



## SPANISH GRADE 10 SYLLABUS

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| <b>School Year</b> | 2026 - 2027               |
| <b>Subject</b>     | Spanish Foreign Language  |
| <b>Grade Level</b> | 10                        |
| <b>Teacher</b>     | Ms. Jessy Cardenas        |
| <b>Email</b>       | jcardenas@dishs.tp.edu.tw |

### 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.
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 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.**

## WEEKLY SCHEDULE

### First Quarter Tentative Course Content

| Week & Date                  | Topics / Projects / Assessments                                                                                                                                                                                                                                                                                                                                                                                     |
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| <b>Week 1</b><br>Aug 10 - 14 | <b>Monday</b> Class Preparation ~ Student Holiday<br><b>Tuesday</b> Morning Assembly<br><b>Friday</b> Opening Mass & Assumption of Our Lady 8:00<br><br><b>UNIT "QUIERO SER"</b> <ul style="list-style-type: none"><li>• Quiero ser diferente storybook</li><li>• El silbo gomero</li><li>• One World Imagination Lab</li><li>• Imagination Lab Mini Project</li><li>• <i>Core vocabulary: quiero ser</i></li></ul> |
| <b>Week 2</b><br>Aug 17 - 21 | <b>UNIT "SUBJECT PRONOUNS &amp; CON"</b> <ul style="list-style-type: none"><li>• Subject Pronouns</li><li>• Sobremesa Episodio 1</li><li>• Felipe VI</li></ul>                                                                                                                                                                                                                                                      |



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|                                 | <ul style="list-style-type: none"><li>• Cris se sienta storybuilder</li><li>• La criatura horizontal conjugation</li><li>• Mi Bolivia</li><li>• <i>Core vocabulary: tiene, puede, quiere, subject pronouns, camina, dice, hay, con</i></li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>Week 3</b><br>Aug 24 - 28    | <b>UNIT “¿QUÉ ES UN FOODIE?”</b> <ul style="list-style-type: none"><li>• 1.¿Qué significa ser un «foodie» y cómo se relaciona con la cultura culinaria?</li><li>• 2.¿Cuáles son los ingredientes favoritos de los foodies y por qué?</li><li>• 3.¿Cómo influye la comida en las tradiciones culturales de diferentes países?</li><li>• 4.¿Qué platos o bebidas son populares entre los foodies de tu comunidad?</li><li>• <i>Core vocabulary: comida, cocinar, gustar, probar, el sabor, probaría, la receta, el plato, la bebida, el mercado, la comida rápida, saludable, vegetariano(a), picante, dulce, comería, tradición, comentar, disfrutar</i></li></ul> |
| <b>Week 4</b><br>Aug 31 - Sep 4 | <b>UNIT 8 “LA COMIDA LATINA”</b> <ul style="list-style-type: none"><li>• Song: Cielito Lindo</li><li>• Latin influences in US diet</li><li>• Traditional latin foods from many countries</li><li>• Popular street food (Elote)</li><li>• <i>Core Vocabulary: sabes, buscas, encuentra</i></li></ul>                                                                                                                                                                                                                                                                                                                                                               |
| <b>Week 5</b><br>Sep 7 - 11     | <b>UNIT 8 “LA COMIDA LATINA”</b> <ul style="list-style-type: none"><li>• Describing food that they like/don't like</li><li>• Noticing Latin influences in their cuisine</li><li>• Recognizing and describing ingredients, food restrictions, and preferences</li><li>• Stating whether they know/don't know something</li><li>• <i>Core Vocabulary: sabes, buscas, encuentra</i></li></ul>                                                                                                                                                                                                                                                                        |
| <b>Week 6</b><br>Sep 14 - 18    | <b>UNIT 8 “LA COMIDA LATINA”</b> <ul style="list-style-type: none"><li>• Te amo by Nota</li><li>• Los verbos -ar in context</li><li>• Sobremesa Episode 2 - La planta de Maíz</li><li>• <i>Core Vocabulary: sabes, buscas, encuentra</i></li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                |



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



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| <b>Week 7</b><br>Sep 21 - 25    | <b>T-W-Th</b> Pre-Exam Days<br><b>Friday</b> Moon Festival ~ Public Holiday<br><br><b>UNIT “EL ELOTE”</b> <ul style="list-style-type: none"><li>• La mazorca de maíz</li><li>• ¿Qué es el elote?</li><li>• El que sabe, sabe</li><li>• Arepas Preparation</li><li>• Arepas Vs Arepas Reading</li></ul> |
| <b>Week 8</b><br>Sep 28 - Oct 2 | <b>Monday</b> Confucius' Birthday ~ Public Holiday<br><b>Thursday</b> Major Exams Day 1<br><b>Friday</b> Major Exams Day 2<br><br><b>PREPARATION FOR 1st QUARTER EXAM</b>                                                                                                                              |
| <b>Week 9</b><br>Oct 5 - 9      | <b>Monday</b> Record Day ~ Student Holiday<br><b>T-W-Th</b> Teachers Conference ~ Student Holiday<br><b>Friday</b> Double 10 Day ~ Public Holiday                                                                                                                                                      |

## Second Quarter Tentative Course Content

| Week & Date                       | Topics / Projects / Assessments                                                                                                                                                                                                                                                                                                         |
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| <b>Week 1 (10)</b><br>Oct 12 - 16 | <b>UNIT 9 “EL CUCUY”</b> <ul style="list-style-type: none"><li>• Establishing meaning about vocabulary</li><li>• Mentioning things, we fear</li><li>• Creating bulletin board bar graph</li><li>• Analyzing graph data of events</li><li>• Core vocabulary: <i>mira (s/he looks), tiene miedo (is afraid), hacia (toward)</i></li></ul> |



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| <p><b>Week 2 (11)</b><br/> <b>Oct 19 - 23</b></p> | <p><b>UNIT 9 “EL CUCUY”</b></p> <ul style="list-style-type: none"> <li>• Discussion of fear of monsters</li> <li>• Reading assessment</li> <li>• Comparison of stories between El Cucuy and Grimm’s Story</li> <li>• Retelling Joe Haye’s story in groups</li> <li>• Mis compañeros y yo communicative activity</li> <li>• Reading assessment</li> <li>• <i>Core vocabulary: mira (s/he looks), tiene miedo (is afraid), hacia (toward)</i></li> </ul> |
| <p><b>Week 3 (12)</b><br/> <b>Oct 26 - 30</b></p> | <p><b>Monday      Retrocession Day ~ Public Holiday</b><br/> <b>UNIT “EL SILBON”</b></p> <ul style="list-style-type: none"> <li>• Narrating and retelling a story</li> <li>• Interpreting, expressing, and comparing fears</li> <li>• Interpreting an informational text</li> <li>• Interpreting an authentic oral narrative</li> <li>• <i>Core vocabulary: mira (s/he looks), tiene miedo (is afraid), hacia (toward)</i></li> </ul>                  |
| <p><b>Week 4 (13)</b><br/> <b>Nov 2 - 6</b></p>   | <p><b>UNIT 10 “COMO AGUA PARA CHOCOLATE”</b></p> <ul style="list-style-type: none"> <li>• Celia Cruz, Ríe y llora</li> <li>• Biography and Song for Ríe y llora</li> <li>• Story “El Lobo Hambriento”</li> <li>• <i>Core vocabulary: está triste y llora, come, el lobo tiene hambre</i></li> </ul>                                                                                                                                                    |
| <p><b>Week 5 (14)</b><br/> <b>Nov 9 - 13</b></p>  | <p><b>UNIT 10 “COMO AGUA PARA CHOCOLATE”</b></p> <ul style="list-style-type: none"> <li>• Como agua para el chocolate / Laura Esquivel</li> <li>• Discussing food and eating</li> <li>• Expressing emotion</li> <li>• <i>Core vocabulary: está triste y llora, come, el lobo tiene hambre</i></li> <li>• Description of events from “La Corrida de Toros”</li> <li>• <i>Core vocabulary: su hermano, tiene una novia, está enojado</i></li> </ul>      |
| <p><b>Week 6 (15)</b><br/> <b>Nov 16 - 20</b></p> | <p><b>UNIT “CULTURAL”</b></p> <ul style="list-style-type: none"> <li>• Lágrimas de Cocodrilo</li> <li>• La rana de la boca grande</li> <li>• Gazpacho</li> <li>• Tener expressions (Bingo)</li> <li>• -er verbs in context</li> <li>• La perrita bailarina</li> </ul>                                                                                                                                                                                  |



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| <b>Week 7 (16)</b><br>Nov 23 - 27      | <b>T-W-Th</b> Pre-Exam Days<br><b>Friday</b> Grade 12 Exams<br><br><b>UNIT 11 “DEPORTES EN LOS PAÍSES QUE HABLAN ESPAÑOL”</b> <ul style="list-style-type: none"><li>• Wavin’ Flag, Sube la mano y grita gol, Tú no eres para mí</li><li>• Interpreting authentic resources</li><li>• Learning about sports and athletes in Spanish speaking countries</li><li>• Focus on useful vocabulary used in context</li><li>• Asking and answering questions</li><li>• <i>Core vocabulary: juega a (un deporte), quiere jugar a, eres.</i></li></ul> |
| <b>Week 8 (17)</b><br>Nov 30 - Dec 4   | <b>Monday</b> Grade 12 Exams<br><br><b>UNIT 11 “DEPORTES EN LOS PAÍSES QUE HABLAN ESPAÑOL”</b> <ul style="list-style-type: none"><li>• Discussing similarities and differences</li><li>• Retelling stories</li><li>• Discussing sports and athletes</li><li>• Contemplating gender stereotypes</li><li>• <i>Core vocabulary: juega a (un deporte), quiere jugar a, eres.</i></li></ul>                                                                                                                                                      |
| <b>Week 9 (18)</b><br>Dec 7 - Dec 11   | <b>Monday</b> TBD<br><b>Tuesday</b> Foundation Day Mass 9:00, Cutting of the Cake Ceremony, Christmas Fair, (Whole day)<br><b>Wednesday</b> TBD<br><b>Thursday</b> Major Final Exams half day<br><b>Friday</b> Major Final Exams half day<br><br><b>PREPARATION FOR 2nd QUARTER EXAM</b>                                                                                                                                                                                                                                                    |
| <b>Dec 14 to Jan 1 Christmas Break</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |