



SCHOLÉ ACADEMY  
CLASSICAL ACADEMIC PRESS

## *Well-Ordered Language 2*

Yearlong Course 2020-2021

### **ELIGIBLE STUDENTS:**

Incoming 5<sup>th</sup> and 6<sup>th</sup> grade students

Please Note: Level 2A will be completed in the first semester and Level 2B in the second semester.

**Class Dates:** Begins Wednesday, September 8, 2020 & runs through Friday, May 28, 2021.

**Class Times:** Tuesdays, Thursdays, & Fridays: 9:15am-10:15m (EST)

**Office Hours:** Saturdays from 11am-1pm (EST)

**Instructor:** Kara Lobley

**E-mail:** klobley.scholeacademy@gmail.com

*\*Please note the above dates and times are the anticipated class sessions for this course. However, all dates are subject to change as the instructor's circumstances might dictate (e.g. illness, family emergency). Any classes canceled by the instructor will be made up at an alternate time designated by the instructor.*

### **OBSERVED SCHOLÉ ACADEMY HOLIDAYS (NO CLASSES)**

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- ☐ **MONDAY, SEPTEMBER 7, 2020 (LABOR DAY)**
- ☐ **MONDAY, NOVEMBER 23 – FRIDAY, NOVEMBER 27, 2020 (THANKSGIVING)**
- ☐ **MONDAY, DECEMBER 21, 2020 – FRIDAY, JANUARY 8, 2021 (CHRISTMAS AND NEW YEAR'S)**
- ☐ **MONDAY, FEBRUARY 22 – FRIDAY, FEBRUARY 26, 2021 (WINTER BREAK)**
- ☐ **MONDAY, MARCH 29 – FRIDAY, APRIL 2, 2021 (HOLY WEEK/EASTER)**

**No other holidays between September 8, 2020 and May 28, 2020 are observed.**

### **WELL ORDERED LANGUAGE 2 COURSE MAP:**

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#### **QUARTER 1 (Level 2A)**

Chapter 1: Four Kinds of Sentences and Principal Elements  
Chapter 2: Adverbs  
Chapter 3: Adjectives  
Chapter 4: Predicate Verbs and Direct Objects

#### **QUARTER 2 (Level 2A)**

Chapter 5: Predicate Nominatives  
Chapter 6: Predicate Adjectives  
Chapter 7: Predicate Review  
Chapter 8: Possessive Nouns  
**Semester Exam**

#### **QUARTER 3 (Level 2B)**

Chapter 1: Prepositional Phrases  
Chapter 2: Compound Elements  
Chapter 3: Subject Pronouns  
Chapter 4: Object Pronouns

#### **QUARTER 4 (Level 2B)**

Chapter 5: Possessive Pronouns  
Chapter 6: Interrogative Pronouns  
Chapter 7: Compound Sentences  
Chapter 8: Relative Pronouns and Relative Clauses  
**Semester Exam**

## **REQUIRED COURSE TEXTS:**

*Well-Ordered Language Level 2A* (Student Edition)

*Well-Ordered Language Level 2B* (Student Edition)

## **COURSE DESCRIPTION:**

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This course will help students increase mastery of concepts introduced in *Well-Ordered Language* Level 1, beginning with sentence types and working through phrases, clauses and diagramming. Each section investigates a specific grammatical concept and provides examples and exercises to discuss and enjoy. Additionally, each chapter includes instruction on mechanics and grammar of writing: proper punctuation, correct word usage and common mistakes to avoid.

An important aspect of this course is analyzing sentences, which students regularly practice together and independently. This exercise helps students break sentences into parts and determine the importance and role of each element in the sentence.

This course includes beautiful poetry and exemplary literature to encourage and model excellence in writing. Students will regularly engage in discussion over select pieces and share their own writing with one another. In this way, they synthesize the grammatical mechanics they're mastering with their growing virtues and ideas. The two components together help young writers express their thoughts coherently and properly, according to classic English grammar.

Grammar refers not only to how language works but also to the Classical idea that every study possesses certain "grammar" or building blocks. Mastering the grammar of the English language will enable students to powerfully and clearly communicate ideas as well as deeply appreciate beauty in superb literary examples. Such mastery begins with *Well-Ordered Language*.

## **STUDENT EXPECTATIONS: EXECUTIVE FUNCTION SKILLS**

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Students enrolled in *Well-Ordered Language* should expect to learn new concepts and practice them during and outside of class time. They shall analyze sentences by following patterns, study principal elements of English, and craft various forms of poetry. They will engage in discussion, demonstrate an eager spirit for learning, and grow in speaking and writing skills. For best success in this course, students should:

### **1. Complete all assignments prior to class.**

Students should be prepared with all assignments complete at the start of every class session. If a student doesn't understand the concept assigned, she shall demonstrate adequate effort in striving for comprehension.

### **2. Participate in each class.**

Students should actively engage as the teacher employs various interactive methods such as class repetition, choral analysis, and recitation. Participation in these activities is central to class time and promotes a lively, delightful environment.

### **3. Possess Self-Control**

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. They should honor their classmates by allowing others to

speak and respecting their contributions to the learning process.

#### **4. Aim for independence in at-home work.**

Students should strive to complete the assignments using the guidance provided in class and in the text. In times of uncertainty, they will practice resourcefulness in either asking a parent for help or contacting the instructor. This promotes healthy confidence and discipline in academic study.

#### **5. Exhibit responsibility using the virtual classroom.**

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. A basic knowledge of Zoom and the virtual classroom is necessary, though the teacher will assist as needed.

### **STUDENT EXPECTATIONS IN ACTION**

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Students enrolled in *Well-Ordered Language* Level 2 will be expected to:

1. Be respectful of others during class time. This involves speaking when called upon, participating in the class activities, and focusing on the discussion. Conversely, it does not include speaking out of turn, distracting others, or bringing unrelated material to the conversation.
2. Complete each assignment by the due date. The teacher will be available to assist students who struggle with the homework.
3. Strive for mastery of each concept. The activities and practices serve to promote understanding and enjoyment of the principal elements of English. Students should apply their best effort in all work involved with the class. Should students encounter difficulty with the 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 toward perseverance.

Assignments due should be uploaded by the requested date, though not all assignments will be collected. Photographs of work will not be accepted as they are very difficult to read.

### **STUDENT EVALUATION: GRADING**

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Studying the structure and principles of the English language is rewarding in many ways and will serve those who persevere in it. Students who complete this course will have gained appreciation for the order and structure of language, which in turn equips them to utilize it in effective ways. Further, students are enriched as they interact with delightful, nourishing literary works and produce individual expressions of Truth, Goodness and Beauty.

Students will not be measured against a traditional grading scale with letters and numbers. Instead, I will assess the student as a whole, including participation, attitude, behavior, growth, virtue, and understanding. I will assign the following broad categories to your student's level of achievement according to Scholé Academy's grading policy: *magna cum laude* (with great praise), *cum laude* (with praise), *satis* (sufficient, satisfactory), and *non satis* (not sufficient).

Ideally, every 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; students who receive *non satis* will need to do additional work to achieve understanding and be able to move on to subsequent levels of English Grammar. The hope is that this system of grading will aid both the student and the instructor in assessing an individual pupil's journey toward mastery, and that the emphasis will be on loving and knowing the subject rather than chasing a particular number or grade.

In conjunction with the grading scale outlined above, narrative evaluations of student performance in the classroom will be sent quarterly to keep parents abreast of their students' level of growth and achievement. These narrative evaluations are the core of the student assessment process.

### **STUDENT EVALUATION: MASTERY PORTRAIT**

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At the completion of this course *cum laude* students will have mastered the following:

- Students will be able to recognize and explain the structure of a sentence by analyzing its parts. They will employ analytical skills with confidence and ease, and they will demonstrate understanding of circumstances wherein grammatical components change.
- They will build elegant and meaningful sentences and identify structurally sound writing. They will write with correct punctuation and grammar.
- They will be able diagram sentences and explain patterns and structures throughout the process.
- Students who strive for mastery in the principles of English grammar will appreciate the orderly nature of language. They will have a strong foothold in foundational elements of writing and will be prepared to continue their English language study.

### **STUDENT EVALUATION: ASSIGNMENTS, TYPES & WEIGHTS**

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I will communicate with students regarding assignment feedback and grading through the free online grading system, Schoology. I will also provide students with more detailed information and access to the Well-Ordered Language course page.

Student assessment will include the following:

1. Weekly assignments from the *Well-Ordered Language* text, writing practice and recitation
2. Occasional quizzes and 2 semester tests
3. Class participation including attitude toward learning, completeness of assignments, timeliness of submitted work, respect for the subject matter, and adherence to the standards outlined in the Student-Parent Handbook regarding the virtual classroom.

### **STUDENT EVALUATION: ACADEMIC DISHONESTY**

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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.

Additionally, plagiarism is a serious and punishable offense. A plagiarized assignment will result in a failing grade

### **THE VIRTUAL CLASSROOM:**

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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 documents by scanning and uploading them to their personal computer, **then attaching those files as .pdfs**. They will submit their work to the *Well-Ordered Language 2* Schoology assignment page (access granted after enrollment is secured).

### **ABOUT THE INSTRUCTOR:**

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**Kara Lobley**, a homeschool alumna, began her journey into classical education as a freshman attending and eventually earning a history BA from Patrick Henry College in Purcellville, VA. Although initially uncertain as to the usefulness of discovering “the good, the true, and the beautiful” in everything, she finally realized that classical education’s emphasis on weeding truth out of lies is imperative in living a Christlike life in a fallen world. Kara began her journey working with children as a high schooler working at children’s theater camps and at her church’s Vacation Bible schools, and later continued it by spending five years tutoring high schoolers in writing and a year in being a teaching assistant for preschoolers. She is excited to teach with Scholé Academy this year and looks forward to helping students discover “the good, the true, and the beautiful” in language and writing.