



Well-Ordered Language 2

Yearlong Course 2022-2023

ELIGIBLE STUDENTS:

Incoming 5th and 6th grade students

Class Dates: Begins Tuesday, September 6, 2022; running through Friday, May 26, 2023.

Class Times: **WOL 2.1: Mondays, Tuesdays, & Thursdays: 2:15pm-3:15pm EST**

WOL 2.3: Tuesdays, Wednesdays, & Fridays: 9:15am-10:15am EST

Office Hours: By appointment

Instructor: Kara Loblely

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)

- ☐ **MONDAY, SEPTEMBER 5, 2022 (LABOR DAY)**
- ☐ **MONDAY, NOVEMBER 21 – FRIDAY, NOVEMBER 25, 2022 (THANKSGIVING)**
- ☐ **MONDAY, DECEMBER 19, 2022 – FRIDAY, JANUARY 6, 2023 (CHRISTMAS AND NEW YEAR'S)**
- ☐ **MONDAY, FEBRUARY 20—FRIDAY FEBRUARY 24, 2023 (WINTER BREAK)**
- ☐ **MONDAY, APRIL 3– FRIDAY, APRIL 7, 2023 (HOLY WEEK/EASTER)**

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

WELL ORDERED LANGUAGE 2 COURSE MAP:

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

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

REQUIRED COURSE TEXTS:

Well-Ordered Language Level 2A (Student Edition)

Well-Ordered Language Level 2B (Student Edition)

COURSE DESCRIPTION:

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, learn basic terms of poetry, and occasionally imitate the literature examples. 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

Students in *Well-Ordered Language 2* will be expected to develop the 3 Rs, Reverence, Respect, and Responsibility, in all their class actions and preparations throughout the year.

Reverence: The class operates from a love for and obedience to God and His word. Students are expected to live according to biblical behavioral standards, and encouraged to enjoy the exploration of His creation, specifically language.

Respect: The class operates from the understanding that everyone is precious in God's sight and is worthy of respect. Students are expected to show respect in class through engagement in discussions and activities, kindness and encouragement towards classmates, and by applying teacher's feedback to the next assignments.

Responsibility: The class operates from the understanding that a healthy sense of self-respect generates responsibility. Students are expected to show responsibility by timeliness in class attendance and assignment submission, putting forth their best efforts in class and on assignments, and by seeking help when they don't understand.

STUDENT EVALUATION: GRADING

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.

Please note: *Photographs (.jpg, .jpeg, .png, etc.) of completed assignments will not be accepted as they are incredibly difficult to read.* Please submit homework as a pdf or as a Word document. Documents must be scanned "right side up" and not sideways.

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

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

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, group collaboration, and occasional presentations.
2. Chapter quizzes.
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

Students will often take 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:

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 right side up .pdfs*. They will submit their work to the *Well-Ordered Language 2* Schoology assignment page (access granted after enrollment is secured).

ABOUT THE INSTRUCTOR:

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.