



Spanish Level I COURSE SYLLABUS

GRADE LEVEL: 9

SCHOOL YEAR: 2023 - 2024

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COURSE DESCRIPTION:

Students will embark on an exciting journey through the diverse Spanish-speaking world. The Spanish program is a three-year course (Spanish Level I, Level II, and Level III) where learners will focus on the development of communication language skills - listening, speaking, reading, and writing. These skills will be practiced helping students interact in a Spanish language context.

Spanish Level I for ninth graders will start developing their proficiency through the interaction and practice of the target language. At this level, students will start making simple conversations and acquiring understanding of Hispanic culture, vocabulary on different topics, and some basic grammar structures. This class is designed for students who have no prior or basic knowledge of Spanish.

Each quarter students will have a new vocabulary theme, reading and listening comprehension activities, speaking, and writing activities, several cultural lessons, interactive activities, and continuous practices which can reinforce their vocabulary and grammar.

In this course students will learn to:

- Greet and say goodbye to people at different times of the day. Describe themselves and others, say where they are from, exchange phone numbers, tell what activities they like to do.
- Talk about their day, weather, season, and dates. Mention likes and dislikes.
- Describe classes and classroom objects. Say where things are located, where they go, and tell the time at different times of the day.
- Talk about food and beverages, say which food they like and dislike. Make comparisons, express possession, and learn about Hispanic culture.
- Learn cultural background about different Hispanic countries around the world.

COURSE OBJECTIVES:

- The goal of this course is to develop the skills to communicate and interact in Spanish language. Students must have the ability to express their ideas, both orally and in an essay form.
- Students should participate during class time. This is a key factor that shows voluntary contributions to the class and receives a very important part of your grade.

- Students should build competency in each of the four language skills through readings, videos, audios, podcasts, and any supportive resource that the teacher considers necessary for the development of the class.
- Students will have the opportunity to develop their cultural knowledge related to Hispanic countries. Topics covered during class will help students interact with Spanish-speaking patrons from different countries and gain deeper knowledge and understanding of language and culture.
- Students will interact with one another during class time. Through this interaction, competencies will be acquired in an effective and higher order for acquiring the language.
- Students will understand and interpret information in texts, draw conclusions, structure, and sequence ideas to develop their critical thinking in Spanish class.

ASSESSMENT:

- 30% Homework and Workbook
- 30% Quizzes, projects, and presentations
- 30% Final Quarter Exam
- 10% Department / Class attitude

PRIMARY TEXTBOOK & OTHER RESOURCES

Textbook

- Avancemos 1A, Copyright 2018 Houghton Mifflin Publishing Company
- Avancemos Workbook 1A, Copyright 2018 Houghton Mifflin Publishing Company

Program Resources from Textbook

- Audio and video activities
- Animated Grammar
- Online Review
- Cultural videos and short documentaries.
- PowerPoint presentations for certain activities.

Internet Resources

- Movies and cartoons in Spanish.
- Series in Spanish
- YouTube
- Podcasts
- Updated news and magazine lectures

School Resources

- Google classroom.
- Canva
- Spanish dictionary (compulsory).

ADDITIONAL INFORMATION

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:

1. Purposely incorporating the ideas, words of sentences, paragraphs, or parts thereof without appropriate acknowledgment and representing the product as one's own work; and
1. Representing another's intellectual work such as photographs, paintings, drawings, sculpture, or research or the like as one's own, including failure to attribute content to an AI.
2. Employing a tutor, making use of Artificial Intelligence without acknowledgement, getting a parent to write a paper or do an assignment, paying for an essay to be written by someone else and presented as the

student's own work.

3. 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.

1st QUARTER – TENTATIVE COURSE CONTENT

<i>(NB: Depending on time and interest, the teacher may delete and/or add other selections.)</i>	
Week / Date	Topic / Projects / Assessments
Week 1 Aug 10th to 11th <u>Only 2 School Days</u> <i>10 ~ First Day / Orientation Day</i>	Thursday – Orientation in the morning. <ul style="list-style-type: none"> • Discuss classroom policy and routines. • Check the textbook and workbook from the library. • Me gusta / No Me gusta - Maestro/Estudiante Activity
Week 2 Aug 14th to 18th <i>15 ~ Opening Mass</i>	Diagnostic Activity <ul style="list-style-type: none"> • Introduce and state the name of my classmates • State the names and something about each of my classmates • Introduce classroom phrases and questions • Introducing the lesson theme: ¡Hola! • Cognates
Week 3 Aug 21st to 25th	Preliminary Section: ¡Hola! <ul style="list-style-type: none"> • Greetings and saying goodbye • Regionalisms for ways of greeting • Say names in Spanish • Familiar and formal greetings • Correct use of letter h in Spanish • Cognates • Review - Weekly Quiz/Activity (Oral) <p style="text-align: right;">(Pages 2 – 5)</p>
Week 4 Aug 28th to Sept 1st	Preliminary Section: ¡Hola! <ul style="list-style-type: none"> • Learn to make introductions • Learn the Spanish Alphabet • Practice spelling words in Spanish • Pronouncing the Spanish vowels: a, e, i, o, u • Culture: Murales de Manuel Vega • Review - Weekly Quiz/Activity (Oral) <p style="text-align: right;">(Pages 6 – 11)</p>
Week 5 Sep 4th to 8th <i>8 ~ Holy Mass & VIP Induction</i>	Preliminary Section: ¡Hola! <ul style="list-style-type: none"> • Names of countries in the Spanish-speaking world • Say where someone is from • Ask where they are from • Culture: Teaching with maps (Los países hispanohablantes) • Learn numbers from zero to ten • Dialogue introducing yourself and exchange numbers • Review - Weekly Quiz/Activity (Oral) <p style="text-align: right;">(Pages 12 – 17)</p>
Week 6 Sep 11th to 15th <i>12-14 ~ Pre-Exam Days</i>	Preliminary Section: ¡Hola! <ul style="list-style-type: none"> • Los días de la semana • ¿Qué tiempo hace? • Practice weather expressions and seasons • Review - Weekly Quiz/Activity (Oral) <p style="text-align: right;">(Pages 18 – 23)</p>
Week 7 Sep 18th to 22nd	Culture: “Las Celebraciones” <ul style="list-style-type: none"> • Agosto: Feria de Malaga • Agosto: La Tomatina • Septiembre: Dia de la Independencia

	<ul style="list-style-type: none"> Preparation for Cultural Art Project: Create a Mosaic
Week 8 Sep 25th to 29th <u>No Classes</u> <i>25-28 ~Teacher's Conference</i> <i>29 – Moon Festival Holiday</i>	<p style="text-align: center;">No Classes Teacher's Conference</p>
Week 9 Oct 2nd to 6th <u>3 Days of Class</u> <i>5-6 ~Q1 Exams</i>	<p style="text-align: center;">Presentation of Cultural Art Project Review and 1st Quarter Written Exam</p>

2nd QUARTER – TENTATIVE COURSE CONTENT

<i>(NB: Depending on time and interest, the teacher may delete and/or add other selections.)</i>	
Week / Date	Topic / Projects / Assessments
Week 1 (10) Oct 9th to 13th <u>3 Days of Class</u> <i>9-10 – Double 10 Holiday</i>	<p>Unidad 1: Estados Unidos: - Lección 1: ¿Qué te gusta hacer?</p> <ul style="list-style-type: none"> Introduce lesson theme: ¿Qué te gusta hacer? Cultural comparison for everyday activities Learn about daily activities, snack foods, likes and dislikes Cognates and Comparisons Regionalisms for Vocabulary Review - Weekly Quiz/Activity (Oral) <p style="text-align: right;">(Pages 30 - 33)</p>
Week 2 (11) Oct 16th to 20th	<p>Unidad 1: Estados Unidos: - Lección 1: ¿Qué te gusta hacer?</p> <ul style="list-style-type: none"> Use the verb “gustar” + infinitive Subject Pronouns and “Ser” Use verb “Ser + de” & location - to tell where someone is from Present “a” + noun/pronoun Review/ Weekly Quiz <p style="text-align: right;">(Pages 34 – 44)</p>
Week 3 (12) Oct 23rd to 27th	<p>Unidad 1: Estados Unidos: - Lección 1: ¿Qué te gusta hacer?</p> <ul style="list-style-type: none"> Comparación Cultural: El arte de Miami Culture: Students in schools in Florida Create a Survey to compare favorite activities of teens Write an email: Introducing yourself, where are you from and what you like and don't like to do <p style="text-align: right;">(Pages 45 – 51)</p>
Week 4 (13) Oct 30th to Nov 3rd <i>1 - All Saint's Day Mass</i>	<p>Unidad 1: Estados Unidos: - Lección 2: Mis amigos y yo</p> <ul style="list-style-type: none"> Introduce lesson theme: ¿Qué te gusta hacer? Use ser to describe what someone is like Adjectives to describe yourself and friends Review/ Weekly Quiz <p style="text-align: right;">(Pages 58 – 63)</p>
Week 5 (14) Nov 6th to 10th	<p>Unidad 1: Estados Unidos: - Lección 2: Mis amigos y yo</p> <ul style="list-style-type: none"> Definite and Indefinite articles. Practice the verb “gustar” + infinitive The letter ñ and its /ny/ sound. Review/Weekly Quiz <p style="text-align: right;">(Pages 64 – 71)</p>
Week 6 (15) Nov 13th to 17th	<p>Unidad 1: Estados Unidos: - Lección 2: Mis amigos y yo</p> <ul style="list-style-type: none"> Present noun – adjective agreement Use adjective that describe people Comparación cultural: The art of Carmen Lomas Garza Review/Weekly Quiz <p style="text-align: right;">(Pages 72 – 78)</p>

<p>Week 7 (16) Nov 20th to 24th</p>	<p>Unidad 1: Estados Unidos: - Lección 2: Mis amigos y yo</p> <ul style="list-style-type: none"> Review descriptive adjectives, noun-adjective agreement, and indefinite articles by playing a game Review/Weekly Quiz <p>(Pages 79 – 81)</p>
<p>Week 8 (17) Nov 27th to Dec 1st</p>	<p>Unidad 1: Estados Unidos</p> <ul style="list-style-type: none"> Todo Junto – Repaso de la lección 1 (Pages 56 – 57) Todo Junto – Repaso de la lección 2 (Pages 84 – 85) Read three personal accounts describing them and state their favorite activities. Compare the favorite activities of teens with your favorite activities.
<p>Week 9 (18) Dec 4th to 8th 8 - Foundation Day Celebrations</p>	<ul style="list-style-type: none"> Lectura Cultural: After-school activities in Miami and San Antonio – Do Comprehension Questions Make up a Cultural Lecture about your hometown (After – school activities)
<p>Week 10 (19) Dec 11th to 15th <u>3 Days of Class</u> 14-15 ~ Q2 Exams</p>	<p>Review and 2nd Quarter Written Exam</p>
<p>Dec 18th to Jan 1st</p>	<p>Christmas Holiday</p>

3rd QUARTER – TENTATIVE COURSE CONTENT

(NB: Depending on time and interest, the teacher may delete and/or add other selections.)

Week / Date	Topic / Projects / Assessments
<p>Week 1 (20) Jan 3rd to 5th <u>3 Days of Class</u> 4 ~ New Year Mass</p>	<p>Unidad 2: México: - Lección 1: Somos estudiantes</p> <ul style="list-style-type: none"> Introduce lesson theme: ¡Vamos a la escuela! Understand vocabulary about time, school and class schedules, numbers, school subjects, classroom activities. Practice telling time Create personal class schedule Review/Weekly Quiz <p>(Pages 94 – 99)</p>
<p>Week 2 (21) Jan 8th to 12th</p>	<p>Unidad 2: México: - Lección 1: Somos estudiantes</p> <ul style="list-style-type: none"> Use the verb “tener” Practice the verb tener + school subjects Practice the verb tener + expressions of frequency Comparación cultural: Uniformes escolares Review/Weekly Quiz <p>(Pages 100 - 103)</p>
<p>Week 3 (22) Jan 15th to 19th</p>	<p>Unidad 2: México: - Lección 1: Somos estudiantes</p> <ul style="list-style-type: none"> Present tense of -ar verbs Practice the verb “tener” vocabulary and expressions of frequency. Use the present tense of regular verb - ar verb. Pronunciation of the letter “ch” sound in Spanish. Comparación cultural: Learn about murals in Mexico Review/Weekly Quiz <p>(Pages 106 - 112)</p>
<p>Week 4 (23) Jan 22nd to 26th</p>	<p>Unidad 2: México: - Lección 1: Somos estudiantes</p> <ul style="list-style-type: none"> Review numbers by playing a game Describe your School using vocabulary in context

	<ul style="list-style-type: none"> • Repaso de la Lección (Unidad 2 – Lección 1) • Review/Weekly Quiz <p style="text-align: right;">(Pages 118-119)</p>
<p style="text-align: center;">Week 5 (24) Jan 29th to Feb 2nd</p>	<p><i>Unidad 2: México: - Lección 2: En la escuela</i></p> <ul style="list-style-type: none"> • Introduce lesson theme: En la escuela • Classroom objects, places in the school and adjectives • Understand adjectives and opposite • TPR Activity about different situations • Review/Weekly Quiz <p style="text-align: right;">(Pages 122-127)</p>
<p style="text-align: center;">Week 6 (25) Feb 5th to 9th 3 Days of Class <i>8-9 ~ CNY</i></p>	<p><i>Unidad 2: México: - Lección 2: En la escuela</i></p> <ul style="list-style-type: none"> • Present the uses of the verb “estar” • Use adjectives to describe feelings • Use vocabulary for places in school • Use prepositions of place and vocabulary <p style="text-align: right;">(Pages 128-133)</p>
Feb 8th to 16th	CNY Holiday
<p style="text-align: center;">Week 7 (26) Feb 19th to 23rd <i>19 ~ Lenten Mass</i> <i>21-23 ~ Pre-Exam Days</i></p>	<p><i>Unidad 2: México: - Lección 2: En la escuela</i></p> <ul style="list-style-type: none"> • Use the verb “ir” • Use the verb “ir” and lesson vocabulary • Naming places in school • Pronunciation of the different sounds of letter d • Review/Weekly Quiz <p style="text-align: right;">(Pages 134-135)</p>
<p style="text-align: center;">Week 8 (27) Feb 26th to March 1st 4 Days of Class <i>28 ~ 228 Memorial Day Holiday</i></p>	<p><i>Unidad 2: México: - Lección 2: En la escuela</i></p> <ul style="list-style-type: none"> • Read two compositions about Mi clase favorita and compare ways of explaining and talking about favorite class. • Read about yarn painting in Mexico and rock drawing in the Dominican Republic. • Compare two different cultures. • Repaso de la lección <p style="text-align: right;">(Pages 142-147)</p>
<p style="text-align: center;">Week 9 (28) March 4th to 8th 4 Days of Class <i>8 ~ Q3 Exams</i></p>	Review and 3rd Quarter Written Exam

4th QUARTER – TENTATIVE COURSE CONTENT

(NB: Depending on time and interest, the teacher may delete and/or add other selections.)

Week / Date	Topic / Projects / Assessments
<p style="text-align: center;">Week 1 (29) March 11th to 15th 4 Days of Class <i>11 ~ Q3 Exams</i> <i>12 ~ Q4 Begins</i></p>	<p><i>Unidad 3: Puerto Rico: - Lección 1: Mi comida favorita</i></p> <ul style="list-style-type: none"> • Introduce Lesson theme: Mi comida favorita • Learn and compare food from different countries • Introduce vocabulary about food and meals • Recycle gustar + infinitive • Interrogative words • Review/Weekly Quiz <p style="text-align: right;">(Pages 156 – 161)</p>
<p style="text-align: center;">Week 2 (30) March 18th to 22nd <i>18-21 ~ Fire Drill</i></p>	<p><i>Unidad 3: Puerto Rico: - Lección 1: Mi comida favorita</i></p> <ul style="list-style-type: none"> • User verb “gustar” with nouns • Use “gustar” to express what foods you like and don’t like • Use “gustar” with nouns • Correct use or r and rr

	<ul style="list-style-type: none"> Review/Weekly Quiz <p style="text-align: right;">(Pages 162 – 167)</p>
March 25th to Apr 5th	Easter Holiday
<p style="text-align: center;">Week 3 (31) Apr 8th to 12th <i>10 ~ Easter Mass</i></p>	<p>Unidad 3: Puerto Rico: - Lección 1: Mi comida favorita</p> <ul style="list-style-type: none"> Present tense of -er and -ir verbs Get familiar with the verb “hacer” and connect it to -er verbs Create an ad for a supermarket Prepare to make your visual and audio ad Lectura ¡A comprar y a comer! Repaso de la lección Review/Weekly Quiz <p style="text-align: right;">(Pages 168 - 177)</p>
<p style="text-align: center;">Week 4 (33) Apr 15th to 19th</p>	<p>Unidad 3: Puerto Rico: - Lección 2: En mi familia</p> <ul style="list-style-type: none"> Introduce Lesson theme: En mi familia Introduce family member’s vocabulary Express possession using de Culture: Learn about la sobremesa and compare mealtime traditions Review/Weekly Quiz <p style="text-align: right;">(Pages 184 - 187)</p>
<p style="text-align: center;">Week 5 (34) Apr 22th to 26th <i>22-26 ~ AP Mock Exams</i></p>	<p>Unidad 3: Puerto Rico: - Lección 2: En mi familia</p> <ul style="list-style-type: none"> Present possessive adjectives Pronunciation of letter j in Spanish Practice saying and writing dates Comparación cultural: Las elecciones en Puerto Rico Review/Weekly Quiz <p style="text-align: right;">(Pages 190 - 194)</p>
<p style="text-align: center;">Week 6 (35) Apr 29th to May 3rd <i>1-2 ~ Pre-Exam</i> <i>1-10~ Final Exams (K, 5, 8, 12 only)</i> <i>4/29 – 5/10 ~ AP Exams</i></p>	<p>Unidad 3: Puerto Rico: - Lección 2: En mi familia</p> <ul style="list-style-type: none"> Present comparatives Use of comparatives words mayor, menor, mejor and peor Use of comparatives más...que, menos..que, and tan...como Describing famous people to make comparisons Review/Weekly Quiz <p style="text-align: right;">(Pages 195 - 198)</p>
<p style="text-align: center;">Week 7 (36) May 6th to 10th <i>1-10~ Final Exams (K, 5, 8, 12 only)</i> <i>4/29 – 5/10 ~ AP Exams</i></p>	<p>Unidad 3: Puerto Rico: - Lección 2: En mi familia</p> <ul style="list-style-type: none"> Culture: Discuss the portraits of Rafael Tufiño and Fernando Sayán Polo Presentation: My Family (Using comparatives) Lectura cultural: La quinceañera Repaso de la lección Review/Weekly Quiz <p style="text-align: right;">(Pages 199 - 209)</p>
<p style="text-align: center;">Week 8 (37) May 13th to 17th <u>2 Days of Class</u> <i>15-16 ~ Q4 Exams</i> <i>17 ~ Record Day</i></p>	<p>Project Based Quarter Exam Preparation and Presentation</p>
<p style="text-align: center;">Week 9 (38) May 20th to 24th <u>ACTIVITIES:</u> Double check the school calendar and emails from the administration.</p>	<p>End of the year activities</p> <p>-----</p> <p><i>20-24 ~ Student Clearance Days</i> <i>21 ~ Baccalaureate Mass for Graduating classes</i> <i>22 & 23 ~ Middle & High School Sports Day</i> <i>23 ~ Pre-Kindergarten & Gr. 1 - 4 Recognition/Kindergarten Graduation/Gr. 5 Promotion</i> <i>24 ~ Gr. 6 – 7 Recognition and Gr. 8 Graduation</i> <i>24 ~ Lower School Sports Day</i></p>
<p style="text-align: center;">Week 10 (39) May 27th to 31st</p>	<p>Recognition Week/ End of the year activities</p> <p>-----</p> <p><i>27 ~ House Culminating Activity</i></p>

ACTIVITIES: *Double check the school calendar and emails from the administration.*

28 ~ Gr. 9-11 Recognition and Gr. 12 Graduation

29 ~ Class Party

30 ~ Last Day of School & Report Card Distribution (half day)

31 ~ Teachers/Staff Meeting