



Classic Children's Literature V

ELIGIBLE STUDENT:

Grades 4-5. 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.

REQUIRED TEXTS:*

- *The Lion, the Witch, and the Wardrobe* by C.S. Lewis
- *Charlotte's Web* by E.B. White
- *Where the Red Fern Grows* by Wilson Rawls
- *The Tale of Despereaux* by Kate DiCamillo
- A notebook with lined notebook paper or loose leaf notebook paper
- Spiral-bound sketchbook
- Colored pencils

*Required texts are not included in the purchase of the course.

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 often be provided. Students are only responsible for obtaining required books as listed above.

COURSE SCHEDULE

ORIENTATION SESSION:

The date and time of the student/parent orientation will depend on the particular section in which you are enrolled, but all orientation sessions will be scheduled during the week prior to the start of the class.

CLASS SESSION DATES: The dates of your class depend on the particular section in which you are enrolled. Consult the Scholé Academy [academic calendar](#) for details concerning scheduled, school-wide breaks.

This section will take place Monday, Tuesday, Thursday at 11:45-12:45 am EST.

OFFICE HOURS: Your teachers are available outside of scheduled class times! During “Office Hours” students may raise questions, seek assistance, or review class material. This can happen via email or a meeting in the Zoom classroom. Your teacher will do their best to respond within 24-48 hours; please keep in mind that they likely will not respond immediately to messages after 5 p.m. EST.

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.

COURSE MAP

Note: As a supplement to each quarter, we will be discussing themes from both Aesop’s Fables and Greek mythology that tie into the theme for the quarter.

Quarter 1—What is Justice? [September 5 – October 27, 2023]

Charlotte’s Web

Quarter 2—What is Prudence? [October 30 – January 19, 2024]

The Lion, the Witch, and the Wardrobe

Quarter 3—What is Temperance? [January 22 – March 22, 2024]

Where the Red Fern Grows

Quarter 4—What is Fortitude? [March 25 – May 24, 2024]

The Tale of Despereaux

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 IN ACTION

“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.

STUDENT GRADING AND EVALUATION

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 (*four 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 still be completed in a satisfactory manner but will be assigned the minimum satis grade of 70%.

STUDENT EVALUATION : MASTERY PORTRAIT

Students of this age are becoming young adults, increasingly taking on the responsibility of their education. 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, to also help engage students in **development of moral virtues**. These three aspects of the course would comprise the “learning target.”

- By the end of Quarter 1, students will be able to thoughtfully discuss themes of justice present in *Charlotte’s Web*. Students will be equipped to craft responses to the text that are in view of the Good, True, and Beautiful as evidenced in the Greatest Story: God’s Word.

- By the end of Quarter 2, students will be able to thoughtfully discuss themes of prudence present in *The Lion, the Witch, and the Wardrobe*. Students will be equipped to craft responses to the text that are in view of the Good, True, and Beautiful as evidenced in the Greatest Story: God’s Word.

- By the end of Quarter 3, students will be able to thoughtfully discuss themes of temperance present in *Where the Red Fern Grows*. Students will be equipped to craft responses to the text that are in view of the Good, True, and Beautiful as evidenced in the Greatest Story: God’s Word.

- By the end of Quarter 1, students will be able to thoughtfully discuss themes of fortitude present in *The Tale of Despereaux*. Students will be equipped to craft responses to the text that are in view of the Good, True, and Beautiful as evidenced in the Greatest Story: God’s Word.

- 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 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 well-ordered language to deliver and celebrate truth. Please also visit the student virtues section in the *Student-Parent Handbook* for a lovely and thorough discussion of love, humility, patience, constancy, perseverance, and temperance/studiousness, pertaining to the life of a student.

STUDENT EVALUATION

Homework

Much of the course reading will take place in class. Students will be responsible for engaging in notetaking during class meetings and keeping up with homework assignments throughout the course. Homework will consist of assessment-grade assignments such as writing book reports.

Absences

The following is taken from the *Student-Parent Handbook*:

Our classes are live and highly interactive, with students regularly interacting with their instructor and peers and participating in class discussion. **Students are expected to attend classes with their videos turned on and to function as a full participant in each class, contributing to the class dynamic and success of the entire cohort.** There are, of course, circumstances, both planned and unplanned, in which students must miss a class. In such circumstances, we provide students with a recording of the live class session so that they may view the session they missed. Whenever possible, we ask that students alert their instructor of their absence before missing class. While recordings of live sessions are a helpful tool for occasional absences, they are not a sufficient replacement for class participation in the long term. **We allow a maximum of 6 absences for yearlong courses that meet 2 times per week.**

STUDENT EVALUATION: ACADEMIC INTEGRITY

Students will often take 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. **We ask that parents proctor quizzes and tests to help keep their children accountable.**

Specifically, cheating and plagiarism are punishable offenses. Copying the work of other students is prohibited and proper citation of all sources is essential.

THE VIRTUAL CLASSROOM:

We will be using the free online "virtual classroom" software provided by Zoom. The live, interactive nature of our courses is foundational and we require cameras to be on during all class sessions. The virtual classroom will provide students with interactive audio 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. Courses will be managed through our learning management system, Canvas.

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.

ABOUT THE INSTRUCTOR



Mrs. Audrey Christensen

Instructor and Tutor

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Audrey Christensen holds a BA in English from the University of Alabama in Huntsville with a minor in education and is currently pursuing an MA in Composition & Rhetoric from Shawnee State University. She loves teaching all things English and has experience in the classical classroom as both a student and a teacher. Audrey's strengths lie in helping students understand the mechanics behind effective grammar and strong composition. With experience as a writing tutor for 5 years and classical writing instructor for 2 years, she has a passion for helping students become confident writers. Growing up in Appalachia gave her a love for

storytelling and seeing the Lord's glory in nature, making real-life connections with the good, true, and beautiful. Audrey enjoys being active, reading, spending time outside, traveling with her husband Jonathan, and being involved in her local church alongside her husband. The Christensens currently reside in Fort Worth, Texas.

If you have questions about this course, please send me an email! I'd love to chat.

Please note: While this syllabus addresses details specific to this course, it is not extensive. Parents should also read the Student-Parent Handbook located on scholeacademy.com and be familiar with the ideas, policies, and procedures outlined.