



SCHOLÉ ACADEMY
CLASSICAL ACADEMIC PRESS

Spanish 4

Mrs. Caridad Legere

Yearlong Course

2023-2024

ELIGIBLE STUDENT:

Grades 11th-12th. Students who have taken Spanish 3 at Scholé academy, or three years equivalent to high school level of Spanish will be ready for this course. If you are not sure the level your student has, parents are asked to read the course description, scholarship skills list, and email the instructor directly for guidance. Placement assessments are administered to confirm enrollment for registered students **ONLY**.

Please note: This course is the equivalent of one high school credit in foreign language.

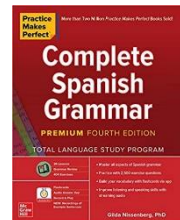
REQUIRED TEXTS:*

Practice Makes Perfect: Complete Spanish Grammar

Premium Fourth Edition 4th Edition by Gilda Nissenberg

ISBN-13 : 978-1260463156

ISBN-10 : 126046315X

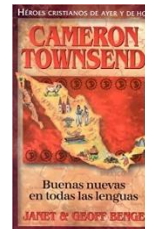


Cameron Townsend: Buenas nuevas en todas las lenguas

Héroes cristianos de ayer y de hoy by Janet & Geoff Benge

ISBN-10 : 1576583082

ISBN-13 : 978-1576583081



El Camino del Café (Spanish Edition)

Paperback – May 9, 2019 by Adriana Ramírez

ISBN-10 : 1775396916

ISBN-13 : 978-1775396918



El León, la Bruja y el Ropero

By C.S. Lewis

ISBN-10 : 0060086610

ISBN-13 : 978-0060086619

Los Sobrevivientes

(Spanish Edition) Paperback – April 30, 2019

by Bryan Kandel (Author)

ISBN-10 : 1096375877

ISBN-13 : 978-1096375876



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

COURSE SCHEDULE

ORIENTATION SESSION:

Wednesday, August 30th 2023 from 5:00 p.m. to 6:15 p.m. EST

CLASS SESSION DATES:

Class Dates:

Begin Wednesday, September 6th, 2023; running through Wednesday, May 22th, 2024.

Class Times:

Monday and Wednesday from 5:00 p.m. to 6:15 p.m. EST

Consult the Scholé Academy [academic calendar](#) for details concerning scheduled, school-wide breaks.

OFFICE HOURS: In addition to scheduled class times, the student might be able to schedule a Zoom meeting by appointment. Please use my office hours and contact information regularly for help with homework, extra conversational practice, and any other questions or concerns. I will do my best to respond within 24-48 hours; please keep in mind that I will not respond immediately to messages after 5 p.m. EST

COURSE DESCRIPTION

A deepening of the student's mastering of Spanish vocabulary and grammar that builds on one year of immersion-style Spanish conversation practice and grammar/vocabulary study. Spanish 4 will have a big component on written and oral expression with writing reports and oral presentations and recitations in Spanish.

As we seek mastery of Spanish this year, 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. **The instructor will speak in Spanish for the majority of the course**, but will speak English for explaining difficult grammar or answering student questions. Striving for immersion 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.

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, perseverance, and courage* will serve you well in your language learning adventure!

SPANISH 4 COURSE GOALS*:

By the time the student reaches this class, the ideal is to put all those previously learned concepts into use most of the time. After Spanish 4 the students should be able to:

- a. Understand those most-challenging Spanish grammar concepts.
- b. Communicate verbally ideas in a variety of topics in a clear form.
- c. In the same way, state solutions and personal opinions about different subjects.
- d. Read Spanish clearly and fluently.
- e. Value the importance of writing Spanish with good spelling and grammar.
- f. Be comfortable expressing themselves in Spanish with their peers and teacher.

* These goals will only be attainable if the student applies consistently the new concepts learned and is willing to use them in class during discussion times.

SPANISH 4 COURSE MAP:

QUARTER 1

1. The Present Tense
2. Present Tense w/stem changes
3. Ser and Estar
4. The Preterit Tense
5. The Imperfect Tense
6. More about Preterit and Imperfect

QUARTER 2

1. The Future and the Conditional
2. Reflexive verbs
3. The progressive Tense
4. Compound Tenses: present and past
5. Compound Tense: future and conditional
6. Passive Voice

QUARTER 3

1. The subjunctive mood: present and present perfect
2. More subjunctive: adverb and relative clause
3. More subjunctive mood: past tense
4. The commands
5. Nouns and Articles
6. Adjectives
7. Personal pronouns

QUARTER 4

1. Relative pronouns
2. Possessive and demonstrative adjectives and pronouns
3. Prepositions
4. Indefinite and negative words
5. Interrogative and exclamatory words
6. Numbers

STUDENT EXPECTATIONS: EXECUTIVE FUNCTION SKILLS

Students enrolling in Scholé Academy's Spanish classes will be expected to show development of Executive Function Skills throughout the year. Executive Function Skills speaks to a set of qualities and skill sets students can develop and hone the better to approach the courses, lectures, readings, and teachers they will encounter in their future academic coursework.

Since we are learning a language together and will be using Spanish to answer questions and engage in simple dialogue, it is of utmost importance that students come to class with a courageous willingness to make attempts without worrying about making mistakes. In this spirit, the classroom will be an environment of respectful, joyful, and friendly learning, which will facilitate the study of a difficult language.

This disposition is that of an 'engaged student'. Scholé Academy commends four other important skills which ought to be observed by students.

- 1. An Engaged Student:** One who is willing to step into the arena of class discussion, ask questions, supply answers, and consider how the discussion at hand applies to oneself.
- 2. Note Taking:** A student must be engaged with the class by taking notes on important and relevant content in an organized fashion. They should then independently consult those notes for assignments and in preparation for assessments. It is essential that all students acquire a notebook for use during the class, as this will keep them organized by subject.
- 3. Attention to Detail & Preparedness:** These students are ones who consistently adhere to deadlines, submission requirements, adhere to style guides and codes, confirm technology is working prior to the start of class, are responsible to determine how to proceed after an absence, are responsible for consulting their course syllabus and adjusting as the class proceeds, etc.
- 4. Critical Reflection:** These students are ones who receive feedback to their submissions, and then apply that feedback to future assignments rather than repeating mistakes. These students also glean information from the live class critiques of fellow students and learn from others what mistakes to avoid.
- 5. Initiative/Maturity:** This student will be proactive in listening to the teacher's comments, assessing how they apply to his/her work, taking the initiative to schedule office hours with the teacher if necessary.

STUDENT EXPECTATIONS IN ACTION

In order to achieve mastery in Spanish, the student will develop a set of virtues that are secondary goals to this course. Love of learning, humility, patience, resilience, constancy, and perseverance are some of them.

The *Spanish* student will be expected to listen attentively, participate actively in class discussions and practices. Students are expected to arrive to class on time and with all assigned material completed. The instructor will facilitate learning for the student, but the responsibility for staying up-to-date with classwork and assignments ultimately falls to the student.

Students who have not submitted their homework to the appropriate Canvas assignment folder prior to the start of class will not be permitted to join the live class session. Those students will be invited into a separate Zoom breakout room to work privately until they have completed the day's assignment. After they have completed their homework submission, they will be permitted to rejoin the class in session. A day spent in a breakout room will constitute an absence from class.

All assignments will be due into the appropriate Canvas Assignment folder prior to the start of class each day. Students turning in late work will earn a 10% penalty for each day the assignment is late. Students will submit their work by scanning their homework pages and uploading **only** one into the Canvas assignment window. Photographs of completed assignments will not be accepted as they are incredibly difficult to read.

During class discussion the student will exhibit respect at all time, only talking when the student is asked, wait for his turn, not laughing at the pronunciation of others during conversation time, and be willing to accept correction humbly.

Work hard every day at chanting, singing, studying the vocabulary, memorizing Bible verses, and strive to achieve accuracy in his pronunciation. This will be the key to feel comfortable when learning to speak Spanish. It will make a difference!

STUDENT GRADING AND EVALUATION

While pursuing Spanish 4 through Scholé Academy will be “restful” and enjoyable, we also recognize the need to provide grades for students who will be using this course as part of their prepared college transcript. It's a delicate balance to achieve both restful learning and excellent academic performance. Earning a specific grade should not overshadow achievement goals for mastery of this discipline. Grammar (for our purposes, the Spanish language in all its dimensions), like the studies of Logic and Rhetoric, is a “core” discipline in Classical Education and learning to own the concepts introduced in this class will be a necessary and significant component of future success in upper-level Classical Education. In that sense then, attaining a mastery of Spanish is its own reward, though the teacher will assign the following grades to your student's level of achievement: *magna cum laude* (with great praise); *cum laude* (with praise); *satis* (sufficient, satisfactory) and *non satis* (not sufficient).

Ideally, every average student working diligently should do praiseworthy work (*cum laude*). Those who excel beyond this expectation will receive *magna cum laude* for their efforts. Work which demonstrates minimal but sufficient mastery will be designated *satis*. *Non satis* designates work that demonstrates insufficient mastery; a student with a consistently *non satis* grade will not be recommended for continuation to the next level of Spanish. Additionally, we will provide a transcript with a traditional percentage grade to the requesting parent at quarterly intervals. All students will receive both a Scholé evaluation and a percentage grade at the end of the year.

STUDENT EVALUATION: MASTERY PORTRAIT

At the completion of this course *cum laude* students will know or attain:

1. Grammar

- All tenses of the indicative mood: present, preterite, imperfect, future and compound tense
- All tenses of the subjunctive mood
- Forming and using affirmative and negative commands
- Nouns, articles, adjectives, personal pronouns, relative pronouns, possessive and demonstrative pronouns, adverbs and prepositions.

2. Written Communications Skills

By the end of this course, students will have the right grammatical instruments to express themselves in written and oral form using more complex sentences, as well as to have the skills necessary to translate long narratives in Spanish, using the grammar and vocabulary words learned in Spanish 4. They will be writing book summaries and research on topics related to the books.

3. Oral Communication Skills

At the end of the school year, the students will have memorized seven to eight Bible Verses, Our Father, and some of Beatitudes from Matthew 5. In addition to the Bible verses, every student will work individually on a variety of topics learned in class and will have to prepare sixteen to twenty different oral presentations based on these grammar concepts learned. Students completing Spanish 4 should increase their appreciation of the scope of language and of the power of repetition and memorization in pursuing the goal of fluency.

4. Listening Skills

With the aid of songs, students will listen and fill in the blanks, or will listen to native speakers on videos related to the topic being studied.

5. Beyond the Book

Students will also be guided in development of the virtues of Truth, Goodness and Wisdom. The ancients believed that the arts of speaking and acting well were interconnected. This course intends for students encounter something of the beauty and power of the logos, as they engage with the Spanish language in its fullness, that is, as it is written, spoken, and heard.

If a student doesn't develop a healthy routine to study Spanish every day since the beginning of the school year, it will be difficult to develop the skills described previously.

STUDENT EVALUATION: ASSIGNMENTS, TYPES & WEIGHTS

The teacher will communicate with students regarding assignment feedback and grading through the free online grading system, Canvas. The teacher will provide students with more detailed information and access to the *Spanish 3* course page.

Students' grades will have the following weight (out of 100):

1. Class Participation: 10
2. Homework assignments: 30
3. Regular Quizzing: 20
4. Regular Testing: 40

The incremental nature of the assessments is in place to ensure that students are continually reviewing previous material.

Typically Speaking:

- magna cum laude is the grade range of 94% or above.
- cum laude is the grade range of 85-93%
- satis is the grade range of 75-84%
- non satis is any grade lower than a 75%

This reflects the student's mastery and ability to move on to the next level.

Students and their parents will receive quarterly feedback from their teachers in the form of a quarterly update.

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



Caridad Legere was born and raised in Guatemala City. After earning a bachelor's degree in Business Administration, Caridad worked in different industries in her native country. In 2005 she married and moved to Arizona. She taught Spanish for seven years at a Christian school in the Valley of the Sun area, and she has been a tutor at Scholé Academy for two years now. Her passion for Classical education began when she and her husband started homeschooling their daughter, looking for a higher education that would aloud their daughter to search for the truth, goodness, and beauty, through a Christian Worldview. During the past eleven years, they have used several of the CAP materials and her daughter has been student of Latin at Scholé Academy for three years. Caridad genuinely enjoys sharing her culture with her students and introducing them to the Spanish language, which is so rich and vital since we live in a time where there are so many opportunities to use it every day. Caridad, her husband, and daughter live in Glendale, Arizona. They share their home with a dog, five cats, and more than fifteen fish. There is never a boring moment at their house. When she is not teaching her daughter, or teaching Spanish, she can be found driving her daughter to choir, theater, AHG, or hiking on one of the many trails Arizona has to explore all year round. Also, they enjoy camping, visiting interesting places in Arizona, traveling to Guatemala to visit family, and reading books aloud.

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.