



Classic Children's Literature VI

Yearlong Course 2023-2024

ELIGIBLE STUDENTS:

Grades 5-6, 7th graders welcome

COURSE BASICS AT A GLANCE:

Class Dates: Begins Tuesday, September 5, 2023 and runs through Thursday, May 23, 2024.

Class Times: Tuesdays and Thursdays, 2:00-3:15pmEST

Office Hours: By appointment-contact me

Instructor: Catherine Wise

Email: cwise.scholeacademy@gmail.com

OBSERVED SCHOLÉ ACADEMY HOLIDAYS (NO CLASSES)

- Monday, September 4, 2023 (Labor Day)
- Monday, November 20 – Friday, November 24, 2023 (Thanksgiving)
- Monday, December 15, 2023 – Friday, January 8, 2024 (Christmas and New Year's)
- Monday, February 19 – Friday, February 23, 2024 (winter break)
- Monday, March 25 – Friday, March 29, 2024 (Holy Week/Easter)

No other holidays between September 6, 2022 and May 26, 2023 are observed

REQUIRED COURSE TEXTS

- *Johnny Tremain* by Esther Forbes
- *At the Back of the North Wind* by George MacDonald
- *The Silver Chair* by C.S. Lewis
- *The Hobbit* by J.R.R. Tolkien
- *Where the Red Fern Grows* by Wilson Rawls
- *Little Women* by Louisa May Alcott
- Various fairy tales from *Grimm's Fairy Tales* (provided by the teacher)

REQUIRED MATERIALS

- 8.5" x 11" spiral-bound sketchbook
- Colored pencils
- Notebook with lined paper (spiral bound or three-ring binder)

COURSE MAP

	Quarter 1 Sept 5-Oct 27	Quarter 2 Oct 30-Jan 19	Quarter 3 Jan 22-Mar 22	Quarter 4 Mar 25-May 24
Virtue	Review of the four cardinal virtues	Faith	Hope	Charity
Book List	<ul style="list-style-type: none">• <i>Johnny Tremain</i>• <i>Grimm's Fairy Tales</i>	<ul style="list-style-type: none">• <i>At the Back of the North Wind</i>• <i>The Silver Chair</i>	<ul style="list-style-type: none">• <i>The Hobbit</i>	<ul style="list-style-type: none">• <i>Where the Red Fern Grows</i>• <i>Little Women</i>
Poetry Recitation	"O Sapientia" by Malcolm Guite	"The Quality of Mercy," by William Shakespeare	"Crossing the Bar," Alfred Lord Tennyson	"Leave Me, O Love," by Sir Philip Sidney

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 three theological virtues: faith, hope, and charity. 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.

IMPORTANT SKILLS & BEHAVIORS NEEDED FOR SUCCESS IN THIS COURSE

- Students should be able to read fluently at a middle school level (aloud and quietly) and answer lower and higher order thinking questions.
- Students should be able to independently write complete sentences and compose short essays.
- Students should have skills needed in discussion – perseverance, patience, and the willingness to think deeply.

- Children should be able to log in to Canvas to review homework assignments and upload completed work. If a student is not able to navigate Canvas independently, a parent or guardian should be willing to assist that student with homework assignments and other course materials obtained through this platform.

STUDENT EXPECTATIONS: EXECUTIVE FUNCTION SKILLS

Students enrolling in Scholé Academy's Classic Children's Literature VI will be expected to show development of Executive Function throughout the year. Executive Functioning is the brain's work of planning, prioritizing, controlling impulses, recollecting, etc. These four areas of execution are important in this class, and ultimately, in the student's life.

1. Respectful and Compassionate Engagement: An engaged student is one who is willing to step humbly into the arena of class discussion, to ask questions, to supply answers, and to generate the internal dialogue necessary to determine how the discussion is relevant to himself. This student should be gracious in conversation with peers and with the instructor even as differing ideas or opinions are presented. Students should actively participate in the Zoom classroom and remain focused and diligent, resisting distractions that would inhibit learning and mastery.

2. Responsibility & Preparedness: A responsible student consistently adheres to deadlines and submission requirements, applying organizational techniques that increase success. Students should come to class prepared and on time, having done any necessary reading or writing ahead of time and ready to focus on the material being presented. Homework should be submitted before class begins.

3. Task Initiation: This student recognizes the time to begin working and is able to do so without procrastination. A student who takes initiative easily adjusts from a Zoom classroom to a breakout room while maintaining a scholarly attitude. This student is willing to attempt new skills and assignments and will ask any necessary questions in able to discern how to begin, and will work with perseverance to complete tasks.

4. Employing Feedback: These students are ones who receive feedback about their work and incorporate that feedback into future assignments. These students also glean information from the live class feedback of fellow students, thus learning from others. 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 contributions and successes of their peers.

STUDENT EXPECTATIONS: CLASS PARTICIPATION

“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. . .

- **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.
- **Participate.** There will be lots 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 will take notes and participate in exercises 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.

Outside of class time. . .

- **Complete all course assignments and homework to the best of his ability.** If there are extenuating circumstances that prevent a student from completing homework prior to class, the student must contact the instructor prior to class time to ask for an extension.
- **Upload homework to the appropriate Canvas Assignment folder each week.** Students must submit their work by scanning their homework pages and uploading it into the Canvas assignment window.
- **Check Canvas frequently** for updates, homework assignments, and important documents.

STUDENT EVALUATION: GRADING

While striking a “restful” posture of learning, I also recognize the need to provide grades for students. It’s a delicate balance to achieve both restful learning and excellent academic performance. Earning a specific grade should not overshadow true love and virtue of execution in this discipline. It is my hope that students grow to love the material and learning in this course for its own sake, relishing the chance to discover, enjoy, and interact.

However, I will assign the following grade to your student’s level of achievement at the end of the year:

- *magna cum laude* (with great praise) or MCL
- *cum laude* (with praise) or CL
- *satis* (sufficient, satisfactory) or S
- *non satis* (not sufficient) or NS

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 will be designated *satis*. *Non satis* means lacking sufficiency or adequacy.

Student’s grades will be comprised of the following:

Class Participation 25%

- Active and attentive listening
- Preparedness and timely attendance
- Participation in class discussions and group work

Formative Assessments (Homework) 45%

- Narrations
- Commonplace journal
- Reflective responses

Summative Assessments 30%

- End-of-book reflections
- Recitations
- Vocabulary Quizzes

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

STUDENT EVALUATION: MASTERY PORTRAIT

- By the end of the first semester, cum laude students will understand and be able to explain how the four cardinal virtues are displayed in *Johnny Tremain*, and how faith is displayed in *At the Back of the North Wind* and *The Silver Chair*.
- By the end of the second semester, cum laude students will understand and be able to explain how the virtue of hope is displayed in *The Hobbit* and how the virtue of charity is displayed in *Where the Red Fern Grows* and *Little Women*.
- Cum laude students will reflect thoughtfully on each book in their end-of-book reflection.
- Cum laude students will be able to define and give text-based as well as personal examples of the virtues studied in this course. They will be able to demonstrate this understanding in reflective essays.
- Cum laude students will be able to answer both lower and higher order thinking questions from the text in order to engage in thoughtful conversation.
- Cum laude students will memorize and recite a poem per quarter (for a total of four poetry recitations) with ease and appropriate emotion.
- Cum laude students will have faithfully practiced the skills necessary to read aloud with fluency. Students will show attention to volume, pace, and inflection when speaking. Similarly, 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 and discernment when responding to virtues and vices, and to 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 good writing and speaking to deliver and celebrate truth.

ACADEMIC DISHONESTY

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.

Plagiarism is a serious and punishable offense. Proper citation of all sources is essential to the academic endeavor. Remember to cite any source if the information is not common knowledge or is an opinion obtained through any source. A plagiarized assignment will result in a failing grade. Students should consult the MLA Style Guide for specific direction on obtaining, quoting and paraphrasing sources.

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 and whiteboard capabilities, in addition to shared screen texts, diagrams, video and other media for display and analysis. We will not utilize the chat function of this technology.

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 documents by scanning and uploading them to their personal computer, then attaching those files as .pdfs to the Classic Children’s Literature Canvas assignment page. The Canvas access code to Classic Children’s Literature will be provided in your Orientation Packet.

ABOUT THE INSTRUCTOR



Catherine “Cat” Wise has loved to read since before she started school. Raised in a military family, she attended public school in Italy and then was homeschooled before obtaining a BA in elementary education with a Spanish minor at the University of Mary Hardin Baylor in Texas and becoming a bilingual kindergarten teacher. When her oldest child was a toddler, Cat discovered classical education and fell in love with the idea of cultivating wisdom and virtue through great books, fascinating histories, and the beauty of language. Cat has been classically homeschooling her three children for eight years and is honored to learn alongside them of the Creator and His magnificent works. She wholeheartedly believes engaging with stories is one of the best ways to foster virtue and wisdom, so she’s excited to join the instructors at Scholé Academy and share her love of literature and language with others.

Cat’s family recently moved back from the mission field, where Cat and her husband provided pastoral care to church planters in the middle east. They now live in East Tennessee and love experiencing all four seasons after several years in the desert! Cat’s favorite pastimes usually involve books, but when she is not reading, she loves baking yummy desserts and working jigsaw puzzles.