



SPANISH GRADE 11 SYLLABUS

School Year	2026 - 2027
Subject	Spanish Foreign Language
Grade Level	11
Teacher	Ms. Jessy Cardenas
Email	jcardenas@dishs.tp.edu.tw

COURSE DESCRIPTION:

Spanish Level III is designed to help students grow in their ability to understand and communicate in Spanish through meaningful and engaging experiences. Building on the skills developed in Spanish Level II, students will listen to, read, speak, and write about a variety of familiar and interesting topics. Through stories, conversations, readings, and cultural experiences, students will naturally expand their vocabulary, strengthen their understanding of Spanish, and become more confident expressing their ideas. Students will also explore the diverse cultures of the Spanish-speaking world while developing the ability to communicate their thoughts, opinions, and experiences with greater confidence and independence.

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 Exposed 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

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 or 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
Week 1 Aug 10 - 14	Monday Class Preparation ~ Student Holiday Tuesday Morning Assembly Friday Opening Mass & Assumption of Our Lady 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: <i>¿Adónde fuiste?, el verano pasado, el fin de semana pasado, fue dijo, vine, vi, vencí</i>
Week 2 Aug 17 - 21	SOMOS 2 UNIT 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 <i>Core vocabulary: ¿Adónde fuiste?, el verano pasado, el fin de semana pasado, fue dijo, vine, vi, vencí</i>
Week 3 Aug 24 - 28	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 Aug 31 - Sep 4	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 Sep 7 - 11	UNIT “REFLEXIVE VERBS” - Los Verbos Reflexivos - El Monstruo del Armario - La Receta del Amor - Reflexive vs. transitive verbs <i>Core Vocabulary: se duerme, durante, la noche, oye algo</i>
Week 6 Sep 14 - 18	UNIT 15 “EL GAUCHO” - Tango - Argentina - Pa’ bailar - Chamamé de los esteros



	- Gauchos - Core vocabulary: <i>vive solo, trabaja con, necesitan</i>
Week 7 Sep 21 - 25	T-W-Th Pre-Exam Days Friday Moon Festival ~ Public Holiday 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>
Week 8 Sep 28 - Oct 2	Monday Confucius' Birthday ~ Public Holiday Thursday Major Exams Day 1 Friday Major Exams Day 2 PREPARATION FOR 1st QUARTER EXAM
Week 9 Oct 5 - 9	Monday Record Day ~ Student Holiday T-W-Th Teachers Conference ~ Student Holiday Friday Double 10 Day ~ Public Holiday

Second Quarter Tentative Course Content

Week & Date	Topics / Projects / Assessments
Week 1 (10) Oct 12 - 16	UNIT 17 “LA INMIGRACIÓN” - Espacio sideral/Jesse & Joy - Undocumented immigration - One word response storyasking - Horizontal conjugation for storyasking - Core vocabulary: <i>llega a un país, regresa allí/ahí, lleva</i>



Week 2 (11) Oct 19 - 23	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 3 (12) Oct 26 - 30	Monday Retrocession Day ~ Public Holiday 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 4 (13) Nov 2 - 6	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 5 (14) Nov 9 - 13	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 • 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>
Week 6 (15) Nov 16 - 20	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 7 (16) <i>Nov 23 - 27</i>	T-W-Th Pre-Exam Days Friday Grade 12 Exams SOMOS 2 UNIT 1 “FOUNDATIONS” - Talking about the weekend - La Historia de Oktapodi - Retelling of Oktapodi - Freeze Frame Activity <i>Core vocabulary: se acercó a, se la(lo) llevó, vio que había</i>
Week 8 (17) <i>Nov 30 - Dec 4</i>	Monday Grade 12 Exams 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 <i>Core vocabulary: se acercó a, se la(lo) llevó, vio que había</i>
Week 9 (18) <i>Dec 7 - Dec 11</i>	Monday TBD Tuesday Foundation Day Mass 9:00, Cutting of the Cake Ceremony, Christmas Fair, (Whole day) Wednesday TBD Thursday Major Final Exams half day Friday Major Final Exams half day PREPARATION FOR 2nd QUARTER EXAM
<i>Dec 14 to Jan 1 Christmas Break</i>	