



SCHOLÉ ACADEMY
CLASSICAL ACADEMIC PRESS

Classic Children's Literature Yearlong (2021-2022)

Instructor: Madeleine Kirkpatrick
E-mail: mkirkpatrickschole@gmail.com

Eligible Students: Grades 4-5

Prerequisites:

Students should be able to read at an upper-elementary level, smoothly and with understanding. Students should be able to read aloud with ease, clarity, and appropriate emotion.

Students should be able to narrate a story back to the teacher, recalling both the main idea and pertinent details.

Students should be able to identify the characters, setting, and plot of a given book.

Students should be able to answer text-based lower-order comprehension questions and be able to reflect on higher-order thinking questions.

Students should be able to log-in to Schoology to review homework assignments and upload completed work. If a student is not able to navigate Schoology independently, a parent or guardian should be willing to assist that student with homework assignments and other course materials obtained through this platform.

Course Description:

Why do we need stories? C.S. Lewis said, “The nearest I have yet got to an answer is that we seek an enlargement of our being. We want to be more than ourselves. . . We want to see with other eyes, to imagine with other imaginations, to feel with other hearts, as well as with our own.” Such is the yearning of children and adults alike, for it is through stories that we enter into a world that is not our own, and yet become more who we are meant to be. It is through stories that we can learn virtue. In giving children stories, they enter into the world of the characters and reflect on the virtues and vices of the protagonists and antagonists. It is a gentle, appropriate, and vivid way for children to learn what Dietrich von Hildebrand called a “response to value” and the virtue that blossoms from that response.

In this class, children will read, enjoy, and interact with classic works of children's literature in order to learn through knowledge, experience, and reflection the four classical virtues: justice, prudence, temperance, and fortitude. Students will respond to these texts through discussion, written analysis and reflection, and artistic mediums in order to reach the whole child in our study. The skills practiced will include reading fluency, reading comprehension, writing, vocabulary, memorization, recitation, analysis, synthesis, and discussion.

Schedule for Classic Children's Literature:

Class Dates: Begin Wednesday, September 8, 2021; running through Friday, May 27, 2022.

Class Times: Mondays, Wednesdays, and Fridays 10:30 am-11:30 am ET

Please see <https://scholeacademy.com/academic-calendar/> for specific dates and school holidays.*

**Please note the above dates and times are the anticipated class sessions for this course. However, all dates are subject to change as the instructor's circumstances might dictate (e.g. illness, family emergency). Any classes canceled by the instructor will be made up at an alternate time designated by the instructor.*

Office hours: *By appointment.* (Please include time zone in your appointment request.)

Course Texts:

NOTE ON TEXTS: I also supplement the readings with primary sources and excerpts from other books., short stories, poems, etc. PDFs of additional texts used will always be provided. Students are only responsible for obtaining required books

- *Charlotte's Web* by E.B. White
- *The Lion, the Witch, and the Wardrobe* by C.S. Lewis
- *The Wind in the Willows* by Kenneth Grahame
- *A Wrinkle in Time* by Madeleine L'Engle
- *Tales of Wonder, Volume 1* edited by Brian Phillips, Matt Bianco, and David Kern from the CiRCE Institute

Required Materials

- Spiral-bound blank sketchbook
- Ruled notebook
- Stockmar Beeswax block crayons*

**Students will frequently respond to what they've read through art. In order for there to be continuity in the materials used by the students, the instructor has chosen these block crayons, which are conducive to guided drawings.*

Course Map:

QUARTER 1: What is Justice?

- "Hansel and Gretel"
- "Rumpelstiltskin"
- *Charlotte's Web*

QUARTER 2: What is Prudence?

- “Little Red Riding Hood”
- *The Lion, the Witch, and the Wardrobe*

QUARTER 3: What is Temperance?

- *The Wind in the Willows*

QUARTER 4: What is Fortitude?

- *A Wrinkle in Time*
- “The Happy Prince”

Student Expectations: Executive Function Skills

Students enrolling in Scholé Academy’s Classic Children’s Literature will be expected to show development of Executive Function throughout the year. Executive Functioning is the brain’s work of planning, prioritizing, controlling impulses, recollection, etc. These six areas of execution are important in this class, and ultimately, in the student’s life.

1. Engagement: An engaged student is one who is willing to step into the arena of class discussion, to ask questions, to supply answers, and to generate the internal dialogue necessary to determine if a discussion is important and relevant to himself. Students should be viewing the class via Zoom and should not be browsing the internet instead. Scholars should be prepared to take notes on the text and on class discussion.

2. Attention to Detail & Preparedness: These students are ones who consistently adhere to deadlines and submission requirements. A prepared student not only completes and uploads all assignments before class, but also confirms that technology is working. These students will be expected to show the virtue of constancy by remaining focused and diligent and pushing away even “good” distractions that would inhibit learning and mastery.

3. Self-Monitoring: Students who successfully self-monitor can evaluate their own performance. This is the action of perceiving both one’s own strengths and weaknesses. These students determine which problems they can complete alone and which require peer, teacher, or parent support.

4. Task Initiation: This student recognizes the time to begin working and is able to do so without procrastination. A student who can initiate tasks easily adjusts from a Zoom classroom to a breakout room while still maintaining a scholarly attitude.

5. Employing Critiques: These students are ones who receive feedback to one of their submissions, and then attempt to apply that feedback to future assignments rather than repeat mistakes. Students should have an attitude of humility when receiving feedback, as this affords an invaluable opportunity to grow and to develop their God-given talents. Likewise, students should celebrate the successes of their peers.

6. Problem Solving: A student with well-developed problem-solving skills is willing to persevere, even when he is unable to successfully overcome a challenge on the first try. Good writing involves the problem-solving skills of perseverance; looking at a story from a new perspective; finding an additional source or doing research; taking a rest to refresh the mind and body; or asking for help from a teacher, parent, or the Lord.

Student Expectations

“The intelligence can only be led by desire. For there to be desire, there must be pleasure and joy in work. The intelligence only grows and bears fruit in joy. The joy of learning is as indispensable in study as breathing is in running. . . It is the part played by joy in our studies that makes them a preparation for spiritual life, for desire directed toward God is the only power capable of raising the soul.” [Simone Weil]

Recognizing that the purpose of education is not merely a gaining of information nor a competition for achievement but rather the directing of the desire towards God in worship, thanksgiving, and prayer, these are the student expectations in class participation:

During class time, students should. . .

- *Arrive prepared.* It is important to come with the materials needed and homework completed, but that is just the beginning. Arrive with a heart that is quiet and ready to receive, a mind that is active and ready to engage, and hands that are willing and ready to participate.
- *Arrive on time.* I will take note of patterns when it comes to tardiness, overlooking an occasional late entrance if it is out of character for the student. However, I will be in contact with parents if tardiness is habitual—4 or more late arrivals in one month.
- *Participate.* There will be plenty of opportunities for participation in classroom liturgies, discussions, and exercises. I understand that not all students are equally comfortable in being extroverted and conversing, but I appreciate consistent effort in this area!
- *Be an active learner.* It is expected that students participate in exercises, discussions, and activities during lesson time.
- *Exercise judgment and polite habits in the Zoom classroom.* Students should raise hands to speak, pause the video to use the restroom, or adjust the camera to limit the activity shown in the background of the student’s setting. Other than when students need to step out of the room, the camera should be on at all times.

Outside of class time, students should. . .

- Complete all course assignments and homework to the best of his ability. (A student who has not submitted his homework to the appropriate Schoology assignment prior to the start of class will not be well-prepared to complete the in-class practice and homework that follows. This will often result in a snowballing amount of homework that serves only to discourage an elementary student.) If there are extenuating circumstances that prevent a student from completing homework prior to class, a parent must contact the instructor prior to class time to ask for an extension.

- Upload homework to the appropriate Schoology Assignment folder prior to the start of class each day. Students must submit their work by scanning their homework pages and uploading it into the Schoology assignment window.

Student Evaluation: Grading

While striking a “restful” posture of learning in this class through Scholé Academy, I also recognize the need to provide grades for students. It’s a delicate balance to achieve both restful learning and excellent academic performance. Earning a specific grade should not overshadow the value of a formative understanding and love of the virtues set forth in these stories. It is my aim as a teacher to uphold and model the worth of such gain, and the application of it. However, I will be assigning grades in the following categories:

- *magna cum laude* (with great praise)
- *cum laude* (with praise)
- *satis* (sufficient, satisfactory)
- *non satis* (not sufficient)

Student’s grades will be comprised of the following:

Class Participation (25%)

1. Active listening
2. Group work
3. Participation in class discussions
4. Preparedness
5. Staying on task and following along with the text
6. Timely attendance
7. Putting forth one’s best effort
9. Attitude and approach towards the class and its members

Formative Assessments (Homework) (45%)

1. Comprehension questions
2. Chapter summaries
3. Guided drawings
4. Sentence frames
5. Character sketches
6. Reflective essays

Summative Assessments (30%)

1. Book reports (*five total*)
2. Author imitations
3. Alternate endings
4. Poetry recitations (*four total*)

Students must understand that late homework will be given a 5% penalty for each weekday that the assignment is late. If an assignment is seven or more days late, then it must be still be completed in a satisfactory manner but will be assigned the minimum *satis* grade of 70%.

Student Evaluation: Mastery Portrait

Students in this class are learning to take on the responsibility of their educations. It's imperative, then, that this course not only provide the academic components necessary to achieve mastery of the content of the class (knowledge) and skills associated with analytical thought, but also help engage the student in development of moral virtues. These three aspects of the course would comprise the "learning target".

- By the end of the first semester, students will understand the virtue of justice, having interacted with it in "Hansel and Gretel," "Rumpelstiltskin," and *Charlotte's Web*. They will also understand prudence as it is portrayed in "Little Red Riding Hood" and *The Lion, the Witch, and the Wardrobe*.
- By the end of the second semester, students will understand how the virtue of temperance is portrayed in *The Wind in the Willows* and how the virtue of fortitude is portrayed in *A Wrinkle in Time*.
- Students will be able to summarize the main idea of each book through a book report (for a total of five book reports).
- Students will be able to define and give text-based as well as personal examples of the four virtues studied in this course. They will be able to demonstrate this understanding in reflective essays.
- Students will be able to identify a given author's writing style and be able to create an alternate ending as means of interacting with a text.
- Students will be able to answer comprehension questions, finish sentence frames, complete guided drawings, and create character sketches from the text.
- Students will be able to memorize and recite a poem per quarter (for a total of four poetry recitations) with ease and appropriate emotion.
- Students will have faithfully practiced the skills necessary to read aloud with fluency, show attention to volume, pace, and inflection when speaking. Similarly, students will be encouraged to speak well to one another in pursuit of excellent work, in discussion of ideas and responses.
- Students will also be guided in development of the virtues of Wisdom, Goodness, and Truth. Ideally, students will employ wisdom when responding to virtues and vices, the actions and thoughts that he'll encounter in his reading.
- By the end of the course, students should understand that reading a rich selection of great literature builds the reservoir out of which we draw good ideas and find examples for our own lives. Students will be encouraged to use good writing and speaking to deliver and celebrate truth.

Student Evaluation: Academic Dishonesty

Students will often take assessment tests and/or quizzes privately at home. Students are on their honor to abide by Scholé Academy's Learning Philosophy which assumes the personal cultivation of Student-Virtues described in the Student-Parent Handbook.

Additionally, plagiarism is a serious and punishable offense. Proper citation of all sources is essential to the academic endeavor. Remember to cite any source if the information is not common knowledge or is an opinion obtained through any source. A plagiarized assignment will result in a failing grade. Students should consult their chosen style manual (see Student Expectations above) for specific direction on obtaining, quoting and paraphrasing sources.

The Virtual Classroom:

We will be using the free online “virtual classroom” software provided by Zoom, one of the leading companies that provides such software. The virtual classroom will provide students with interactive audio, text chat and an interactive whiteboard in which texts, diagrams, video and other media can be displayed and analyzed. We will provide students with a link (via email) that will enable students to join the virtual classroom.

Specific information regarding the technology used by Scholé Academy (including required technology) can be found by visiting the [Technology in the Classroom](#) section of the Student Parent Handbook.

Students will submit documents by scanning and uploading them to their personal computer, then attaching those files as .pdfs to an email. They will submit their work to the Ancient History Schoology assignment page (access granted after enrollment is secured).

About the Instructor:

Madeleine holds her BA in English and Multimedia Journalism from Evangel University, where she graduated *Outstanding Graduate in English*, in Springfield, Missouri. Madeleine was classically educated all the way through high school and is passionate about seeing others fall in love with learning. She has gotten to see, throughout all of her education, the value and power of critical thinking, reading well, and skillful, effective communication.

Madeleine’s hobbies include reading, writing, building her personal library, trail-running, travelling, cooking, and thrift-shopping. She lives in Springfield, Missouri with her husband, Nathan, in a renovated 1890’s carriage house.