



SPANISH GRADE 9 SYLLABUS

School Year	2026 - 2027
Subject	Spanish Foreign Language
Grade Level	9
Teacher	Ms. Jessy Cardenas
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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. The Spanish level I focus is on understanding first—because comprehension always comes before production.

COURSE OBJECTIVES: By the end of the semester, (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

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
Week 1 Aug 10 - 14	Monday Class Preparation ~ Student Holiday Tuesday Morning Assembly Friday Opening Mass & Assumption of Our Lady 8:00 UNIT 1 "DICE" • Los pollitos dicen • 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 Aug 17 - 21	UNIT 1 “DICE” - Expressing disagreement (Wildebeest) - Comprehend the story “WILDBEEST” - Retell the story “WILDBEEST” - Identify previous vocabulary in context - Understanding questions <i>Core vocabulary: ñus, objeto, cocodrilo</i>
Week 3 Aug 24 - 28	UNIT 1 “DATE, TIME, NUMBERS AND ME GUSTA” - Seasons, months, before/after ¿Cuál es la fecha? - Introductions worksheet - Me llamo Ronaldo embedded reading <i>Core vocabulary: 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 Aug 31 - Sep 4	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? <i>Core vocabulary: dice, dijo, este es, hay, me gusta, le gusta</i>
Week 5 Sep 7 - 11	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 <i>Core vocabulary: camina hacia, corre, ve</i>
Week 6 Sep 14 - 18	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 - Narrate something that happens <i>Core vocabulary: camina hacia, corre, ve</i>
Week 7 Sep 21 - 25	T-W-Th Pre-Exam Days Friday Moon Festival ~ Public Holiday UNIT 2.5 “LA CUMBIA” - Cumbia reflects the culture of Latin America <i>Caballito</i> by Carlos Vives - Narration of a story - Describing a problem - Understanding questions - Describing cultural heritage and identity - El Caballito and its background story - Cumbia & The cultural diversity of Latin America <i>Core Vocabulary: hay, va, no puede, galopa, brinca, salta</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 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 (11) Oct 19 - 23	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 (12) Oct 26 - 30	Monday Retrocession Day ~ Public Holiday UNIT 4 “LA UNIVERSIDAD” • Amaia Montero / Quiero ser • Nubeluz / Quiero ser • 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 (13) Nov 2 - 6	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



	Core vocabulary: <i>ve, quiere ser, va, toma, entiende/no entiende o comprende/no comprende, habla, dice</i>
Week 5 (14) <i>Nov 9 - 13</i>	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” - Core vocabulary: <i>su hermano, tiene una novia, está enojado</i>
Week 6 (15) <i>Nov 16 - 20</i>	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 - Core vocabulary: <i>su hermano, tiene una novia, está enojado</i>
Week 7 (16) <i>Nov 23 - 27</i>	T-W-Th Pre-Exam Days Friday Grade 12 Exams 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: <i>se sienta, se levanta, le grita</i>
Week 8 (17) <i>Nov 30 - Dec 4</i>	Monday Grade 12 Exams UNIT 6 “SIÉNTATE” - Comprehension of a story created by the class - Horizontal conjugation of a text - Interpretive Reading Assessment - Core vocabulary: <i>se sienta, se levanta, le grita</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)



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	Wednesday TBD Thursday Major Final Exams half day Friday Major Final Exams half day PREPARATION FOR 2nd QUARTER EXAM
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Dec 14 to Jan 1 Christmas Break