20-House Movie Night and Club Fair	
<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 “LUGARES DE MIEDO” • Comprehension and Analysis of different stories: • El Panteon de Belen • La Casa de las Siete Chimeneas • El hotel Bolivar • Museo Reina Sofia • El Palacio de Lecumberri • La Isla de las Muñecas • Analysis and Summary of a story
<i>March 30 to April 6 Easter/Spring Break</i>	
Week 3 (31) (April 7 to 10) 7- Spring University Fair 9- Easter Mass 9- Easter Egg Hunt for Lower School Students	UNIT “LUGARES DE MIEDO” • Creation of poster about a Leyenda • Reflection about a Leyenda • Retelling of a Leyenda • Listening activities for Leyendas
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 5 “RUIDOS EN LA NOCHE” • Focus on useful vocabulary used in context • Storyasking for Ruidos en la noche • Write and Discuss for Ruidos en la noche • Asking and answering questions • Cooperative nural for the story • Silent filme for Ruidos en la noche • Core vocabulary: <i>cayó al suelo, leyeron en el periódico, oyó un ruido</i>
Week 5 (33) (April 20 to 24) 20-24 Cultural	UNIT 5 “RUIDOS EN LA NOCHE” • Acertijos communicative activity



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Awareness Week / Art Exhibit / Earth Week 24- Music Recital 20-24 Student Council Campaign 20-24 AP Mock Exams	• Same and different • Summative Writing Assessment • Summative Reading Assessment • <i>Core vocabulary: cayó al suelo, leyeron en el periódico, oyó un ruido</i>
Week 6 (34) (April 27 to 30) 27- Student Council Elections 27-30 Senior Project Presentations 28-30 Pre-Exam Days	UNIT 6 “EL SECRETO” • No crea en el jamás by Juanes • Various biographies in No se dio por vencido activity • Describing various elements of identity • <i>Core vocabulary: no pudo, trajo, supo la verdad</i>
<i>May 1: Labor Day Public Holiday</i>	
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 6 “EL SECRETO” • Narrating a series of events • Describing a challenge and considering potential responses to the challenge • <i>Core vocabulary: no pudo, trajo, supo la verdad</i>
Week 8 (36) (May 11 to 15) 13 and 14- Fourth Quarter Exam— Undergraduate (half day) 14-16 Student Leaders Retreat Days	UNIT 8 “EL HOMBRE FELIZ” • Students explore an authentic story and read an interview with its creator • Discussing possessions, relationships, and emotions • Describing objects • Narrating a story PREPARATION FOR 4TH QUARTER EXAM
<i>May 15 Record Day (No Classes for students) Final Deliberation for Graduating/Promoting Classes</i>	
Week 9 (37) (May 18 to 22)	



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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
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

Recognition and end of the year activities

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

Recognition and end of the year activities



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Party (half day)
29- Last day for
Teachers/Staff
Meeting

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