

Well-Ordered Language Level 3

Yearlong Course 2022-2023



Instructor: Mrs. Nancy Dayton

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Section 1: Tuesday, Thursday; 12:30-1:45 pm Eastern

Section 2: Tuesday, Thursday; 2:00-3:15 pm Eastern

Section 3: Tuesday, Thursday; 3:30-4:45 pm Eastern

WELL-ORDERED LANGUAGE LEVEL 3 CLASS DATES

Classes meet for 60 – 75 minutes, twice a week for 32 weeks on the following dates:

September: 6, 8, 13, 15, 20, 22, 27, 29

October: 4, 6, 11, 13, 18, 20, 25, 27 [end of Quarter 1]

November: 1, 3, 8, 10, 15, 17 [Thanksgiving], 29

December: 1, 6, 8, 13, 15 [Christmas]

January: [New Year's], 10, 12, 17, 19 [end of Quarter 2], 24, 26, 31

February: 2, 7, 9, 14, 16 [Winter Break], 28

March: 2, 7, 9, 14, 16, 21, 23 [end of Quarter 3], 28, 30

April: [Easter holiday], 11, 13, 18, 20, 25, 27

May: 2, 4, 9, 11, 16, 18, 23, 25 [end of Quarter 4]

In the event the instructor needs to miss a scheduled class due to personal circumstances such as illness or emergency, one of the following options will be provided: a qualified substitute instructor will facilitate the class at the regular time, the instructor will provide class at an alternate time of her choosing, or a recorded instructional video will be made available.

OFFICE HOURS

Your teacher is available outside of scheduled class times should you need additional assistance with the material. Please send an email request to your instructor noting the concept you would like to review. Your teacher will do her best to respond to your request within 24-48 hours.

COURSE DESCRIPTION and ELIGIBLE STUDENTS

Well-Ordered Language Level 3 is the third part in a four-level series that presents grammar in a clear, orderly way, while simultaneously seeking to cultivate a child's wonder of language with instruction in the context of narrative and language, attractive illustrations, and samples taken from classic children's literature and poetry. The carefully crafted pedagogy of this series helps students learn the mechanics of grammar while they also see the power of language unfolding before them as they learn to gather and arrange words to express their thoughts clearly and accurately.

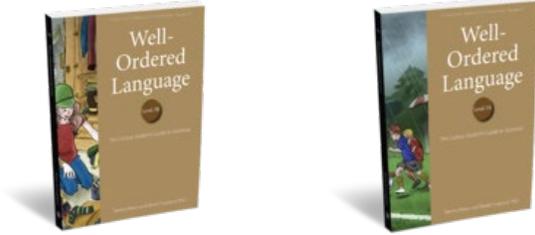
In this course, students will move beyond identification and begin understanding how words behave in a sentence. As students see the components of language (the parts of speech) unfold before them throughout the *Well-Ordered Language* series, they will be able to apply their knowledge, gathering and arranging words to express their thoughts clearly and accurately. In the first semester, students will be introduced to sensory linking verbs, indirect objects, interrogative pronouns, and relative (adjectival) clauses. In the second semester, students will review and strengthen skills already learned in previous levels while also being introduced to adverbial elements, adverbial clauses, reflexive pronouns, and verbals.

Eligible students will meet the following criteria:

- Students have mastered the concepts presented in *Well-Ordered Language Level 2* are well prepared for the content of *Well Ordered Language Level 3*.
 - Four kinds of sentences (declarative, interrogatory, imperative, exclamatory) and principal elements
 - Compound sentences vs. compound elements
 - Prepositions and prepositional phrases
 - Pronouns: Subject, object, possessive, and interrogative
 - Relative pronouns and relative clauses
- Additionally, students should be able to diagram a sentence, a process of visualizing grammatical relationships within sentences. We will practice the particularities of the Reed and Kellogg format of diagramming together, and students should be prepared to conform their own diagrams to this model.
- Students must be able to read with fluency and write sentences legibly by hand. Students should be motivated and inspired to persevere with help from the vision of clear, effective communication presented to them in great works of literature. They should be willing to ask questions and explore the beauty of well-ordered language.
- Finally, students should be developmentally prepared to engage in a 6th- to 7th-grade corporate learning environment in an online classroom. Students should be able to login to Schoology to obtain and upload assignments, review information such as updates, instructor comments on submitted work, and grades. When necessary, students should be able to comment on and collaborate with classmates through Schoology. Students new to Schoology may not be able to navigate Schoology independently at the beginning of the course; and thus, a parent or guardian should be willing to assist that student with submitting homework assignments and viewing course materials until they achieve independence.

REQUIRED TEXTS AND MATERIALS

- *Well-Ordered Language Level 3A* Student Edition
- *Well-Ordered Language Level 3B* Student Edition



- Commonplace Book (a bound composition book or journal for notes and drawings)
- A notebook with lined paper **or** a section of a binder with loose leaf paper for class notes.
- The instructor will sometimes adapt and augment the curriculum to best meet the learning objectives of the course. Students should be prepared to print PDF files provided on the Schoology course page.
- The Songs and Chants related to this course will be made available to enrolled students in the *My Library* section of the family's Classical Academic Press account page.

COURSE MAP

Quarter 1—Level 3A

1. Four Kinds of Sentences, Principal Elements, Adjectives & Adverbs
2. Predicate Verbs, Predicate Nominatives & Predicate Adjectives
3. Prepositional Phrases
4. Personal Pronouns

Quarter 2—Level 3A

1. Sensory Linking Verbs
2. Indirect Objects
3. Interrogative Pronouns
4. Relative (Adjectival Clauses)

Quarter 3—Level 3B

1. Adverbial Elements
2. Adverbial Clauses
3. Reflexive Pronouns
4. Verbals—Participles

Quarter 4—Level 3B

1. Verbals—Gerunds
2. Verbals—Infinitives
3. Verbals—Review of Types
4. Types of Sentences: Simple, Compound, Complex, and Compound-Complex

STUDENT EXPECTATIONS: EXECUTIVE FUNCTION SKILLS

Students enrolling in Scholé Academy's *Well-Ordered Language Level 3* course will be expected to show developed Executive Function Skills throughout the year and be working to master them. Executive Function Skills speak 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.

1. **An Engaged Student:** One who is willing to step into the arena of class discussion, asks questions, and supply answers. During class, students should be actively engaged as the teacher employs various interactive methods such as class repetition and recitation. Participation in these activities is central to class time and promotes a lively, delightful environment. Students should be active listeners during class time. They should be thoughtfully engaged with both each other and the teacher. All children should be viewing the class via Zoom on their computers and should not be browsing the internet. Students should approach class time as an opportunity to grow in fellowship as the class journeys together to obtain knowledge.
2. **Attention to Detail & Preparedness:** One who is consistently prepared with all assignments complete at the start of every class session, has submission requirements fulfilled before each session, has confirmed technology is working prior to the start of class, is responsible to determine how to proceed after an absence, is responsible for consulting the course syllabus and adjusting as the class proceeds, etc. This student should also come mentally prepared – ready to focus on the material being presented. He should arrive to the Zoom meeting on time and if late, should respectfully listen to try to understand where the class is in relation to the text and should wait patiently for the teacher and classmates to finish their current task, which is when the teacher will catch the student up. Homework should be uploaded to Schoology before class begins. Students should try to develop the virtue of constancy by remaining focused and diligent and pushing away even “good” distractions that would inhibit learning and mastery.
3. **Self-Monitoring:** A student in the 6th-7th grade range should have developed self-monitoring skills and be working to master them. One who successfully self-monitors can evaluate his own performance. This student is able to see both his own strengths and weaknesses. A self-monitoring student is one who determines which problems he can work through on his own and where he needs peer, teacher, or parent support. 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.
4. **Exhibit Responsibility:** One who is able to recognize when it is time to begin working and is able to do so without procrastination. This student is able to initiate tasks easily adjusting from the whole-class Zoom to a breakout room while still maintaining a scholarly attitude. 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.
5. **Problem Solving:** One who is ready and willing to press through, even when he is unable to successfully solve the problem on the first attempt. Mastering grammar involves perseverance and looking at each word individually and in context to decode word use, part of speech, and sentence structure.
6. **Employ Critiques:** one who receives feedback to submissions and is sure to apply that feedback to future assignments rather than repeating mistakes. This student also gleans information from the live class critiques of fellow students and notes mistakes to avoid by learning others. Students should have an attitude of humility when receiving critiques. They should view class as an opportunity to grow and to develop their God-given talents. Students should be happy for the successes of their peers, even if the gifts and capacities of their classmates surpass their own.

STUDENT EXPECTATIONS IN ACTION

The long-term, ultimate goal for the student will be to master English grammar in order to winsomely express oneself both orally and in writing. At Scholé Academy, we recognize that education is more than the acquisition of information. Ultimately we regard education as a means to know, love, and serve God. We encourage students to engage in their studies with both rigor and humility, accepting instruction, recognizing their own strengths and weaknesses, and rejoicing when others succeed. Students should strive for patience, with themselves and fellow classmates; constancy, through remaining focused and diligent in the face of distraction; and perseverance, or being willing to do what must be done in order to achieve mastery. Teachers strive to model these characteristics. The *Well-Ordered Language Level 3* student will be expected to:

- Be respectful of others during class time. This involves speaking when called upon, listening attentively, participating actively in the class discussion and practices, and focusing on the discussion. Conversely, it does not include speaking out of turn, distracting others, or bringing unrelated material to the conversation.
- Strive for mastery of each concept. The activities and practices serve to promote understanding and enjoyment of the study of grammar. Students should apply their best effort in all work involved with the class. Should students encounter difficulty with their 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 towards perseverance.
- Arrive to class on time and with all assigned material completed. The instructor will facilitate learning for the student, but the responsibility for staying up-to-date with classwork and assignments ultimately falls to the student. **Students who have not completed their assignments by the start of class will be excused to a breakout room to complete their work and will be welcomed back when the class finishes discussing the assignment. This will count as a tardy.**
- Avail themselves of all the resources and materials related to our class, i.e., texts, Schoology, class time, and office hours when needed.
- Complete all assignments to the best of his ability and upload all assignments by the due date/time into the appropriate Schoology assignment folder prior to the start of class. Students will submit their work by scanning their homework pages and uploading it into the Schoology assignment window. All work posted to Schoology is to be scanned and uploaded unless otherwise noted. Assignments submitted by email will not be accepted. Photographs of completed assignments will not be accepted as they are incredibly difficult to read and grade. Submissions that are not scanned right side up or are not entirely legible will be noted and given one opportunity to be submitted correctly.

STUDENT EVALUATION: GRADING

While pursuing *Well-Ordered Language Level 3* through Scholé Academy will be restful, we also recognize the need to provide grades to students. Earning a specific grade should not overshadow achievement goals for mastery of this discipline. The study of grammar is an important discipline in classical education and learning to own the concepts introduced in this class will be a necessary and significant component of future success in higher-level classical education. Understanding grammar is foundational to understanding English and foreign languages and being able to express oneself well orally and in writing. In that sense then, attaining a mastery of these grammar concepts is its own reward.

Students will not be measured against a traditional grading scale with letters and numbers. Instead, instructors will assess the student as a whole, including participation, attitude, behavior, growth, virtue, and understanding. Teachers 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”; the student goes above and beyond what is expected, consistently exhibiting mastery of material, demonstrating love, humility, patience, constancy, and perseverance in work and interactions with others. This mark is rarely achieved.
- **Cum Laude:** “with praise”; the student has been following directions, doing homework, participating cheerfully, and clearly working hard as the weeks progress. This is work to be proud of. The student works toward mastery of self and the material presented. Ideally, every student working diligently should do praiseworthy work (cum laude).
- **Satis:** “sufficient”; the student is completing homework, attending class, understanding things with a few gaps, perhaps a forgotten homework assignment here and there. Students who do adequate but not praiseworthy work will be designated satis.
- **Non Satis:** “not sufficient”; the student has significant gaps, homework is not turned in, missing class often, failing to participate in class. Students who receive *non satis* grades will need to do additional work to achieve understanding and be able to move on to subsequent levels of grammar study.

Student work and assessments will be completed in the text, occasional online tools, and additional PDFs and will include classroom participation and frequent practice assignments. Any additional assignments not included in the required textbooks will be posted on Schoology with ample time before the start of class and should be printed in preparation for the student's participation in class.

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

STUDENT EVALUATION: MASTERY PORTRAIT

Students who are prepared to take this class are typically early adolescents. Students of this age are becoming young adults, increasingly taking on the responsibility of their education. It is 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, to also help engage students in **development of moral virtues**. These three aspects of the course would comprise the “learning target.”

At the completion of this course, a cum laude student will be able to identify the four kinds of sentences and the four types of sentences; principal elements; predicate nominatives or predicate adjectives; adjectives and adjectival clauses; adverbs and adverbial elements of clauses; pronouns that are personal, interrogative, relative, or reflexive; prepositional phrases; sensory linking verbs; indirect objects; and verbals—whether participles, gerunds, or infinitives. He will additionally be able to diagram these elements.

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 also be guided in development of the virtues of Wisdom, Goodness, and Truthfulness. Students will be encouraged to use well-ordered language to deliver and celebrate truth. Please also consult the student virtues section in the student-parent hand- book for a lovely and thorough discussion of love, humility, patience, constancy, perseverance, and temperance/studiousness pertaining to the life of a student.

ACADEMIC DISHONESTY:

Students will often complete assessments 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.

TYPES of ASSIGNMENTS

Homework (45% of overall grade)

Homework will be assigned regularly, at almost every class session, and must be completed by the set due date (usually the next class meeting). Students are expected to legibly hand-write their homework assignments in their best writing with a pen or a dark pencil. In addition to pages from the workbook assigned for homework, students will memorize quotations and poems on a regular basis, and make entries in their commonplace books. Students will be expected to regularly review concepts and assignments throughout the week. This memory work is an essential foundation for understanding grammar. Most homework will be graded for completion on a four-point scale that corresponds to Scholé Academy's qualitative standards explained above: Magna Cum Laude, Cum Laude, Satis, Non Satis. Students are responsible to correct their work as needed during class time reviews.

Assessments (30% of overall grade)

The teacher will assess students with a test approximately every two weeks that will cover recent material. Specific instructions for how to study for and take these tests will be communicated to students in advance. The teacher will also give students smaller assessments (brief quizzes and workbook pages graded objectively for accuracy) with or without notice, both in class and assigned to be completed at home.

Participation (25% of overall grade)

Students will be expected to actively engage with their peers during class time, demonstrating preparedness, diligence, timeliness, and a positive attitude and approach to their studies. Students will receive points each day based on their timeliness, completion of work, participation in discussion and proper Zoom etiquette, and attitude towards the teacher and their peers.

Uploading Work

Students will submit homework assignments by scanning and uploading them to their computer, then submitting the files to the proper assignment on the *Well-Ordered Language Level 3* Schoology page. Access will be granted to this page once enrollment is finalized. If students submit the incorrect homework or the homework they upload is improperly oriented or difficult to read, they will be asked to resubmit the assignment. **Photographs (including both .png and .jpeg files) of student work will not be accepted, as they are difficult to read.**

Late Work

An important goal of this course is developing study skills, one of which is keeping track of and respecting deadlines for assignments. Students will be allowed to submit up to three late assignments each quarter. Late assignments may be submitted within one week of its due date for full credit; after one week no credit will be awarded. Unused "late passes" will not roll over to the next quarter. Parents may always contact the instructor to discuss extenuating circumstances.

Absences

The following is taken from the *Student-Parent Handbook*:

Our classes are live and highly interactive, with students regularly interacting with their instructor and peers and participating in class discussion. **Students are expected to attend classes with their videos turned on and to function as a full participant in each class, contributing to the class dynamic and success of the entire cohort.** There are, of course, circumstances, both planned and unplanned, in which students must miss a class. In such circumstances, we provide students with a recording of the live class session so that they may view the session they missed. Whenever possible, we ask that students alert their instructor of their absence before missing class.

While recordings of live sessions are a helpful tool for occasional absences, they are not a sufficient replacement for class participation in the long term. **We allow a maximum of 6 absences for yearlong courses that meet 2 times per week.**

THE VIRTUAL CLASSROOM

We will be using the free online “virtual classroom” software provided by Zoom, one of the leading companies that provide 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.

Please note: While this syllabus addresses details specific to this course, it is not extensive. Parents should also read the Student-Parent Handbook located on scholeacademy.com and be familiar with the ideas, policies, and procedures outlined.

ABOUT THE INSTRUCTOR

Nancy Dayton comes to Scholé Academy with more than 26 years of teaching experience in a variety of public school and homeschool settings. She earned a B.S. from Pennsylvania State University and holds a teaching credential in the state of California. Nancy taught English for ten years in public schools in Northern California. Upon having children, she and her husband decided to educate them at home. Her family embraced the ideals of classical education very early in their journey, and Nancy’s passion has been to promote and support classical education among the homeschool community. She enjoys partnering with parents to strengthen our learning and teaching skills. In May of 2022, Nancy is due to graduate from the CiRCE Institute’s Apprenticeship Program which focuses on concepts of classical education, writing, and certification as a Master Teacher. She strives to live the ideal of scholé—restful learning and teaching. In her spare time, Nancy cooks a wide variety of cuisines, especially Italian, Mexican, Moroccan, Chinese, and Indian. Her family dotes on their pets that include a German shepherd and a bunny. She loves living near the ocean on the beautiful Central Coast of California.