Bienvenidos: You can call me "Maestro", "profe" or Sr. Winje.

Description: This is a continuation of Spanish II. Big difference: Way more speaking Spanish. You won't understand everything I'm saying and that's alright. In this class, you jump to a higher level of Spanish grammar, including the imperfect, future, conditional, subjunctive, and perfect verb tenses. Students will start conversing more fluently and will understand native Spanish speakers better. I do clarify certain things in English, but most of the class is done in Spanish. We do a big review of Spanish I and II for a refresher to start the class off.

Participation: Can't be shy learning another language. Be prepared to make mistakes, and that's alright. Ask if you have questions. Participation is a big part of your grade.

Main rule: Respect

Texts: Dime II, Pasaporte al Mundo, Novels in Spanish: "El viaje perdido," "Viva el Toro," "Viajes Fantásticos"

On time to class! I follow the school tardy policy. After two I call home.

Materials needed:
1) Red pen for making corrections
2) Highlighter
3) Either a composition book or spiral notebook specifically for Spanish that will be used daily and checked every couple weeks for a participation grade.
4) A Spanish section in your 3-ring notebook for handouts and other 3 holed paper.
5) Recommended: Spanish/English dictionary
6) Optional- Phone with access to online translator

Online Translator Warning-
It is easy for me to tell if you have used an online translator to do your work. If your work contains verb tenses, words, and other structures we have never gone over, and you can't tell me what any of it means if I ask you, you will get a zero until you can do the assignment using language you actually know. Online translators are tricky to use. You need to be familiar with the context from which the word or phrase you want to learn came. Sometimes translators give you an incorrect word, and often when you type whole sentences or phrases, the translation makes no sense. This is why language has to be learned within context and with guidance, and merely using a translator does not actually help you acquire language.

Wordreference.com is the translator to use if you do need to use a translator when trying to figure out what something means from a reading or listening activity we do. It gives you a variety of possible translations, examples within the context of a sentence, and useful expressions which utilize that word. There is also a forum you can check in to monitor conversations about the word or phrase you are interested in, and you can post your own questions as well.

Missed days/work: Get a phone number from a fellow classmate. Call this person to ask about what we did in class and if there was any homework. If possible, get the work in that next day. If not, you will have one day to make it up. If there is a family vacation or multiple-day sickness, we'll talk.
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Unexcused late work: Get it in the next day for ½ credit. After that it’s a 0. If you know ahead of time you will be gone, talk to me about the work you will miss.

Grading: I put all the points into one pot, but it is roughly weighed out like this:

- **Participation:** 40% (Homework, in-class participation, some at home tasks)
- **Assessment of material covered:** 60% (Projects, quizzes, exams)

### What we cover:

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<td>-El medio ambiente&lt;br&gt;(The Environment)&lt;br&gt;-El viaje perdido</td>
<td>-Environment issues/ Group Project/Poster/Presentation&lt;br&gt;-A bit about you mini-presentation&lt;br&gt;-Start Destinos y vocab.&lt;br&gt;-Countries and nationalities</td>
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<td>Future tense (I will...)&lt;br&gt;-hablaré&lt;br&gt;-vendré&lt;br&gt;Conditional tense (I would...)&lt;br&gt;-hablaría&lt;br&gt;-vendría</td>
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**Listening**

*Destinos*—Recap. Eps. 48-49 then, Episodes 17-34

*Destinos* is a free online video series that I use to supplement the text’s video series for authentic listening and cultural practice. There are a variety of activities that go along with this series for building vocabulary and language structure. Typically, we will watch 10 minutes sections of these videos once or twice a week, with lots of stopping to identify
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language and cultural references, and answer a variety of questions to promote listening and speaking skills, and cultural knowledge.
Students will also be exposed to a wide range of listening material online such as newspaper articles, magazine articles, news clips, soap opera clips, short cultural videos in Spanish, music, etc.

Websites

News, Culture, Native Speakers
http://www.newseum.org/todaysfrontpages/flash/default.asp  
http://www.univision.com/  
http://www.bbc.co.uk/mundo/  
http://www.youtube.com/ (Cultural videos, in Spanish with no subtitles in English)  
tp://www.laits.utexas.edu/spe/  
http://www.ver-taal.com/

Music
 Variety of websites which give information on artists and their music.  
Youtube-Music videos, Karaoke style videos, videos with lyrics and for the music itself.  
Audio CDs

Grammar Study and Reference
http://www.colby.edu/~bknelson/SLC/index.php  
https://conjuguemos.com/  
Wordreference.com  
Academia Real de la lengua espanola

Novels
We will start reading a novel right away. There are ongoing vocabulary and comprehension question lists that precede each section we read in addition to vocabulary we get from the text. We won’t be doing a vocabulary list from each unit we cover in our textbook like we did in Spanish I and II, since we have lots of supplemental vocabulary from our novels. There will be a lot more reading in Spanish III, since it helps not only build vocabulary, but gets you used to seeing it in an authentic context.

Oral Exams
Students will prepare for 6 oral exams based on picture series, and one “meeting” with Sr. Winje to have a conversation with dealing with pre-practiced themes.

Circumlocution: Using more words or difficult wording to get a point across when it could be said simpler. What do we do with this? I will provide you with a sentence in your first language that would be hard to translate into the language your learning, and you try to figure out how to say it in the target language with what you know. Make it simpler, then translate. Very good practice for travel. We’ll be doing this at least once a week.

Culture/Other
-Hispanic news  
-“Pasaporte al Mundo” readings (Book with history, culture, stories, etc. about each Spanish speaking country (Unidad 1 – U6.2)  
-The Mayas, and more recent indigenous populations  
-Argentina/Chile and the ”Dirty War”- Disapearances in the ’70s  
-Environment issues in Central and South America  
-South American history, important events and people
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-More celebrations and odds and inns
-Lots of mini videos that show tidbits of culture from around the Spanish speaking world

Journal Entries (Freewriting/ themes)
Twice a week we will be writing in a journal. Sometimes there will be a theme, other times it will be free-writing. You will make a list of words you wanted to use, but didn't know them, and eventually we will make a vocabulary list out of them. The key is that you must be writing something until the time is up. I will give the option for a couple of volunteers to read what they wrote for participation credit.

Dear parents,

I truly value your involvement in your son/daughter's education. Please ask them often what they have been learning in Spanish class, and maybe you will learn a bit, too! I may send work home sometimes that requires a parent/guardian signature. If there are any questions or concerns, please contact me. I will appreciate any communication that will help me meet his/her needs the best I can. I'll try my best to give a call to let you know how he/she is doing in class.

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Email: WinjeS@lynden.wednet.edu