



SCHOLÉ ACADEMY  
CLASSICAL ACADEMIC PRESS

## **Spanish for Children A**

### **Yearlong Course**

**Class Times:** Tuesday, Thursday, and Friday, 10:30-11:15 AM ET  
**Instructor:** Mrs. Annice Hoffman  
**E-mail:** a.hoffman.scholeacademy@gmail.com

### **Eligible Students:**

**Grades:** Grades 4-5; welcome 6<sup>th</sup>

This course is designed as an introductory Spanish course; no prior Spanish instruction is required or expected.

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

### **Summary of Expectations:**

This course is geared toward 4<sup>th</sup>–5<sup>th</sup> graders. Students should be developmentally prepared to engage in a 4<sup>th</sup> to 5<sup>th</sup>-grade corporate learning environment as well as the online classroom dynamic. Students should be comfortable reading fluently and writing independently. It is recommended (though not required) that students have a preliminary understanding of English grammar; this entails knowing how to recognize the following parts of speech: noun, pronoun, verb, adjective. Students should arrive to class on time and be ready to participate. Students should be prepared to review vocabulary every

day outside of class time. They should also be willing and able to complete online weekly grammar reviews and online biweekly vocabulary quizzes outside of class time.

## **Spanish for Children A Course Map:**

### **Fall Semester: Spanish for Children Primer A Chapter 1 – Chapter 19**

Present Tense Verb Endings;  
Gender and Number;  
Adjective Agreement;  
Possessive Adjectives;  
Irregular Verb Forms;  
Ser vs. Estar;  
Interrogative sentences

### **Spring Semester: Spanish for Children Primer A Chapter 20 – Chapter 37**

Using “tener”;  
Direct Object Pronouns and Indirect Object Pronouns;  
The Verb Gustar;  
Past;  
Por vs. Para;  
Future;  
Acabar de + infinitive

**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 Text:**



The course text is *Spanish for Children Primer A (Student Edition)*, which is available from Classical Academic Press ([www.ClassicalAcademicPress.com](http://www.ClassicalAcademicPress.com)).

## **Spanish for Children A Course Description:**

Spanish for Children A is designed to introduce Lower to Middle level students to the Spanish language, including grammar, vocabulary, and culture. It is the first step on the path to fluency. For the Classical learner, it is also an opportunity to see how one strand of Latin has developed and changed since antiquity, and to let Latin's most robust grandchild be your gateway to understanding the fascinating worlds of over 450 million Spanish-speakers in 23 modern countries.

## **Student Expectations: Executive Function Skills:**

Students enrolling in Scholé Academy's Spanish for Children A 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 4th-5th 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 at the lower school level begin to 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. The Spanish for Children A student 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.
- **Study vocabulary daily.** Each week the teacher will model fluent recitation, accurate pronunciation, and provide practice designed to help the students grow as competent Spanish speakers.
- **Complete all assignments by the due date.**

### **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 and future tenses, and to correctly use prepositions and pronouns.
- Finally, Students completing Spanish for Children A should have an 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: 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 biweekly vocabulary quizzes by taking a screenshot and uploading it to the *Spanish for Children A* 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.