



SCHOLÉ ACADEMY
CLASSICAL ACADEMIC PRESS

Spanish 1: Immersion

2020-21

Tuesdays and Thursdays 2PM-3:15PM (Eastern Time)

Señora Sarah Foose

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Office Hours on Zoom: 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 am here for you!

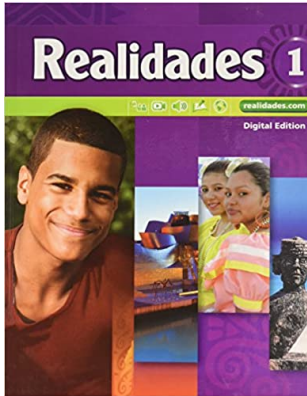
Course Description:

An introduction to the Spanish language including beginning/deepening of the student's grasp of Spanish vocabulary, grammar, and general Hispanic culture. 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 only in Spanish for the majority of the course.** We will look for a maximum of 25% English spoken, and only when absolutely necessary for explaining difficult grammar or student questions. While English is not forbidden, striving for immersion (or at least a healthy mixture of the two—"Spanglish"!) 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.

We seek mastery of Spanish: oral fluency and auditory understanding of other speakers (both based on solid grammatical structures), confident writing and orthography, as well as cultural fluency and appropriateness.

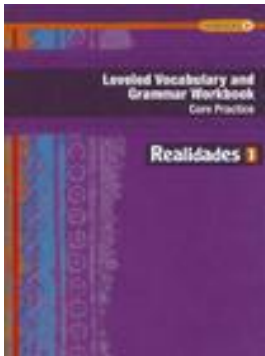
*Students should note that the instructor will regularly speak in Spanish, read aloud in Spanish, and playback recordings of other speakers of Spanish. There will be times when a student might not understand every word spoken, but we will strive to improve our listening skills and identify with travelers and immigrants who face the humility of language learning daily. *Humility, patience, and courage* will serve you well in your language learning adventure!*

Required Textbook and Materials:



1. *Realidades 1* (2014 Version only, Purple with young man in red shirt on cover) ISBN-10: 0133199657, ISBN-13: 978-0133199659, can be purchased from Amazon used or anywhere else you can find it, including Savvas/Pearson Hall. Used textbooks are a great idea--please don't spend more than you have to.

Please note that this textbook is called the "Digital Edition", which means it has coordinating exercises online. It is still a paper textbook and is not an e-book.



2. *Realidades 1 Leveled Vocabulary and Grammar Workbook: Core Practice* (Purple with stripes, 2014 edition only) ISBN: 9780133225716

*I could *not* find the correct edition of this workbook from Amazon. The purple workbook they sell is the 2011 version and **is not correct**. Please search for this specific ISBN number above and purchase wherever you can find it. The links below are for some sites I found that carry it. I have no affiliation to them. Please let me know if you cannot find what you need.

[Link to purchase from Savvas/Pearson Hall](#) or

[Link to purchase from Books on First](#)

3. Spanish-English Bible NVI-NIV
(<https://www.amazon.com/NVI-NIV-Biblia-Bilingue-Spanish-English/dp/0829732195>) ISBN-10: 1563207087, ISBN-13: 978-1563207082
4. Spanish-English Dictionary: (Larousse or University of Chicago are adequate. Webster's makes a thin paperback student edition for \$3.95 that contains most words needed, though is not exhaustive) or WordReference.com, a free app and website that is a comprehensive dictionary, thesaurus, pronunciation guide, and conjugation tool.
5. Vocabulary flash card materials:

- Blank flash cards of your choice (Start with 200-500 and see if we need more):
Basic 3x5 (or 5x7 cards cut in half vertically), depending on how big or small your handwriting is. Most cards only need to fit one word but some will have phrases or entire six-part verb conjugation charts. Any card stock or thick paper you have on hand will work. We have at least 10 (often 20 or more) new vocabulary terms each week, so if you can buy in bulk or get creative about recycling paper from around your house, I recommend it! The paper just needs to be thick enough to hide the answer on the back side of the card.
- Rubber band or box (or hole punch and large metal ring) to hold cards together

Notebook, pens, pencils, and highlighters (most of our notes will go directly in our consumable textbook, but more detailed notes from lessons and extra vocabulary will need a small notebook or consistent use of the notes pages at the end of the textbook)

Optional Textbooks and Supporting Resources from Classical Academic Press:

Spanish for Children Chant CD (these will be available for free in MP3 format on our Schoology site)

Spanish for Children Instructional DVD

Song School Spanish CD (and book if desired, but not necessary for our study)

Spanish Amigo Match Flash Card Game (patterned after Song School Spanish, but still useful and ready-made)

Other recommended resources (this list may grow—ask me for updates!):

Books—local library Foreign/Spanish Language collections, especially bilingual and early learning books (such as board books, translations of familiar English picture books, and later easy readers)

Music—Steve Green in Spanish for children and adults (available on iTunes and YouTube, especially “Hide ‘Em In Your Heart” in Spanish)

Devotions—RezandoVoy Niños (beautiful Jesuit liturgy out of Spain and generally affiliated with the English podcasts/app entitled Pray As You Go. These readers speak very quickly and this is challenging but useful for general listening to other accents even if not completely understood at this level)

Week-long holiday breaks:

Thanksgiving Break: Monday November 23-Friday November 27, 2020

Christmas and New Year holidays: Monday December 21, 2020-Friday, January 8, 2021

Winter break: Monday February 22-Friday February 26, 2021

Easter break: Monday March 29-Friday April 2, 2021

(Orthodox families are excused from Scholé Academy classes during the SRS Pascha break April 26-May 3, though we will still hold regular class sessions at that time.)

**The above classes will be provided by me or occasionally by a substitute teacher. In the event that I cannot find a substitute teacher and must cancel a class (e.g. due to illness or family emergency), then I will record and post a make-up session, provide independent study work plans for students to complete during the missed class period, or offer the class at an alternate time.*

Student Behavior and Responsibilities:

Attendance: In line with the Scholé Student-Parent Handbook, attendance in class is required as much as possible. We understand that an occasional illness or family scheduling conflict is unavoidable, so up to 5 absences per year are allowed per student. Please let the instructor know at least a day in advance (if possible) via email if your student must miss class. All classes are recorded and, even though it is not the same as being an interactive part of class, I will make the recording available to you to catch up on what you missed.

Classroom Behavior:

Students are expected to arrive on time, pay attention, actively participate in class, take notes, respect the instructor and each other, and have an attitude of expectation and eagerness to learn. I am eager to teach you and will practice these same principles in my conduct also!

Assignments and Homework:

Homework in the form of reading, writing, speaking, and making flashcards will be assigned daily. Most days homework will consist of one worksheet, often from the text book. There will occasionally be other listening activities, short sentence or paragraph writing, or real-life application projects.

- Students should make flashcards for each new vocabulary term and “*canto*” from each chapter, and
- review these daily (out loud if possible).

This means even on days when we do not meet for class, you will be practicing flash cards, chanting our “*canto*” (chant) and memory page, and looking for ways to apply your Spanish vocabulary in real life.

The goal of Spanish homework is for students to deepen their knowledge and skills, not be crushed by it. A general guideline is for the average student to expect to spend 30 minutes per class per day, plus 5-10 minutes each morning and/or evening practicing with flash cards. This may be distributed in the form of no work one night and an hour of work the next. Students should plan to complete their specific assignments fairly soon after our class is over while the material is fresh.

Quizzes and Oral/Listening Mastery Tests

This year we will have a quiz (prueba) at the end of each lesson and a test (*examen*). This will usually be either the quiz from the test packet or emailed from the instructor. Taking this quiz will be part of homework for that day. Usually we will not take quizzes together in class since our time is limited, but tests will sometimes be taken together in class.

Please use a testing environment for taking these quizzes and tests, making sure that the student has a quiet place to work with no distractions, notes, or dictionaries and for no more than 30 minutes. Parents may help explain tricky instructions but should be careful not to give their student answers. It is unfair for me to assign grades if some students did not really do their own work.





I know that if the quiz is in the book, it may be tempting to look back to the previous pages. If there is a worksheet exposed on the page facing the quiz, that cannot be helped and a student should not feel guilty for seeing their own homework. However, they should certainly not flip back to look at the memory page. Please provide accountability for your student to make sure they are supported in maintaining academic integrity.

Oral and Listening Mastery Tests: These will take many forms and may include oral testing or listening/dictation/spelling quizzes as well. We will usually do some form of mastery testing every few lessons, and especially at the end of each 5-chapter unit review.

Grading

Class Participation	35%
HW	30%
Written/Oral Quizzes and Mastery Tests	35%

Our grading scale will be according to the Scholé Academy guidelines in the handbook. Please let me know if you require a transcript or other report using numerical grades.

			
<i>Non Satis</i> (not satisfactory)	<i>Satis</i> (satisfactory)	<i>Cum Laude</i> (with praise)	<i>Magna Cum Laude</i> (with great praise)
Student work that is lacking sufficiency or adequacy is designated <i>non satis</i> , and the student is asked to revise and rework the assignment before proceeding.	Student work that is adequate but not praiseworthy is designated <i>satis</i> .	Student work that is praiseworthy is designated <i>cum laude</i> .	Student work that excels beyond expectations is designated <i>magna cum laude</i> .

Submitting Assignments:

I will usually request that you submit your child's homework to me electronically on Schoology. Since your students are writing directly in their textbooks, you will need to email me a scan of their work. There are two ways to do so, described below. Whichever option you use, if Schoology is not working and you must email me, **please include your student's first and last name, class name, and the name of the assignment in the subject line** of your email and your student's name in the filename of the scan (if at all possible).

1) Scan to your computer.

Many printers are also scanners. You are welcome to scan your child's work to your computer and send it to me via email. Please check to ensure that the scan is readable before sending. If you are able, please select the option to scan in black and white.

2) Scan with an app on your smart phone or iPad.

There are now a variety of apps that enable you to scan and send right from your smart phone. I recommend using Genius Scan, a free app that captures a photo of the document, increases readability, and converts it into a PDF. The app makes it easy to send the scan as an attachment to an email. In some cases, scanning with an app produces better quality scans than scanning using a printer's scanner.

ABOUT THE INSTRUCTOR:

Sarah Foose is looking forward to her fifth year of teaching online with Scholé Academy! This year she is teaching Well-Ordered Language 4, a variety of Middle School and Upper School Spanish courses, and the newest course in the Well-Ordered Language series (Level 4). She has been working in the field of language and intercultural communication (including immigrant advocacy and public health) for the last fifteen years. She spent four of those years teaching in a local classical Christian K-12 school.

Sarah is passionate about her subjects—she loves finding the right Spanish verb or using parts of speech to unlock the more abstract mysteries of language that allow us to connect with other people on a deeper level. Her goal is to bring her students to a place of confidence, skill, and joy in communicating. Yes, even you can learn to be a Spanish speaker or English wordsmith!

When not teaching, Mrs. Foose can be found running outdoors in central Pennsylvania, cooking with her two young daughters who pretend to be ninjas and circus performers, reading CS Lewis and Roald Dahl aloud with her family, fishing with her husband Jeremy, and learning new languages.