



SCHOLÉ ACADEMY
CLASSICAL ACADEMIC PRESS

Spanish for Children B

Yearlong Course 2022-2023

Class Times:	Monday & Wednesday, 11:00 AM-12:15 PM EST
Instructor:	Mrs. Annice Hoffman
E-mail:	a.hoffman.scholeacademy@gmail.com

Eligible Students:

Grades: This course is designed for students who have completed Spanish for Children A or an equivalent introductory course. The course is geared toward 5th–6th graders; 7th and 8th graders are welcome.

Note: The combination of *Spanish for Children A* and *Spanish for Children B* is equivalent to *Spanish 1*, and prepares students to enter *MS Conversational Spanish* or *Spanish 2*.

Summary of Expectations:

- Students are expected to spend at least 5-10 minutes every day reviewing vocabulary.
- Students are expected to complete and submit an online vocabulary quiz every-other-week.
- Students are expected to be class on time and ready to participate.
- Students are expected to complete a weekly “Repaso”, a short online worksheet, reviewing grammar concepts.

- Students are expected to keep up with assignments and due dates using our online learning platform.

Spanish for Children B Course Map:

Fall Semester:

Spanish for Children B
Chapter 1 – Chapter 16

- Present Tense Verb Endings;
- Prepositions and Pronouns;
- "Hay", Infinitives, Time;
- Imperfect endings;
- Participles;

Spring Semester:

Spanish for Children B
Chapter 17 – Chapter 32

- Comparatives & Superlatives;
- Demonstrative Adjectives;
- Passive Voice;
- Reflexives;
- Commands;

Office Hours: In addition to scheduled class times, I am available to you for questions via email or we can meet over Zoom. During these "Office Hours" students may raise questions, seek assistance, or review class material.

Required Course Texts:



The course text is *Spanish for Children Primer B (Student Edition)*, which is available from Classical Academic Press (www.ClassicalAcademicPress.com)

Spanish for Children B Course Description:

Spanish for Children B is designed to expand the student's knowledge of Spanish by increasing vocabulary and honing adeptness with grammatical forms. By the end of this course, the successful student will be a "functional beginner" in the Spanish language and will be prepared to enter MS Conversational Spanish or Spanish 2 (see age requirements).

Student Expectations: Executive Function Skills

Students enrolling in Scholé Academy's Spanish for Children B 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:** This student is willing to step into the arena of class discussion, ask 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:** The student has studied the vocabulary and is prepared at the start of every class 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. 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 5th-6th 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:** A responsible student 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.
- 6. Employ Critiques:** The student who receives feedback 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 from 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 Evaluation: Grading

While pursuing Spanish for Children B through Scholé Academy will be “restful”, 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, but the following grades will be assigned to your student’s level of achievement at the end of the school year: *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 be the *magna cum laude* students. Students who do adequate but not praiseworthy work be designated *satis*. *Non satis* means lacking sufficiency or adequacy.

*Traditional letter grades can be readily accessed by parents or students from the Spanish for Children B Canvas page (“notas”).

Student Evaluation: Mastery Portrait

Students who pay careful attention in class and make a practice of chanting forms and studying vocabulary on a regular basis, and complete practice exercises will achieve mastery of materials.

- At the completion of this course *cum laude* students will be able to translate 250 vocabulary words Spanish-to-English and English-to-Spanish. They will be able to demonstrate their mastery of the vocabulary on written quizzes and in oral examination.
- Additionally, they will have attained the skills necessary to render verbs forms in the present, past and future tenses, and to correctly use prepositions, articles, and pronouns.
- Finally, Students completing Spanish for Children B should increase their appreciation of the scope of language and of the power of repetition and memorization in pursuing the goal of fluency.

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.

Student Evaluation: Assignments, Types & Weights

I will communicate with students regarding assignment feedback and grading through the free online grading system, Canvas.

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.

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 *Spanish for Children B* Canvas assignment page (access granted after enrollment is secured). This will involve the ability to take a screen shot of their work and upload it to the appropriate assignment.

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.