



## ***Well Ordered Language*** ***Year 4***

### **Levels 4A and 4B**

Yearlong 2021-22

Section 2: T/Th 2:00-3:15pm



#### **THE COURSE BASICS, AT A GLANCE:**

Orientation session (mandatory for student and one parent): Tuesday, August 31, 2020 from 2-3PM

(All times given are EST) The School Year: Tuesday, September 7th, 2021 through Friday, May 27th, 2022

**Class Times: Tuesdays and Thursdays from 2-3:15 PM EST**

Instructor: Mr. Gabriel Quinodoz

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#### ***SCHEDULE FOR WELL-ORDERED LANGUAGE 4:***

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##### **CLASS SESSIONS DATES:**

Classes will take place on **Tuesdays & Thursdays: 2:00 — 3:15PM (EST)** for 32 weeks and 64 classes on the following dates\*

**September (8):** 7, 9, 14, 16, 21, 23, 28, 30

**October (9):** 5, 7, 12, 14, 19, 21, 26, 28,

**November (7):** 2, 4, 9, 11, 16, 18, **[Thanksgiving Break]** 30,

**December (4):** 2, 7, 9, 14, 16 **[Christmas Break]**

**January (8):** **[Christmas Break]** 11, 13, 18, 20, 25, 27 **[End 1<sup>st</sup> Semester]**

**February (8):** 1, 3, 8, 10, **[Winter Break]** 22, 24

**March (6):** 1, 3, 8, 10, 15, 17, 22, 24, 29, 31

**April (9):** 5, 7, **[Western Holy Week]** **[Orthodox Pascha from 18-25th]** 19, 21, 26, 28

**May (5):** 3, 5, 10, 12, 17, 19, 24, 26 **[End 2<sup>nd</sup> Semester]**

*\*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.*

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

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### **QUARTER 1: Level 4A**

1. Principal Elements & Modifiers
2. Predicate Verbs, Predicate Nominatives, and Predicate Adjectives
3. Prepositional Phrases
4. Personal Pronouns

### **QUARTER 2: Level 4A**

1. Indirect Objects
2. Interrogative Pronouns & Interrogative Adverbs
3. Relative Clauses with Relative Pronouns and Relative Adverbs
4. Appositives

### **QUARTER 3: Level 4B**

1. Reflexive Pronouns & Intensive Pronouns
2. Adverbial Clauses & Phrases
3. Indefinite Pronouns
4. Participial Phrases

### **QUARTER 4: Level 4B**

1. Gerund Phrases
2. Infinitive Phrases
3. Verbal Phrase Review
4. Noun Clauses

**OFFICE HOURS:** Please email me at [gquinodoz.scholeacademy@gmail.com](mailto:gquinodoz.scholeacademy@gmail.com) to set up an appointment, or drop in to office hours between 10-11am on Friday mornings.

### **REQUIRED COURSE TEXTS:**

- [Well-Ordered Language Level 4A: The Curious Student's Guide to Grammar \(Student Edition\)](#)
- [Well-Ordered Language Level 4B: The Curious Student's Guide to Grammar \(Student Edition\)](#)



**\*Required texts are not included in the purchase of the course.**

### **OPTIONAL RESOURCES:**

(these will be available for free digitally this year through MyLibrary after the course is underway)

- Well-Ordered Language Level 4A & 4B Songs and Chants (see above note)

\*All required and optional resources are available through [www.ClassicalAcademicPress.com](http://www.ClassicalAcademicPress.com)

### ***WELL-ORDERED LANGUAGE 4 COURSE DESCRIPTION:***

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The *Well-Ordered Language Level 4* course is the fourth part in a 4-level series that demonstrates that grammar is an engaging study that appeals to students' natural curiosity about words and language. In Year 4, students will review and strengthen skills already learned in previous levels while also being introduced to several new concepts and their corresponding example texts. Students will also continue to develop their understanding of diagramming sentences, visualizing the grammatical relationships within increasingly complex sentences.

In this class, students will not merely be able to identify the parts of a sentence, but they will also understand how words behave in a sentence. As students see the components of language (the parts of speech) unfold before them throughout the *Well-Ordered Language* series, they will be able to apply their knowledge, gathering and arranging words to express their thoughts clearly and accurately.

This course can be taken as a stand-alone course, yet pairs particularly well with foreign language study and the Writing & Rhetoric series of materials and classes, also available through Classical Academic Press and Scholé Academy.

### **IMPORTANT SKILLS & BEHAVIORS NEEDED FOR SUCCESS IN THIS COURSE:**

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- Students should be able to identify and employ the following parts of speech in sentence diagramming: sensory linking verbs, indirect objects, interrogative pronouns, relative (adjectival) clauses, adverbial elements, adverbial clauses, reflexive pronouns, and verbals (this list is based on the skills taught in WOL Level 3; those more basic parts of speech taught in Levels 1 and 2 are also assumed to be skills held by WOL4 students). Students must be willing to chant and sing our lessons using the typical WOL choral analysis method begun in lower levels. Students must be able to write by hand legibly and understand basic English grammar rules(ex: recognize a noun, verb, adjective, subject, etc...). They should be confident in spelling, punctuation, and capitalization basics. They should be persevering as they begin on a long journey towards complete mastery of English grammar. Students should be motivated and inspired to persevere by the vision of mastery and wisdom laid before their eyes. They should be willing to take risks with our new skills to practice what they have learned with the group and individually.
- Students should be able to log-in to Schoology to review homework assignments and upload completed work. When necessary, students should be able to comment on topics and collaborate with classmates through Schoology. If a student is not able to navigate Schoology independently, a parent or guardian should be willing to assist that student with homework assignments and other course materials obtained through this platform.
- Students should be able to read and comprehend the text independently. They should be able to analyze new sentences from texts and to use textual evidence to

decipher the meaning of new vocabulary. During the 2nd Semester of this course, students will chant and diagram complex sentences in a group and individually on a regular basis.

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

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Students enrolling in Scholé Academy's Logic Program will be expected to show development of Executive Function Skills throughout the year. Executive Function Skills speaks 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.

Each teacher will invariably have his own set of requirements and skills he requires students to bring to their studies. *Generally* speaking, I believe there are seven such qualities that are necessary for my students in various subjects; and I believe they would be accepted as "good" by many other teachers as well.

**1. An Engaged Student:** One who is willing to step into the arena of class discussion, ask questions, supply answers, generate the internal dialogue necessary to determine if what's being discussed is important and necessary to himself.

**2. Note Taking:** A student who during and after being engaged with the class has been trained to note important and relevant content in an organized fashion (Cornell Notes would be a great option). His notes would then be consulted, independently, for application in assignments and assessments.

**3. Attention to Detail & Preparedness:** These students are ones who consistently adhere to deadlines, submission requirements, adhering to style guides and codes, confirm technology is working prior to the start of class, be responsible to determine how to proceed after an absence, be responsible for consulting their course syllabus and adjusting as the class proceeds, etc.

**4. Self-Monitoring:** Students who successfully self-monitor can evaluate their own performance. This is the action of perceiving both one's own strengths and weaknesses. These students determine which problems they can complete alone and which require peer, teacher, or parent support. A mature student will also take the initiative to schedule office hours with the teacher, if additional support is needed.

**5. Employ Critiques:** These students are ones who receive feedback to one of their submissions, and then are sure to apply that feedback to future assignments rather than repeating mistakes. These students also glean information from the live class critiques of fellow students and note mistakes to avoid by learning from others.

**6. Initiative/Maturity:** This student would hear the teacher comments and be able to assess whether or not the teacher was describing his work, and then take the initiative

to schedule office hours with his teacher if necessary. This student recognizes the time to begin working and is able to do so without procrastination, and can initiate tasks easily, adjusting from a Zoom classroom to a breakout room while still maintaining a scholarly attitude. Concurrently, students should work toward mastering typing. (Typing is required in *year 3*.)

**7. Problem Solving:** A student with well-developed problem-solving skills is willing to persevere, even when he is unable to successfully overcome a challenge on the first try. Good writing involves the problem-solving skills of perseverance; looking at a story from a new perspective; finding an additional source or doing research; taking a rest to refresh the mind and body; or asking for help from a teacher, parent, or the Lord.

### **STUDENT EXPECTATIONS: CLASS PARTICIPATION AND HOMEWORK**

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Students will follow the sequence of study contained in Well-Ordered Language Year 4 Books A and B. The ultimate goal for the student will be to learn the art of writing through imitation. To achieve this goal, students will need to read fluently, listen carefully, examine models for imitation, and take progressive steps toward their goals. Therefore, student work and assessments will be completed in the text, using some on-line tools and assignments, through regular classroom participation, and through frequent writing assignments. During a live class session, the student is expected to do the following:

- Arrive to class on time and with all assigned homework complete. (I will take note of patterns when it comes to tardiness. I will overlook an occasional late entrance, if it is out of character for the student. I will be in contact with parents if tardiness is habitual—4 or more late arrivals in one month.)
- Listen attentively to the teacher and to classmates
- Participate actively in class discussions and practice portions. I will do my utmost to get to know your students and their personalities. I do not expect all students to show interest through extroversion; nonetheless, I will expect engagement and discussion when a student is called upon for an answer or placed in a breakout session with other students for a small-group exercise.
- Exercise judgment and polite habits in the zoom classroom. Students should raise hands to speak, pause 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, a student is expected to do the following:**

- Complete all course assignments and homework to the best of his ability. (A student who has not submitted his homework to the appropriate Schoology assignment prior to the start of class will not be well-prepared to complete the in-class

practice and homework that follows. This will often result in a snowballing amount of homework that serves only to discourage an elementary student.) If there are extenuating circumstances that prevent a student from completing homework prior to class, a parent must contact the instructor prior to class time to ask for an extension.

- Upload homework to the appropriate Schoology Assignment folder prior to the start of class each day. Students must submit their work by scanning their homework pages and uploading it into the Schoology assignment window. Photographs of completed assignments will not be accepted, as they are nearly impossible to read.

### STUDENT EVALUATION: GRADING

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While striking a “restful” posture of learning in Well-Ordered Language Year 4 through Scholé Academy, we also recognize the need to provide grades for students. It’s a delicate balance to achieve both restful learning and excellent academic performance. Well-Ordered Language and its connection to our speech, thought, and writing is invaluable. I will be assessing students with numerical grades throughout the year to give a basic idea of progress through the course. More important than numbers, though, is mastery of our discipline. In that sense, then, attaining mastery in Well-Ordered Language 4 is its own reward.

Nonetheless, I will assign the following grades to your student’s level of achievement:

- *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.

### MASTERY PORTRAIT

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Students in this class are learning to take on the responsibility of their educations. It’s imperative, then, that this course not only provide the academic components necessary to achieve mastery of the content of the class (knowledge) and skills associated with analytical thought, but also help engage the student in development of moral virtues. These three aspects of the course would comprise the “learning target”.

- By the end of the first semester, a *cum laude* student learns how to identify principal elements and modifiers, predicate verbs, predicate nominatives, predicate adjectives, prepositional phrases, personal pronouns, indirect objects, interrogative pronouns and interrogative adverbs, relative clauses with relative pronouns

and relative adverbs, and appositives. He will additionally be able to diagram these elements.

- By the end of the year, Well-Ordered Language Year 4 students will be able to identify and diagram reflexive pronouns and intensive pronouns, adverbial clauses and phrases, indefinite pronouns, participial phrases, gerund phrases, and infinitive phrases.
- Additionally, students will read noteworthy and beautiful works of poetry and literature. A *cum laude* student will recognize not only the well-ordered language that acts as a vessel for the meaning of these works of art; he will also delight in the poetic beauty of the whole, and will begin to recognize how grammar choices help to develop the unique voice of each writer or poet.
- 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 when responding to virtues and vices, 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 well-ordered language to deliver and celebrate truth. Please also visit the student virtues section in the student-parent handbook for a lovely and thorough discussion of love, humility, patience, constancy, perseverance, and temperance/studiousness, pertaining to the life of a student.

### **ASSIGNMENTS, TYPES & WEIGHTS**

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Mr. Quinodoz will communicate with students regarding assignment feedback and grading through the free online grading system, Schoology. The instructor will provide students access to the Well-Ordered Language Year 4 course page, and will give more detailed information as needed at orientation, before the start of the course.

Student's grades will be comprised of the following:

#### **Class Participation (35%)**

1. Active Listening
2. Group Work in reading texts and Choral Analysis of sentences



3. Participation in Class Discussions
4. Preparedness
5. Staying on Task and Following Along with the Text
6. Timely Attendance
7. Putting Forth One's Best Effort
8. Presentations, where applicable
9. Attitude and Approach Towards the Class and its Members

#### Homework (40%)

1. Homework Response Questions
2. Memorizing quotations, poems, etc where applicable...
3. Timeliness when turning in assignments
4. Neatness
5. Putting forth one's best effort
6. Formal Assessments, such as vocabulary quizzes
7. Participation in Discussion Forums online as applicable

#### Written Chapter Quizzes and Semester Tests (25%)

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%.

### **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. 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**

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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 to an email. They will submit their work to the *Well-Ordered Language Year 4* Schoology assignment page. The schoology access code to Well-Ordered Language Year 4 will be provided in your Orientation Packet (to be sent out via email in mid to late August).

### **ABOUT THE INSTRUCTOR:**

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Gabe graduated from Eastern University in December of 2019 with a B.A. in History. After graduation he worked as an Assistant Teacher at Main Line Classical Academy in Bryn Mawr, PA. He is currently a student in the Masters of Arts in Teaching in Classical Education at Eastern University, and is very excited to put the wonderful knowledge and skills he is learning to use in teaching the students of Scholé Academy. As a teacher at St. Philip’s Orthodox Church Sunday School, and at their Summer Camp, and having been an R.A. & T.A for the high school students in the Summer Scholars program at Eastern University, Gabe loves and is experienced with teaching students of all ages. He is very thankful to be a part of Scholé Academy. Gabe enjoys going to church, spending time with his friends and siblings, walking, hiking, reading good stories and trying to write them.

