

MUTUAL RESPECT AGREEMENT

- **I will fully abide by the principles established in this agreement, and will conduct myself accordingly. In doing so, I acknowledge that good behavior, decency, civility, and respect toward others are essential in creating a harmonious environment in class.**
- **I understand that proper sharing with people of diverse backgrounds and experiences represents a great contribution to my personal growth. During the course of this year, I will have the invaluable opportunity of acquiring a better perspective in life, which will allow me to become a more flexible, accepting, and understanding individual.**
- **I will make it a point to be conscientious of how I ask questions, and make comments. I will treat all my classmates with the same enthusiasm, respect, and admiration that I deserve. Therefore, I will not cause shame, trigger mockery, or inflict physical or emotional pain onto anyone.**
- **From now on, I will increase my level of awareness by seriously embracing the importance and value of respect. Instead of seeing differences as negative or antagonizing elements, I will honor them as learning opportunities. As a result, I will always take into account, that as human beings we have all been granted inalienable rights just by the simple act of being.**
- **I will keep in mind that respecting other people only takes a little bit of love in one's heart. A person's nationality, gender, creed, race, sexual orientation, social status, age, and intellectual level, should not be reasons for mistreatment, and/or discrimination. I so understand, from this moment of my life, and onto the future.**
- **I will keep in mind that preserving public property, and acknowledging people's right to learn, are other expressions of respect. Therefore, I will not damage public property, and will abide by policies, schedules and deadlines I might have to follow as part of my regular living.**
- **Therefore, my behavior in class, in school, and in the community, will be a reflection of the principles set forth by this agreement.**

Just few examples of civil behaviors:

1. **Say “good morning ...good afternoon when entering a room.**
2. **Whenever you have a question, please raise your hand.**
3. **Wait for your turn when speaking.**
4. **Allow a speaker to continue a lecture without interrupting to ask to go to the restroom, or other unrelated questions.**
5. **Think before you decide to diminish a person just because he or she does not obtain high scores or obtained higher scores than you.**
6. **Address your classmates and other people kindly. Calling names to other people could be diminishing to the person. Sometimes names are nice, but only if they represent high qualities, and you mean them.**
7. **Keep your hands to yourself**
8. **Always offer a true smile.**
9. **Do acts of random kindness when you see a need before you, or simply out of the blue. It is better if you don't tell about it.**
10. **Do things out of personal love and not glory.**
11. **Bring your materials to class and be ready to absorb new knowledge every day.**
12. **Uplift someone who needs uplifting. If you don't feel it, or don't know how to help, just be there for them....**
13. **Always keep your classroom, school, and your community, clean. This includes the facilities you use wherever you are. Treat them like you own them.**
14. **Always get up to throw your trash in the proper designated receptacles. Don't expect others to clean after you.**
15. **Always say “thank you” after someone gives you something, does a favor ...**
16. **Never take anything from anyone without asking permission.**

DELAND HIGH SCHOOL

Teacher: Sra. Stammen
Class: Español I
Term: 2017-2018
Course #: 0708340
E-mail: llstamme@volusia.k12.fl.us



Class goals: During this year, students are expected to expand their knowledge of Spanish through three major blocks: vocabulary, the grammar, and the practice of communication in the context of the “travels” to different Hispanic countries and the challenges. Santillana Español I textbook provides students with diverse and meaningful activities that will allow them to communicate effectively in the target language.

Required texts and materials:

Santilla Español I Text and Workbook

Three ring binder with pockets

4-5 dividers (sections: warm ups, class notes/work, vocabulary, verbs, culture)

College ruled paper

Pens (black/blue and red)

Highlighter

Dry Erase Marker

Needed for studying-optional

Note cards

Spanish-English dictionary

Major Units: Spanish I will be organized into 6 units of study. These units are organized in the three major blocks: **La llegada** (arrival to the country being studied), **los desafíos** (student challenges) and **el encuentro** (wrap-up of lesson).

Lección Preliminar: Florida’s Hispanic heritage, Spelling and pronouncing words in Spanish, Greetings and introductions, goodbyes and expressions of courtesy, the classroom, classroom expressions, asking questions, days and dates, the school Schedule, weather and seasons, three reasons to learn Spanish, Spanish around the world, and learning strategies.

Unit 1: México

Vocabulary-people, physical characteristics, personality traits, family, temporary states and conditions

Grammar- subject pronouns, the verb SER, adjectives, the verb TENER, expressing possession with adjectives and with the preposition DE, the verb ESTAR

Culture- Mexico City/ reading: *Tenochtitlan*, the southern indigenous population of Mexico

Unit 2: Puerto Rico

Vocabulary- the house, furniture and the objects in the house, household chores, leisure chores

Grammar- nouns, articles, agreement with nouns, expressing existence, the verb HABER, expressing location, regular –ar verbs, present tense –er and –ir verbs, expressing obligations, TENER QUE, HAY QUE, adverbs of frequency

Culture- Old San Juan, salsa/ reading: *El Morro*

Unit 3: Guatemala

Vocabulary- shopping, describing clothing and footwear

Grammar- stem-changing verbs e > ie, o > ue, the verb IR, the verb GUSTAR, demonstratives, comparative adjectives

Culture- the Mayan city of Tikal, the quetzal,/reading: *Desde Chichicastenango*

Unit 4: Perú

Vocabulary- foods and beverages, food stores, at the table, describing food

Grammar- adverbs of quantity, expressing want, preference, and rejection, the verbs QUERER and PREFERIR, irregular verb in the Yo form, direct object pronouns, indirect object pronouns, stem-changing verbs e > i

Culture- the Incas, the Nazca lines/ reading: *Festival Inca del Inti Raymi*

Unit 5: España

Vocabulary- parts of the body, personal hygiene, symptoms and illnesses, basic remedies, healthy habits

Grammar- the verbs VER, OIR, OLER, DECIR, reflexive verbs, the verb DOLER

Culture- Madrid, the south, an Arabic heritage/ reading: *El Guernica*

Unit 6: Estados Unidos

Vocabulary- the world of work, hobbies, free time, sports

Grammar- affirmative commands, irregular verbs, IR A + infinitive, time markers in the future, the present progressive, the present participle, stem changing verbs u > ue

Culture: Hispanic influence in the United States, states with Hispanic history, concentration of Hispanic people in cities/ reading: *Celebremos la Herencia Hispana*

GRADING SCALE:

90-100	A
80-89	B
70-79	C
60-69	D
0 -59	F

Grades will be entered weekly on Gradebook. Grades will be weighted as follows:

0%	Diagnostic
40%	Formative
60%	Summative

(Please note that plagiarism is not tolerated at Deland HS. Please always do your own work in your own words. If you are found to have plagiarised you may receive a 0 for that assessment or may be asked to redo it for partial credit. This is based on my discretion and determined on a case by case basis.)

Late Work: Some summatives will be made up during the normal class period or after school.

Arrangement can be made for before school in advanced if necessary. Students must make up work within a week of the absence. If the absence is Unexcused, they will be given three days to make up work. I will be flexible within reason to allow for student success. The teacher reserves the right to amend student end-of-quarter grade based on overall academic achievement and adherence to class policies and procedures.

Our Spanish speaking policy is to remain in the target language 90% of during instruction.

Projects: You will have an opportunity to participate in several individual and group project of different media that focus on technology, environment, music, and cultural topics that pertain to Spanish-speaking countries throughout the year. One project will be entered in our World Language Festival to be held in March.

Classroom Expectations for Successful Students:

1. Be present
2. Be prompt
3. Be prepared
4. Be productive
5. Be polite

Important Policies:

- **Tardies:** There is no longer tardy room, you are to report directly to class even if you are late. My door will shut after the late bell, but I will open it for students who arrive late. After two tardies, I will call home. After four tardies, students receives a referral. If a student shows up 5 minutes late with no pass, they are sent directly to the Dean's office.
- **Dress code** warnings are given in class on a written form. One copy is sent to the Dean's office one copy student keeps to show to other teachers that Administration has already been notified. If it is an Extreme Case, student is sent directly to the Dean's office. The Dean's office keeps track of dress code violations and administers disciplinary action.
- **Bathroom policy:** Only one student may use the restroom at a time. Building 10 bathrooms are the only ones available during class time. No one is permitted to go to the restroom the first 10 minutes and the last 10 minutes of class.
- **Retakes:** One summative assessment a quarter can be retaken for grade improvement after remediation or help is completed. There is a signup sheet available to be tutored by IB/Honor students and I am available after school until 3:30 daily.
- **Cell phones:** All electronic devices are to be turned off and kept out of sight unless otherwise specified for a specific activity. The 1st offense will receive a warning. The 2nd offense will receive a referral. The 3rd offense will receive a 1 day suspension.

***I WILL BE FAIR AND CONSISTENT IN ADMINISTERING
MY GRADING POLICIES AND CLASSROOM PROCEDURES.***

I'M LOOKING FORWARD TO A GREAT SCHOOL YEAR!

***Sincerely,
Mrs. Stammen***

Please sign, date, and complete this page and have your son/daughter return to me as soon as possible. Thank you!

Dear parent or guardian,

To ensure a positive learning environment for your daughter/son, please read and discuss the aforementioned policies, classroom rules with her/him. If you have any questions do not hesitate to contact me by email or call the school office (822-6909) to make an appointment. Thank you for your cooperation. I am looking forward to a very rewarding academic year.

Sincerely,
Sra. Stammen
l1stamme@volusia.k12.fl.us

Student's name (printed) & Alpha _____

Student's signature _____ Date _____

Student's cell phone # _____ Class Period _____

Student's e-mail _____

Parent's name (printed) _____

Parent's signature _____ Date _____

Parent e-mail (*legibly, please*) _____

Parent/guardian contact phone #s(home) _____

(cell) _____

(work) _____

DELAND HIGH SCHOOL

Teacher: Sra. Stammen
Class: Español II
Term: 2017-2018
Course #: 0708350
E-mail: llstamme@volusia.k12.fl.us



Class goals: During this year, students are expected to expand their knowledge of Spanish through three major blocks: vocabulary, the grammar, and the practice of communication in the context of the “travels” to different Hispanic regions with all its challenges. Santillana Español II, the new adopted textbook provides students with diverse and meaningful activities that will allow them to communicate effectively in the target language.

Required texts and materials:

Santilla Español II Text and Workbook

Three ring binder (with pockets if possible)

4-5 dividers (sections: warm ups, class notes, vocabulary, verbs, culture)

College ruled paper

Pens (black/blue and red)

Highlighter

Dry Erase Marker

Needed for studying-optional

Note cards

Spanish-English dictionary

501 Spanish Verbs

Major Units: Spanish II will be organized into 5 units of study. These units are organized in the study of Hispanic geographical regions with cultural similarities. The vocabulary is organized by topic or situations related to the theme of the unit. The presentation of grammar is linked to a communicative function. Each unit is divided into three major blocks: **La llegada** (arrival to the country being studied) **los desafíos** (student challenges) and **el encuentro** (wrap-up of lesson).

Lección Preliminar: Contributions of Florida’s Hispanic Population, greetings and introductions, goodbyes and expressions of courtesy, describing people and things and states of being, talking about home, shopping and foods, expressing different degrees of liking and expressing habitual actions in the present tense, talking about minor illnesses, talking about daily routines, talking about nature, travel and transportation, expressing place and existence.

Unit 1: Centroamérica

Vocabulary- personal and family relationships, physical characteristics and personality traits, emotional states and feelings, personal information

Grammar- possessives, adjectives and nouns, comparisons and superlatives, interrogatives

Culture- Mestizaje and cultura, riqueza natural/ reading: *El blog de Ichxel*

Unit 2: Las Antillas

Vocabulary- the house, furniture and the objects in the house, household chores, electrical appliances, the neighborhood, places and services

Grammar- present progressive, direct object pronouns, indirect object pronouns, demonstratives

Culture- Barrios coloniales, música caribeña/ reading: *Estilo de vida caribeño*

Unit 3: Andes Centrales

Vocabulary- clothing and accessories, describing clothes, stores and establishments, shopping

Grammar- the preterite of regular –ar verbs, the preterite of regular –er and –ir verbs, the preterite of the verbs SER, IR, DECIR, TENER, ESTAR, and HACER, the preterite tense of stem-changing –ir verbs

Culture- Andes centrales, quechuas and aymaras, los quecos, Las islas Galápagos/reading: *Textiles andinos bolivianos*

Unit 4: Norteamérica

Vocabulary- foods buying foods, in the kitchen, in the restaurant

Grammar- expressing amount, indefinites, singular affirmative commands, plural affirmative commands, negative commands

Culture- El Camino real de Tierra Adentro, los chicanos/ reading: *la receta de guacamole*

Unit 5: España

Vocabulary- parts of the body, personal hygiene, health: symptoms and illnesses, healthy habits

Grammar- the past participle, adverbs ending in –mente, por and para, making recommendations

Culture- España y el Mediterráneo, La Noche de San Juan, las lenguas romances / reading: *Figura en una Ventana, de Salvador Dalí*

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Parent's signature _____ Date _____

Parent e-mail (*legibly, please*) _____

Parent/guardian contact phone #s(home) _____

(cell) _____

(work) _____