



SCHOLÉ ACADEMY
CLASSICAL ACADEMIC PRESS

MS Conversational Spanish

A Yearlong Spanish Course

Class Times: Monday & Wednesday, 12:30 PM-1:45 PM ET

Instructor: Mrs. Annice Hoffman

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Eligible Students:

Grades: This intermediate-level course is designed for students who have completed Spanish for Children B or an equivalent introductory course. The course is geared toward 6th–8th graders; 9th graders are welcome.

Course Description:

One of the best ways to learn about a culture—its values, fears, and traditions—is by reading its stories. MS Conversational Spanish is designed to expand the intermediate Spanish-student’s knowledge of the language by increasing vocabulary and honing adeptness with grammatical forms, while simultaneously rooting in the student an intuitive appreciation of hispanic culture.

By the end of this course, the successful student will be familiar with 16 hispanic fables, will be able to fluently read intermediate-level Spanish prose, and will be able to use intermediate-level Spanish grammar in spontaneous conversations and in skit creation and performance. After lots of hard work at the preliminary level, this is the *restful* experience with Spanish that allows you to enjoy the fruit of your toil.

This course will run in a 3-year cycle, rotating through stories from Mexico, stories from Spain, and stories from Latin America.

This year we will be reading “**Stories from Spain/ Historias de España**”.

As much as possible, this course will take place in Spanish.

MS Conversational Spanish Course Map:

Fall Semester:

First Quarter

Literature: Four short stories selected from this year’s text.

Grammar: The students will review: the present tense, ser vs. estar, noun-adjective agreement

Performance: The students will produce: a skit, conversation, or other demonstration of mastery

Second Quarter

Literature: Four short stories selected from this year’s text.

Grammar: The students will review: the preterite tense, the imperfect tense, direct-object pronouns

Performance: The students will produce: a skit, conversation, or other demonstration of mastery

Spring Semester:

Third Quarter

Literature: Four short stories selected from this year’s text.

Grammar: The students will review: past participles, informal commands

Performance: The students will produce: a skit, conversation, or other demonstration of mastery

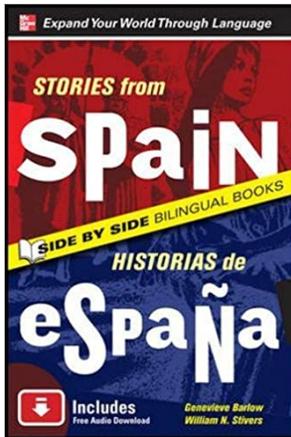
Fourth Quarter

Literature: Four short stories selected from this year’s text.

Grammar: The students will review: reflexive verbs, formal commands

Performance: The students will produce: a skit, conversation, or other demonstration of mastery

Required Course Texts:



The course text is *Stories from Spain/Historias de España (3rd Edition)*, which is available from Amazon:

https://www.amazon.com/-/es/gp/product/0071702660/ref=ox_sc_act_image_1?smid=A1SEZ1X8R7XDBP&psc=1

Student Expectations: Executive Function Skills

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

- 1. An Engaged Student:** One who is willing to step into the arena of class discussion, asks questions, and supply answers. During class, students should be actively engaged as the teacher employs various interactive methods such as class repetition and recitation. Participation in these activities is central to class time and promotes a lively, delightful environment. Students should be active listeners during class time. They should be thoughtfully engaged with both each other and the teacher. All children should be viewing the class via Zoom on their computers and should not be browsing the internet. Students should approach class time as an opportunity to grow in fellowship as the class journeys together to obtain knowledge.

- 2. Attention to Detail & Preparedness:** One who is consistently prepared with all assignments complete at the start of every class session, has submission requirements fulfilled before each session, has confirmed technology is working prior to the start of class, is responsible to determine how to proceed after an absence, is responsible for consulting the course syllabus and adjusting as the class proceeds, etc. This student should also come mentally prepared – ready to focus on the material being presented. He should arrive to the Zoom meeting on time and if late should respectfully listen to try to understand where the class is in relation to the text and should wait patiently for the teacher and classmates to finish their current task, which is when the teacher will catch the student up. Students should try to develop the virtue of constancy by remaining focused and diligent and pushing away even “good” distractions that would inhibit learning and mastery.
- 3. Self-Monitoring:** A student in the 6th-8th grade range should continually develop self-monitoring skills. One who successfully self-monitors can evaluate his own performance. This student is able to see both his own strengths and weaknesses. A self-monitoring student is one who determines which problems he can work through on his own and where he needs peer, teacher, or parent support. Students should follow behavior guidelines appropriate to the age and study of this course. They should practice hand-raising, speaking when called upon, listening to others, and focusing solely on the task at hand.
- 4. Exhibit Responsibility:** One who is able to recognize when it is time to begin working and is able to do so without procrastination. This student is able to initiate tasks easily adjusting from the whole-class Zoom to a breakout room while still maintaining a scholarly attitude. During class time, students shall uphold the integrity of the period by showing technological responsibility. They will refrain from playing

computer games, viewing alternate screens, or otherwise engaging in distracting activities.

5. **Problem Solving:** One who is ready and willing to press through, even when he is unable to successfully solve the problem on the first try. Mastering Spanish involves perseverance and looking at each word individually and in context to decode word use, sentence structure, and accurately translate word meaning.
6. **Employ Critiques:** one who receives feedback to submissions and is sure to apply that feedback to future assignments rather than repeating mistakes. This student also gleans information from the live class critiques of fellow students and notes mistakes to avoid by learning others. Students should have an attitude of humility when receiving critiques. They should view class as an opportunity to grow and to develop their God-given talents. Students should be happy for the successes of their peers, even if the gifts and capacities of their classmates surpass their own.

Student Expectations in Action:

The long-term, ultimate goal for the student will be to master the Spanish language through imitation, so that they can engage with the Spanish-speaking world. To achieve this goal, students will develop the virtues of love, both of learning and of the Spanish language, humility, as they humbly accept instruction, recognize their own strengths and weaknesses, and rejoice when others succeed, patience, with themselves and fellow classmates, constancy, through remaining focused and diligent in the face of distraction, and perseverance, or being willing to do what must be done in order to achieve mastery. Students will be expected to:

- Be respectful of others during class time. This involves speaking when called upon, listening attentively, participating actively in the class discussion and practices, and focusing on the

discussion. Conversely, it does not include speaking out of turn, distracting others, or bringing unrelated material to the conversation.

- Strive for mastery of each concept. The activities and practices serve to promote understanding and enjoyment of the study of Spanish. Students should apply their best effort in all work involved with the class. Should students encounter difficulty with their work, they should endeavor to understand and strive to complete the work, however inaccurately it may be. Putting forth effort exemplifies integrity in learning and fosters solid study habits as well as a mind inclined towards perseverance.
- 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.
- Complete and upload all assignments by the due date into the appropriate Canvas assignment.

Student Evaluation: Mastery Portrait

Students who pay careful attention in class, participate, and complete practice exercises will achieve mastery of materials.

Cum Laude: At the completion of this course *cum laude* students will:

1. Comprehend, pronounce, and speak intermediate-level Spanish accurately
2. Be familiar with hispanic fables and be able to talk about them in Spanish
3. Exhibit accuracy in intermediate Spanish grammar.

Satis: “sufficient”; the student is completing homework, attending class, understanding things with a few gaps, perhaps a forgotten homework assignment here and there.

Non Satis: “not sufficient”; the student has significant gaps, homework is not turned in, missing class often, failing to participate in class.

Magna Cum Laude: “with great praise”; the student goes above and beyond what is expected, consistently exhibiting mastery of material, demonstrating love, humility, patience, constancy, and perseverance in work and interactions with others. This mark is rarely achieved.

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 their work to the appropriate Canvas assignment page (access granted after enrollment is secured).

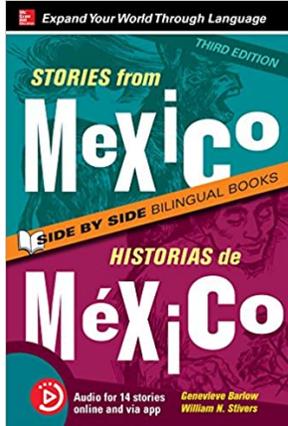
About the Instructor:

Annice Hoffman holds a BA in Anthropology from Penn State University. As a young adult, curiosity and a desire to find her neighbor in the wider world led her to spend one summer abroad in Mexico City and another with missionary friends of the family in Paraguay. Following university, she spent a year teaching English at a

Christian school in the Dominican Republic, where her Spanish blossomed. After further adventures as an au pair in England and English teacher in Prague, Annice made her way back to Pennsylvania, where she met her future husband. When their first child came, she transitioned from teacher to stay-at-home-mom and, eventually, to homeschool mom. A chance event introduced Annice to the work of Classical Academic Press--and the meaning of Home Education began to clarify; as Classical educators, we were not essentially fleeing *from* mainstream culture (her move to home schooling had first come as an instinct to protect), but rather racing *toward* Goodness, Truth, and Beauty.

Annice lives in Erie, Pennsylvania with her husband and three children. Her hobbies are reading, walking, learning languages, and watching her kids grow.

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Cycle 1 Text: Stories From Mexico/ Historias de México.