



Well-Ordered Language Level 4



Yearlong Course 2022-2023

Instructor: Mrs. Nancy Dayton

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Section 1: Monday, Wednesday; 11:00 am-12:15 pm Eastern

WELL-ORDERED LANGUAGE LEVEL 4 CLASS DATES

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

September: 7, 12, 14, 19, 21, 26, 28

October: 3, 5, 10, 12, 17, 19, 24, 26 [end of Quarter 1], 31

November: 2, 7, 9, 14, 16, [Thanksgiving Break], 28, 30

December: 5, 7, 12, 14, [Christmas Break]

January: [New Year's], 9, 11, 16, 18 [end of Quarter 2], 23, 25, 30

February: 1, 6, 8, 13, 15, [Winter Break], 27

March: 1, 6, 8, 13, 15, 20, 22 [end of Quarter 3], 27, 29

April: [Easter Break], 10, 12, 17, 19, 24, 26

May: 1, 3, 8, 10, 15, 17, 22, 24 [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, not including weekends.

COURSE DESCRIPTION and ELIGIBLE STUDENTS

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.

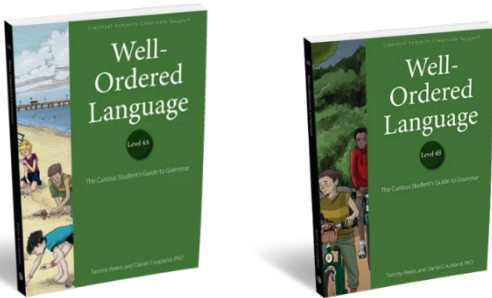
Eligible students will meet the following criteria:

- Students have mastered the concepts presented in 3 are well prepared for the content of *Well-Ordered Language Level 4*.
 - Sensory linking verbs
 - Indirect objects
 - Interrogative pronouns
 - Relative (adjectival clauses)
 - Adverbial elements and clauses
 - Reflexive pronouns
 - Verbals
 - All the more basic concepts from WOL 2, such as parts of speech and types of sentences
- Additionally, students should be able to diagram a sentence with the elements listed above, 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.
- Students should be able to read and comprehend the text independently. They should be able to analyze new sentences using textual evidence to decipher the meaning of new terms. Students will chant and diagram complex sentences in groups and individually.
- Finally, students should be developmentally prepared to engage in a 7th- to 8th-grade corporate learning environment in an online classroom. Students should be able to login to Canvas 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 Canvas. Students new to Canvas may not be able to navigate Canvas independently at the beginning of the course, and students vary in their ability to work independently. 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 4A: The Curious Student's Guide to Grammar \(StudentEdition\)](#)
- [Well-Ordered Language Level 4B: The Curious Student's Guide to Grammar \(StudentEdition\)](#)



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

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COURSE MAP

Quarter 1—Level 4A [September 6 – October 28, 2022]

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

Quarter 2—Level 4A [October 31 – January 20, 2023]

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

Quarter 3—Level 4B [January 23 – March 24, 2023]

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

Quarter 4—Level 4B [March 27 – May 27, 2023]

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

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STUDENT EXPECTATIONS: EXECUTIVE FUNCTION SKILLS

Students enrolling in Scholé Academy's *Well-Ordered Language Level 4* 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, 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.
- 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 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 4* 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, Canvas, 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 Canvas assignment folder prior to the start of class. Students will submit their work by scanning their homework pages and uploading it into the Canvas assignment window. All work posted to Canvas 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 4* 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 Canvas 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 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.”

- 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.

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*.

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.

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. Assessments administered at home must be proctored by a parent or guardian who will sign the assessment before it is submitted to indicate that the student followed proper testing procedures. Procedures may include guidance on use of time, resources, deadlines, and assistance.

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, 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 4* Canvas coursepage. 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 and the abilities to work in breakout rooms with other students and annotate so that the whole class can see and discuss a document.

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. It is important to note that **Chromebooks, iPads, and other tablets will limit a student’s ability to utilize some Zoom features.** Scholé Academy recommends the use of a desktop or laptop.

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 graduated from the CiRCE Institute’s Apprenticeship Program which focuses on concepts of classical education, reading, and writing. She is a CiRCE Certified 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.

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.