

# Course Description

## High School Spanish I

### H.O.M.E. Group 2018-19

Instructor: Sandra Kunkel

Start Date: September 7, 2018

Email: [kunkster01@gmail.com](mailto:kunkster01@gmail.com)

End Date: May 17, 2019

Phone Number: 248-701-5338

Class Times: Fridays, 12:30-2:00, Block C

Cash Cost = \$160 for each 16 week semester. First Semester Tuition is due at Meet the Teacher on August 21, 2018. Second Semester Tuition is due on January 4, 2019. (unless otherwise agreed upon by the instructor) Materials are purchased on your own; see Textbook and Supplies Needed section below.

SOARCE Cost: \$250/semester

### Instructor Biography

I have been teaching Spanish classes at H.O.M.E. since 2009. I began teaching literature courses in 2013. I have also taught music classes. I graduated from Endicott College in 1982 with a degree in education. I home schooled my own children for many years. I am the wife of Mark, the mother of four sons, and the grandmother of four. I attend Faith Lutheran Church where I volunteer in the worship and women's ministries. I have been studying Spanish since middle school. I have traveled to Spain and Mexico, several times as a missionary. My passion is teaching, helping students connect to the subjects I teach. In my free time (ha!), I love to read, walk in the mountains and woods, and spend time with my family.

### Course Description

This class provides the students with an introduction to the language and culture of the Spanish-speaking world. The topics to be covered include: the Spanish alphabet and its proper pronunciation, interrogative words and sentences, present and preterit tense verb conjugations, the calendar, numbers, weather, the family, telling time, subject pronouns, prepositions, negative sentences, ser vs. estar, articles, agreement singular and plural forms, conjunctions, and some introduction to Spanish-speaking countries and their cultures.

### Skills & Topics

As seen in the above course description, the students should master the grammatical structures involved in the present tense of the Spanish language. Continuous practice in pronunciation and answering simple Spanish questions should improve fluency. A major project will be completed during the second semester which requires the students to research and present on a topic of the Hispanic world that is of interest to them and is approved by the teacher. The students will be required to present this project during a cultural event held in the spring of 2019.

### Course Objectives/Goals

Because this course is designed for High School students in the HOME group, the objectives for the course are multifaceted:

- o There will be **homework** every week that must be completed outside of class and returned the following week for grading and review. A homework outline will be sent home weekly with assignments listed.
- o There will be a new list of **vocabulary** for each lesson. After the list is given, flashcards should be made and the words studied often until memorized.
- o There will be frequent **quizzes**, including several “pop” quizzes, which will reflect mastery of a chosen area of study. These quizzes will be based on previous topics and vocabulary studied.
- o After completion of each lesson, there will be a **larger test**, based on all the information covered in that particular lesson. There will be about 4 of these during the entire school year. Students will be expected to take these tests home, complete them under the supervision of a parent, and return them on the following class period.
- o Students will be encouraged to engage in **oral practice** in class. Learning a language’s grammar is important, but so is learning to speak it. Therefore, I will ask the students to answer questions posed to them in class, and, at times, the students will be expected to prepare an oral answer to a question given as homework.
- o There will be an end-of-the-year **project**, based on the student-chosen and teacher-approved topic of the Hispanic world.
- o There will be opportunities for bonus points to be earned through several activities, including Scripture challenges, translation exercises, and essay writing.

## Textbook and Supplies Needed

1. Textbook: *Breaking the Spanish Barrier: Level 1 Beginner* by John Conner, available at [www.tobreak.com](http://www.tobreak.com) (Approximate cost: \$45)
2. A good, Spanish-English dictionary.
3. Binder or notebook with paper, pen and pencil (**Organization is key to success!**)
4. Use of a library and/or internet for research
5. Use of a computer and printer for papers
6. Materials to make and organize flashcards of the assigned vocabulary.
7. Other materials and hand-outs will be provided by the teacher. Project materials will need to be obtained by the students when assigned.

## Classroom Policies

- This is a foreign language class; it is hard work. The student should plan on spending 30 min. – 1 hour each week day, outside of class, doing homework and studying for this class.
- The student must have attained the equivalent of a high school freshman (9<sup>th</sup> grade), in age. Exceptions may be made for very motivated 8<sup>th</sup> graders, upon approval of the instructor.
- Cell phones should not be used during class, unless approved by the instructor.
- Please be punctual and attentive for the class period. Bring all the required materials.
- Textbook work and vocabulary assignments are due on the due date and are not accepted later unless you have an excused absence. In that case it is accepted the following class period only. Incomplete work is accepted for partial credit.
- If the student misses a class, it is the student’s responsibility to contact the instructor for the missed assignment, [kunkster01@gmail.com](mailto:kunkster01@gmail.com).
- If a quiz or a test is missed, arrangements must be made, within the week for the student to take it. **Please exercise integrity and do not discuss the quizzes/test with students who have not completed them!**
- Students should feel free to share with the instructor, ask questions, and seek assistance from the instructor whenever needed.
- Students should respect their parents and instructor, and view them as working in conjunction to ensure student success in this class.

## Evaluation and Grading

Grades will be based on student's performance on quizzes, tests, projects and homework. Chapter tests will count 2x as much as homework and quizzes. The end-of-the-year project will count as 2 test scores. The formula for grading, based on a 100 point scale, is as follows:

- Homework assignments, averaged=25 pts.
- Quizzes/small projects, averaged=25 pts.
- Tests/Major project, averaged=50 pts.

On many of the homework assignments I employ a check system in grading. My philosophy for this is based on the fact that I only see the students once a week. Therefore, I use the check system to reward effort, encouraging students to complete the assignments.

- If the homework assignment is missing=0.
- If the homework assignment is only partially completed it will receive a check minus (equivalent to 75%).
- If the assignment is completed but contains many mistakes, it will receive a check (equivalent to 85%).
- If the assignment is well done, it will receive a check plus (equivalent to 95%).
- If the assignment is perfect, or above and beyond my expectations, it will receive a grade of check plus-plus (equivalent to 100%).

Percent	Letter Grade
100-98	A +
97-93%	A
92-90%	A-
89-87%	B+
86-83%	B
82-80%	B-
79-77%	C+
76-73%	C
72-70%	C-
69-67%	D+
66-63%	D
62-60%	D-
59-0%	F