



SCHOLÉ ACADEMY
CLASSICAL ACADEMIC PRESS

Classic Children's Literature

Yearlong Course 2022 – 2023

Excellent literature allows us to see far beyond our own horizon while also holding up a mirror to our own hearts. This course is designed to magnify both of these qualities as we seek to grow in the four classical virtues of justice, prudence, temperance, and fortitude.

ELIGIBLE STUDENTS

Incoming 4th and 5th graders

STUDENTS SUITED TO GROWTH IN THIS COURSE (PREREQUISITES)

- ✓ Will have the **commitment** to try, which includes a teachable spirit, a willingness to put forth diligent effort, and a propensity to receive correction and encouragement with grace.
- ✓ Will have the **courage** to ask questions and seek help from the instructor and parents when needed.
- ✓ Will have the **cognitive skills** to
 - Read at an upper elementary level, silently and orally.
 - Demonstrate comprehension through narration and answering questions.
 - Follow discussions through active listening and thoughtful response.
- ✓ Will have the **computer skills** to log in to Canvas to receive homework assignments and upload completed work. (If the student is not able to navigate Canvas independently, a parent or guardian should be willing to assist the student.)

INSTRUCTOR INFORMATION

Instructor: Jennifer Moore

Email: j.mooreraphaelschool@gmail.com

Office Hours: by appointment – please feel free to contact me

CLASS SCHEDULE

Class Dates: Wednesday, September 7, 2022 through Friday, May 26, 2023

Class Times: Mondays, Wednesdays, and Fridays 9:15am – 10:15am (EST)

Makeup Policy: If class is cancelled by the instructor due to mitigating circumstances such as illness or family emergency, a makeup class will be scheduled at an alternate time.

Holidays: Please see the following link for Scholé Academy's Academic Calendar.

<https://scholeacademy.com/academic-calendar/>

REQUIRED COURSE TEXTS

- *The Lion, the Witch, and the Wardrobe* by C.S. Lewis
- *The Hobbit* by J.R.R. Tolkien
- *The Wind in the Willows* by Kenneth Grahame
- *Carry On, Mr. Bowditch* by Jean Lee Latham
- *Classic Fairy Tales* illustrated by Scott Gustafson

RECOMMENDED COURSE TEXT

- *The Aesop for Children* illustrated by Milo Winter

REQUIRED COURSE MATERIAL

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

COURSE MAP

QUARTER ONE: What is Justice?

- *The Lion, the Witch, and the Wardrobe*
- "Rumplestiltskin"

QUARTER TWO: What is Prudence?

- *The Hobbit*
- "Hansel and Gretel"

QUARTER THREE: What is Temperance?

- *The Wind in the Willows*
- “Cinderella”

QUARTER FOUR: What is Fortitude?

- *Carry on, Mr. Bowditch*
- “The Three Little Pigs”

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 grow in their knowledge, understanding, and experience of the four classical virtues: justice, prudence, temperance, and fortitude.

In order to reach the whole child, students will respond to these texts through a wide array of activities.

- narration and discussion
- written analysis and reflection
- theatrical performance (think: read-alouds with sparkle!)
- artistic mediums
- copywork, memorization, and recitation of complementary poetry

- student-selected responses that give each child the chance to respond in their own unique strengths and interests

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 how 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 work involves the problem-solving skills of perseverance, looking at an assignment 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: CLASS PARTICIPATION

"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 Canvas 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 Canvas 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 Canvas assignment window.

STUDENT EXPECTATIONS: HOMEWORK

Students will follow the sequence of study given by the teacher. The ultimate goal for the student will be, in a formative way, to learn the four classical virtues through classic children's literature and demonstrate that knowledge and understanding through written,

oral, and artistic mediums. To achieve this goal, students will need to read fluently, listen carefully, and examine closely in order to take progressive steps toward their goals. Therefore, student work and assessments will be completed through the following formative and summative assessments.

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 is 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) or MCL
- cum laude (with praise) or CL
- satis (sufficient, satisfactory) or S
- non satis (not sufficient) or NS

Ideally, every average student working diligently should do praiseworthy work (cum laude). Those who excel beyond this expectation will be the magna cum laude students. Students who do adequate but not praiseworthy work will be designated satis. Non satis means lacking sufficiency or adequacy.

Student’s grades will be comprised of the following.

Class Participation (25%)

Class participation will be evaluated according to the student’s efforts in the following areas.

1. Preparedness
2. Timely attendance
3. Attitude and approach toward the class and its members
4. Active listening and attentiveness to the flow of the class
5. Participation in class discussions and group work

Formative Assessments (Homework) (45%)

1. Comprehension questions and sentence frames
2. Chapter summaries
3. Character sketches
4. Reflective essays
5. Copywork and guided drawings
6. Theatrical performances (think: read-alouds with sparkle!)

Summative Assessments (30%)

1. Book reports
2. Alternate endings
3. Poetry recitations
4. Student-selected "Unique Responses"

Students must understand that late work 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 still must be completed in a satisfactory manner but will be assigned the minimum satisfactory grade of 70%.

STUDENT EVALUATION: MASTERY PORTRAIT

Students in this class are learning to take on the responsibility of their educations. It is 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 comprise the “learning target”.

- *By the end of the first semester, cum laude students will understand how the virtue of justice is portrayed in *The Lion, the Witch, and the Wardrobe* and “Rumplestiltskin” and how prudence is portrayed in *The Hobbit* and “Hansel and Gretel”.*
- *By the end of the second semester, cum laude students will understand how the virtue of temperance is portrayed in *The Wind in the Willows* and “Cinderella” and how the virtue of fortitude is portrayed in *Carry on, Mr. Bowditch* and “The Three Little Pigs”.*
- Cum laude students will be able to answer comprehension questions, finish sentence frames, compose chapter summaries, and create character sketches from the text.
- Cum laude students will be able to define the four virtues studied in this course by way of text-based and personal examples as demonstrated in reflective essays.
- Cum laude students will be able to create neat and attractive copywork and guided drawings.
- Cum laude students will be able to perform theatrical read-alouds that demonstrate emotional understanding of the story.
- Cum laude students will be able to summarize the main idea of each book through a book report.
- Cum laude students will be able to compose an alternate ending as a means of demonstrating their understanding of the plot and characters in the story.
- Cum laude students will be able to memorize and recite one poem per quarter with ease and appropriate emotion.
- Cum laude students will be able to select and create a “Unique Response” to the story. This will be an opportunity for students to select from a list of options that most excite them. It is meant to be an opportunity for students to utilize their unique skills and interests in the process of demonstrating growth and learning.

- Cum laude students will have faithfully practiced the skills necessary to speak with clarity, sincerity, and fluency. Students will 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, and to build camaraderie in the group.
- Students will also be encouraged and guided in their personal development of the four virtues studied as we apply them to our classwork.
- 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.

ACADEMIC DISHONESTY

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. 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 the MLA Style Guide 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. The virtual classroom will provide students with interactive audio and video capabilities, in addition to shared screen texts, diagrams, video and other media for display and analysis. We will not utilize the chat function of this technology.

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 Classic Children’s Literature Canvas assignment page. The Canvas access code to Classic Children’s Literature will be provided in your Orientation Packet.

ABOUT THE INSTRUCTOR



Presvytera Jennifer Moore was born and raised in Davenport, Iowa. The youngest of four children, she became an aunt at the age of five and thus began her career as an educator. Presvytera Jennifer attended Indiana Wesleyan University, completing coursework and practicums for both Children’s Ministry and Secondary English Education, eventually graduating with a B.A. in English Language and Literature from Southern New Hampshire University. She has a passion for education, especially language, writing, literature, and faith studies. She married her high school sweetheart in 2003. Father Matthew was ordained in 2014 and currently serves Holy Trinity Greek Orthodox Church in Steubenville, Ohio. They have three daughters, Adeline, Katherine, and Beatrice, all of whom Presvytera Jennifer has home-educated over the past ten years. Their family has multiple bonus features, such as ADHD, Tourette Syndrome, asynchrony, and sensory issues. Presvytera Jennifer believes in the potential of every child, and it is her great joy and privilege to help facilitate their growth and achievement. She is an insatiable reader of anything she can get her direct and a writer of creative nonfiction and poetry in her free time. She also volunteers as a social media manager for a local non-profit and enjoys time with her incredible family and friends.