



SCHOLÉ ACADEMY
CLASSICAL ACADEMIC PRESS

Spanish for Children

Primer B

2020-21

Tuesdays and Thursdays 9:30AM-10:45AM (Eastern Time)

Señora Sarah Foose

Email: sfoose.scholeacademy@gmail.com * Phone: (717) 319-0222

Office Hours on Zoom: By appointment and as announced throughout the year.

Subject to change as suits our class community—changes will be posted on Schoology.

Please use my office hours and contact information regularly for help with homework, extra conversational practice, and any other questions or concerns. I am here for you!

Course Description:

A deepening of the student's grasp of Spanish vocabulary, grammar, and general Hispanic culture. Builds on and reviews using the first volume: Spanish for Children Primer A (whether studied with this online program, individually, or elsewhere.) Each class will include a mixture of speaking, listening, reading and writing on the part of both the instructor and student. Students are encouraged to speak Spanish as much as possible in the classroom. While English is not forbidden, striving for immersion (or at least a healthy mixture of the two—"Spanglish"!) will improve skills rapidly and is attainable to the motivated learner of any level, especially closer to the end of the year of Spanish study.

We seek mastery of Spanish: oral fluency and auditory understanding of other speakers (both based on solid grammatical structures), confident writing and orthography, as well as cultural fluency and appropriateness.

*Students should note that the instructor will regularly speak in Spanish, read aloud in Spanish, and playback recordings of other speakers of Spanish. There will be times when a student might not understand every word spoken, but we will strive to improve our listening skills and identify with travelers and immigrants who face the humility of language learning daily. *Humility, patience, and courage* will serve you well in your language learning adventure!*

Required Textbook and Materials:

Spanish for Children: Primer A and Spanish for Children: Primer B from Classical Academic Press. While everyday instruction will take place exclusively from Primer B, instructor will assume that students have worked through and mastered the content in Primer A and will regularly refer back to vocabulary lists, basic lessons, and review chapters as part of keeping up a robust vocabulary.

NVI-NIV Bible Biblia Bilingüe (Spanish and English Edition) Paperback Bilingual Bible (available from Amazon for \$4 or less, used is acceptable)

- ISBN-10: 0829732195 or
- ISBN-13: 978-0829732191

Vocabulary flash card materials:

- Blank flash cards of your choice (Start with 200-500 and see if we need more):
Basic 3x5 or 5x7 cards cut in half vertically, depending on how big or small your handwriting is. Most cards only need to fit one word but some will have phrases or entire six-part verb conjugation charts. Any card stock or thick paper you have on hand will work. We have at least 10 (often 20 or more) new vocabulary terms each week, so if you can buy in bulk or get creative about recycling paper from around your house, I recommend it!
- Rubber band (or hole punch and large metal ring)

Spanish-English Dictionary (Larousse or University of Chicago are adequate. Webster's makes a thin paperback student edition for \$3.95) **or** application (WordReference.com is unparalleled and free), **or** website bookmark (once again, WordReference.com is excellent, free, and can be used for a variety of other languages as well).

Notebook, pens, pencils, and highlighters

Optional Textbooks and Supporting Resources from Classical Academic Press:

Specifically supporting our text:

Spanish for Children: Primer A Answer Key and Spanish for Children: Primer B Answer Key

Spanish for Children Chant CD

Spanish for Children Instructional DVD

Headventureland.com- Specialized quizzing website tailored for each chapter of the book

Song School Spanish CD (and book if desired, but not necessary for our study)

Spanish Amigo Match Flash Card Game (patterned after Song School Spanish, but still useful and ready-made)

Other recommended resources (this list may grow—ask me for updates!):

Books—local library Foreign/Spanish Language collections, especially bilingual and early learning books (such as board books, translations of familiar English picture books, and later easy readers)

Music—José Luis Orozco, Steve Green in Spanish for children and adults (available on iTunes and YouTube, “Hide ‘Em In Your Heart” in Spanish), “El Doble De Amigos” album by Sol y Canto, Juice Box Heroes and Basho and Friends (available on Pandora and similar apps).

Devotions—Rezando Voy Niños (beautiful Jesuit liturgy; please note this is not coming from a reformed theological perspective)

Student Behavior and Responsibilities:

Attendance: In line with the Scholé Student-Parent Handbook, attendance in class is required as much as possible. We understand that an occasional illness or family scheduling conflict is unavoidable, so up to 5 absences per year are allowed per student. Please let the instructor know at least a day in advance (if possible) via email if your student must miss class. All classes are recorded and, even though it is not the same as being an interactive part of class, I will make the recording available to you to catch up on what you missed.

Classroom Behavior:

Students are expected to arrive on time, pay attention, actively participate in class, take notes, respect the instructor and each other, and have an attitude of expectation and eagerness to learn. I am eager to teach you and will practice these same principles in my conduct also!

Assignments and Homework:

Homework in the form of reading, writing, speaking, and making flashcards will be assigned daily. Most days homework will consist of one worksheet, often from the text book. There will occasionally be other listening activities, short sentence or paragraph writing, or real life application projects.

- Students should make flashcards for each new vocabulary term and “*canto*” from each chapter, and
- review these daily (out loud if possible).

This means even on days when we do not meet for class, you will be practicing flash cards, chanting our “*canto*” (chant) and memory page, and looking for ways to apply your Spanish vocabulary in real life.

The goal of Spanish homework is for students to deepen their knowledge and skills, not be crushed by it. A general guideline is for the average student to expect to spend 30 minutes per class per day, plus 5-10 minutes each morning and/or evening practicing with flash cards. This may be distributed in the form of no work one night and an hour of work the next. Students should plan to complete their specific assignments fairly soon after our class is over while the material is fresh.

Quizzes and Oral/Listening Mastery Tests

This year we will have a quiz at the end of each chapter. This will usually be either the quiz from the book or emailed from the instructor. Taking this quiz (“*prueba*”) will be part of homework for that day. Usually we will not take quizzes together in class since our time is limited. Please use a testing environment for taking these quizzes, making sure that the student has a quiet place to work with no distractions, notes, or dictionaries and for no more than 30 minutes. I know that if the quiz is in the book, it may be tempting to look back to the previous pages. If there is a worksheet exposed, that cannot be helped and a student should not feel guilty for seeing their own homework. However they should certainly not flip back to look at the memory page.

Oral and Listening Mastery Tests: These will take many forms and may include oral testing or listening/dictation/spelling quizzes as well. We will usually do some form of mastery testing every few lessons, and especially at the end of each 5-chapter unit review.

Grading

- Class Participation 25%
- HW 30%
- Written Quizzes 25%
- Oral/Listening Quizzes 20%

Our grading scale will be according to the Scholé Academy guidelines in the handbook. Please let me know if you require a transcript or other report using numerical grades.

			
<i>Non Satis</i> (not satisfactory)	<i>Satis</i> (satisfactory)	<i>Cum Laude</i> (with praise)	<i>Magna Cum Laude</i> (with great praise)
Student work that is lacking sufficiency or adequacy is designated <i>non satis</i> , and the student is asked to revise and rework the assignment before proceeding.	Student work that is adequate but not praiseworthy is designated <i>satis</i> .	Student work that is praiseworthy is designated <i>cum laude</i> .	Student work that excels beyond expectations is designated <i>magna cum laude</i> .

Submitting Assignments:

I will usually request that you submit your child's homework to me electronically on Schoology. Since your students are writing directly in their textbooks, you will need to email me a scan of their work. There are two ways to do so, described below.

Whichever option you use, if Schoology is not working, **please include your student's first and last name, class name, and the name of the assignment in the subject line** of your email.

1) Scan to your computer.

Many printers are also scanners. You are welcome to scan your child's work to your computer and send it to me via email. Please check to ensure that the scan is readable before sending. If you are able, please select the option to scan in black and white.

2) Scan with an app on your smart phone or iPad.

There are now a variety of apps that enable you to scan and send right from your smart phone. I recommend using Genius Scan, a free app that captures a photo of the document, increases readability, and converts it into a PDF. The app makes it easy to send the scan as an attachment to an email. In some cases, scanning with an app produces better quality scans than scanning using a printer's scanner.

Note: If your student feels comfortable typing his or her work, you are welcome to send me the assignments in a word document. However, students are not expected or required to type their work at this level.