



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 9 SYLLABUS

School Year	2025-2026
Subject	Spanish Foreign Language - Grade 9
Grade Level	9
Teacher	Ms. Jessy Cardenas
Email	jcardenas@dishs.tp.edu.tw

COURSE DESCRIPTION:

Students will embark on an engaging journey through the rich and diverse cultures of the Spanish-speaking world. This three-year Spanish program—comprising Level I, Level II, and Level III—focuses on developing key communication skills: listening, speaking, reading, and writing. Through a variety of interactive and culturally relevant activities, students will build confidence and fluency as they learn to communicate effectively in real-world Spanish language contexts.

In this course, our goal is to acquire the Spanish language—not just to learn about it. “Acquiring” a language is very different from “learning” it. Language acquisition is a natural process that happens when we are exposed to meaningful, understandable input over time. Think about how we all learned our first language: not by studying grammar or memorizing vocabulary lists, but by hearing people speak around us—consistently and in context.

In the same way, most of our class time will be spent using Spanish to communicate about interesting and relevant topics from our lives and the world around us. We will not spend much time studying the language itself (like memorizing rules or taking vocabulary quizzes), because the human brain isn’t wired to acquire language that way. Instead, we’ll focus on listening to and reading Spanish that we can understand—what we call *Comprehensible Input*. This gives our brains the ‘fuel’ they need to process and internalize the language naturally.

While speaking and writing will be part of our journey, students will mainly develop as a result of all the listening and reading we do. Spanish level I focus is on understanding first—because comprehension always comes before production.



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

1. Understand and respond to basic spoken Spanish in familiar contexts.

Students will be able to comprehend high-frequency words and phrases in Spanish related to everyday life, classroom topics, and personal interests through consistent exposure to comprehensible input.

2. Read and interpret simple Spanish texts with understanding.

Students will be able to read short stories, conversations, and informational texts written in accessible Spanish and demonstrate understanding through class discussion and activities.

3. Engage in basic interpersonal communication using a familiar and comprehensible language.

Students will be able to answer simple questions, express opinions, and participate in short, meaningful conversations in Spanish with growing confidence.

4. Develop listening stamina and confidence through sustained exposure to spoken Spanish.

Students will show increased ability to follow longer segments of spoken Spanish (stories, teacher talk, class discussions) without needing constant translation or explanation.

5. Demonstrate cultural awareness and appreciation of the Spanish-speaking world.

Students will explore and reflect on traditions, values, and everyday life in Spanish-speaking countries, making connections between cultures and gaining global understanding.

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



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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.

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 1 "DICE" • Los pollitos dicen (traditional children's song) • Culturally appropriate introductions • Introducing self and others • Report on what someone else says • Expressing opinions about a story • <i>Core vocabulary: los pollitos, dicen, este es, esta es, una persona, un chico, una chica, se llama, ¿Cómo es?</i>
Week 2 (August 18 to 22) 18-St. Dominic de Guzman Feast Day Celebration) Integrated during the	UNIT 1 "DICE" • Expressing disagreement (Wildebeest) • Comprehend the story "WILDBEEST" • Retell the story "WILDBEEST" • Identify previous vocabulary in context • Understanding questions



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Monday Assembly 20- House Shirt & Blue Jeans Day Starts 22- Club Orientation and Club Sign-up	Core vocabulary: <i>ñus, objeto, cocodrilo</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 1 "DATE, TIME, NUMBERS AND ME GUSTA" - Seasons, months, before/after ¿Cuál es la fecha? - Introductions worksheet - Me llamo Ronaldo embedded reading - Core vocabulary: <i>este es, esta es, una persona, un chico, una chica, se llama, ¿Cómo es?, hoy es, ayer fue, calendar vocab, me llamo</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 "REVIEW" ¿Lo dice o lo dijo? Lotería game ¿Qué hay en tu casa? - Cognates lesson - Hay + animales, Hay + comida ¿Qué es un ekeko? ¿Qué te gusta? - Core vocabulary: <i>dice, dijo, este es, hay, me gusta, le gusta</i>
Week 5 (September 8 to 12) 8- Holy Mass: Nativity of the Blessed Virgin Mary & VIP Induction 10- House Mini Games Start	UNIT 2 "CORRE" - Cumbia (Corre corre corazón/Agapornis) - Talk about how I or someone else goes from one place to another (walking or running) - Communicate about the things that I see - Core vocabulary: <i>camina hacia, corre, ve</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	UNIT 2 "CORRE" - Evaluate an activity and express an opinion (it is/isn't a good idea) - La carrera de San Silvestre (Guatemala, México, Costa Rica, Colombia, Argentina) - El encierro de San Fermín (España) - Comparison of "El encierro de San Fermin" and "La Carrera de San Silvestre" - Identify similarities and differences between two things



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19- PSAT/NMSQT Registration deadline	- Narrate something that happens - Core vocabulary: <i>camina hacia, corre, ve</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 2.5 "LA CUMBIA" - Cumbia reflects the culture of Latin America <i>Caballito</i> by Carlos Vives - Describing cultural heritage and identity - El Caballito and its background story - Cumbia & The cultural diversity of Latin America - Core Vocabulary: <i>hay, va, no puede, galopa, brinca, salta</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 2.5 "LA CUMBIA" - Narration of a story - Describing a problem - Understanding questions - Beginning to understand that Latin America is diverse - Core Vocabulary: <i>hay, va, no puede</i> PREPARATION FOR 1ST QUARTER EXAM
Oct. 3-DIS Teachers and Staff Recognition Day/ Record Day Recollection for Aunties and Uncles (no classes for students)	



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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) <i>13- Second Quarter Begins</i> <i>13- Start of New Applicant Enrollment for 2nd Semester</i> <i>14- Visit of Mother Mary to Classrooms (During the morning prayer)</i> <i>15- AP Exam Only Registration Deadline</i> <i>15- Monthly Career Talk - College Prep</i> <i>17- PSAT/NMSQT Digital Exam</i>	UNIT 3 “EL CANAL DE PANAMÁ” • Los colores • Puede/Le gusta lotería review • Traditional Mexican song and artist biography (Tish Hinojosa, El reloj) • Express time & timing • Narrate a story • Comprehend vocabulary words through gestures • <i>Core Vocabulary: son las (ocho), abre la puerta, nunca cierra</i>
Week 2 (12) (October 20 to 24) <i>20- Jubilee: Marian Exhibit Opening (After the Monday Assembly)</i> <i>20- Campus Safety Talk for Students</i> <i>24- Book Fair (Senior Escape Room)</i>	UNIT 3 “EL CANAL DE PANAMÁ” • Describing people (adjectives) • Understanding a video narration • El canal de Panamá • Facts about Panamá • Decide how I want to respond to a command. • Give basic information about Panamá. • Reviewing facts through an unfair game • Summative reading assessment and writing assessment • <i>Core Vocabulary: inteligente, curiosa, considerada, buena, mala, compuertas, esclusas, barcos</i>
Week 3 (13) (October 27 to 31) <i>29- Grade 11 Career Educational Trip</i>	UNIT 4 “LA UNIVERSIDAD” • Amaia Montero / Quiero ser • Nubeluz / Quiero ser



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Oct. 31 to Nov. 1- Gr.6 SEL Camp	- Talking about interests and talents - Creating a story about a character - Illustrating events of a familiar story - Comparing two similar stories about professions - Developing an original character <i>Core vocabulary: habla, toma, quiere ser</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 4 “LA UNIVERSIDAD” - Describing my character - Universities in Spanish speaking countries - Colegio San Patricio / High school in Spain - Infographic comparing Spanish speaking countries to others in the world - Discussing school subjects/classes - Talking about identity - Reflecting on your own interests and personalities <i>Core vocabulary: ve, quiere ser, va, toma, entiende/no entiendo o comprende/no comprende, habla, dice</i>
Week 5 (15) (November 10 to 14) 14- Health Week 14- VIP-Parent Learning Community	UNIT 5 “LA CORRIDA DE TOROS” - Quiero ser diferente storybook - El silbo gomero - Las Novias de mi Hermano - Narration - Description of events from “La Corrida de Toros” <i>Core vocabulary: su hermano, tiene una novia, está enojado</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 5 “LA CORRIDA DE TOROS” - The debate surrounding La corrida de toros / Tauromaquia - Songs: Torero, Toro y Torero - Expressing and evaluating opinions - Considering multiple perspectives/viewpoints <i>Core vocabulary: su hermano, tiene una novia, está enojado</i>
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	UNIT “REVIEW” - One World Imagination Lab - Imagination Lab Mini Project - Subject Pronouns - Sobremesa Episodio 1 <i>Core vocabulary: tiene, puede, quiere, subject pronouns, camina, dice, hay</i>



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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

Nov. 29 Invitation for All: The Jubilee Pilgrimage to Taipei (Saturday)

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 6 “SIÉNTATE”

- Establishing meaning of vocabulary words
- Cabeza, hombros, rodilla y pie (authentic version of familiar song)
- Total Physical Response about commands
- Give and follow commands.
- Understanding false statements
- *Core vocabulary: se sienta, se levanta, le grita*

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 6 “SIÉNTATE”

- Comprehension of a story created by the class
- Horizontal conjugation of a text
- Interpretive Reading Assessment
- *Core vocabulary: se sienta, se levanta, le grita*

PREPARATION FOR 2ND QUARTER EXAM



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December 13 Invitation for All: Advent Recollection @DIS (Saturday)

December 15 to January 2 Christmas Break

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	UNIT 7 “LOS CASTELLS DE TARRAGONA” - Establishing meaning of vocabulary words - Song: Yo No te puedo olvidar - Reacting to diferente types of people - Expressing need/asking for help through a story - Offering help and understanding who offers it <i>Core vocabulary: tienes que, lo ayuda, no puede(hacer), simpatico(a)</i>
Week 2 (21) (January 12 to 16) 16- Club Orientation & Sign Up	UNIT 7 “LOS CASTELLS DE TARRAGONA” - Storyasking “EL AMIGO SIMPÁTICO” - Retelling a story to help a friend - Who Said it? - Charity es simpática - Comparing two versions of a story <i>Core vocabulary: tienes que, lo ayuda, no puede(hacer), simpatico(a)</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 7 “LOS CASTELLS DE TARRAGONA” - Casteller - Los Castells de Tarragona - Rebobina: enxaneta ¿Cómo se construye un castell? - Reading assessment - Listening assessment



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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 7 “LOS CASTELLS DE TARRAGONA” • Explain what an acotxador is and how castells are described • Being part of a Casteller community • Building the tallest tower • Tower building competition • Writing Assessment
Week 5 (24) (February 2 to 6) 1-4- WASC Mid-Cycle Visit 4- Monthly Career Talk - College Prep 6-7- SUAQO Recollection for MS	UNIT 8 “LA COMIDA LATINA” • Song: Cielito Lindo • Latin influences in US diet • Traditional latin foods from many countries • Popular street food (Elote) • <i>Core Vocabulary: sabes, buscas, encuentra</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 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 • <i>Core Vocabulary: sabes, buscas, encuentra</i>
February 16-20 Chinese New Year Holiday	
Week 7 (26) (February 23 to 26) 23-26- IOWA Assessments 23- Student Council Application 24-26- Pre-Exam	UNIT 8 “LA COMIDA LATINA” • Te amo by Nota • Los verbos -ar in context • Sobremesa episode 2 • <i>Core Vocabulary: sabes, buscas, encuentra</i>



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Days	
<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 9 “EL CUCUY” - Establishing meaning about vocabulary - Mentioning things, we fear - Creating bulletin board bar graph - Analyzing graph data of events - Core vocabulary: <i>mira (s/he looks), tiene miedo (is afraid), hacia (toward)</i>
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 Community Meeting 20- Kindilympics 20-House Movie Night and Club Fair	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 - Core vocabulary: <i>mira (s/he looks), tiene miedo (is afraid), hacia (toward)</i>
<i>March 21 (Saturday) Spring Fair</i>	
Week 2 (30)	UNIT “EL SILBON”



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(March 23 to 27) 23-27 Student Leaders Applicant Interviews 26- Annual Visit to World Religion Museum Gr. 11 27- Lower School Readers Theatre	• 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>
<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 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>
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 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 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 “CULTURAL” • Lagrimas de Cocodrilo • La rana de la boca grande • Gazpacho • Tener expressions (Bingo) • -er verbs in context • La perrita bailarina



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Week 6 (34) (April 27 to 30) 27- Student Council Elections 27-30 Senior Project Presentations 28-30 Pre-Exam Days	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>
<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: “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 8 (36) (May 11 to 15) 13 and 14- Fourth Quarter Exam— Undergraduate (half day) 14-16 Student Leaders Retreat Days	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) 18- Gr. 5 Recollection & Mass 19- Gr. 8 Recollection & Mass 20- Gr. 12 Recollection 20- Baccalaureate	Recognition and end of the year activities



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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	
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"