



SCHOLÉ ACADEMY
CLASSICAL ACADEMIC PRESS

Well-Ordered Language 1
Alison Grace Johansen
Yearlong 2023–2024

THE COURSE AT A GLANCE:

- **School Year:** Monday, September 4, 2023, running through Friday, May 24, 2024
- **Target Grade Levels:** Grades 4–5
- **Class Section 2:** Mondays, Wednesdays & Fridays from 10:30 – 11:30 a.m. (EST)
- **Instructor:** Alison Grace Johansen
- **E-mail:** ajohansen.scholeacademy@gmail.com
- **Office Hours:** By appointment (Please include time zone in your appointment request.)

CLASS SESSIONS DATES:

Our classes will begin the week of Monday, September 4, 2023; running through the week of Friday, May 24, 2024. We will meet three times a week for 32 weeks, except during the following holiday breaks:

- Monday, September 4, 2023 (Labor Day)
- Monday, November 20 – Friday, November 24, 2023 (Thanksgiving)
- Monday, December 22, 2023 – Friday, January 9, 2024 (Christmas)
- Monday, February 19 – Friday, February 23, 2024 (Winter break)
- Monday, April 1 – Friday, April 5, 2024 (Holy Week and Easter)

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

COURSE DESCRIPTION

This course is designed as an introductory grammar course; no prior grammar instruction is required. The course is geared toward rising fourth and fifth graders who should be comfortable reading fluently and writing legibly.

Students will be introduced to the foundations of English grammar in a systematic and engaging fashion. Beginning with parts of speech, students will voyage through the structure of sentences while exploring their component parts and functions. Each section investigates a specific grammatical concept and provides examples and exercises to discuss and enjoy. The practice of analyzing through diagramming sentences is introduced early in the course and helps to establish patterns that will serve as scaffolding during future language study.

This course is designed to foster students' love of the English language and help them see how well-ordered language plays an important role in creating passages of great beauty. The design of this course upholds elegant articulation and solid structure. Traditional methods of memorization and practice will reinforce concepts as students learn new ideas, rehearse definitions, analyze sentences, and sing songs!

The integration of poetry, chants and songs is especially delightful in its appeal to a child's natural wonder and joy in word play, rhythm and rhyme. Language is the tool that makes possible such poetic expressions. In addition to poetry and idioms, beautiful literature will engage the curious minds of the students, driving them toward a greater capacity to understand and enjoy language.

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 1*.

While providing practice through imitation, this course will model several important disciplines:

- a mindset that focuses on how grammar works
- learning a choral of sentences using mnemonic aids (songs, chants)
- written analysis of a sentence using a consistent marking system that identifies the function of and relationship between words in a sentence
- the construction of sentences in both writing and speaking
- how to strengthen working memory through the use of mnemonic aids (songs, chants)

COURSE MAP

QUARTER 1 (Level 1A)

Chapter 1: Four Kinds of Sentences
Chapter 2: Principal Elements, Part 1—
Subject and Predicate
Chapter 3: Principal Elements, Part 2—
Subject and Predicate Verb
Chapter 4: Adverbs

QUARTER 2 (Level 1A)

Chapter 5: Adjectives
Chapter 6: Direct Objects
Chapter 7: Subject Pronouns
Chapter 8: Interrogative Sentences

QUARTER 3 (Level 1B)

Chapter 1: Object Pronouns
Chapter 2: Pronoun Review
Chapter 3: Prepositional Phrases—
Adverbial
Chapter 4: Introductory Prepositional
Phrases

QUARTER 4 (Level 1B)

Chapter 5: Compound Subjects
Chapter 6: Compound Verbs
Chapter 7: Compound Direct Objects

REQUIRED COURSE TEXTS AND MATERIALS:

[*Well-Ordered Language Level 1A \(Revised Student Edition\)*](#)

[*Well-Ordered Language Level 1B \(Student Edition\)*](#)

Highlighter, pencil, eraser, and notebook to be used as we cover each Chapter lesson.

STUDENT EXPECTATIONS: EXECUTIVE FUNCTION SKILLS

Students enrolling in Scholé Academy's *Well-Ordered Language Level 1* course will be expected to show development of Executive Function Skills throughout the year. This speaks to a set of qualities and skills students will learn to develop and hone to better approach the courses, lectures, readings and teachers they will face in their current and future academic coursework.

1. **An Engaged Student:** One who is willing to step into the arena of class discussion, ask questions, and offer answers. During class, students should be actively engaged as the teacher employs various interactive methods such as class repetition, choral analysis, recitation, and sentence diagramming. Participation in these activities is central to class time and promotes a lively, fun environment. Students should be active listeners during class time. They should be thoughtfully engaged with both each other and their 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 and 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. She 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 help the student catch up. Homework should be uploaded to Schoology before class begins. Students should try to develop the virtue of constancy by remaining focused and diligent, pushing away any distractions that would inhibit learning and mastery.

3. Self-Monitoring and Self-Control: A student in the fourth- to fifth-grade range should continually develop self-monitoring skills. One who successfully self-monitors can evaluate her own performance. This student is able to see both her own strengths and weaknesses. A self-monitoring student is one who determines which problems she can work through on her own and where she 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. Exhibiting 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: A student with well-developed problem-solving skills is ready and willing to press through, even when she is unable to successfully solve the problem on the first try. Learning grammar involves problem-solving skills. It involves perseverance to work together to come to an understanding of how words in a sentence work together to convey meaning.

6. Employing Helpful Feedback: One who receives feedback to a submission, and then does her best to apply that feedback to future assignments rather than repeating mistakes. This student also gleans information from the live classes and notes mistakes to avoid by learning from others. Students should view class as an opportunity to grow and to develop their God-given talents. Students should be happy in their own gifts and capacities, along with those of their peers.

STUDENT EXPECTATIONS IN ACTION

The ultimate goal for Well-Ordered Language students is to master language, which will give students the foundation for expressing themselves effectively. Grammar is the study of what makes language work. The Well-Ordered Language 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 principal elements of English. Students should always try their best and apply their best effort in all work involved with the class. Should students encounter difficulty with the work, this is okay. With their instructor's help, they should endeavor to try to understand and complete the work. They should know that mistakes are okay; this is how we learn! Putting forth effort exemplifies integrity in learning and fosters solid study habits as well as a mind inclined toward 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 is the student's responsibility.
- **Complete and upload all assignments by the due date into the appropriate Canvas Assignment folder prior to the start of class.** (Not all assignments will be collected.) Students will submit their work by scanning their homework and uploading it into the Canvas assignment window. All work posted to Canvas is to be scanned and uploaded unless otherwise noted.

Please note: Photographs of completed assignments will not be accepted; they are extremely difficult to read. Documents must be scanned in a single-file pdf format and "right side up" – not sideways.

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. In line with our theme of restfulness, grades will be communicated using the following broad categories regarding 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)
- *non satis* (not sufficient)

Student work will be completed in their workbook along with a notebook, through regular classroom participation, and through frequent practice assignments. Some student assessments also will be completed in the workbook, while others will be given by me in the form of chapter quizzes and two cumulative book tests emailed to parents.

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 student'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

By the end of the course, students should be able to construct sentences by following patterns, recognize principal elements of English, and craft various forms of poetry.

Students taking this course will encounter the grammar of English for possibly the first time. They are typically at a stage of great curiosity and wonder and thrive on chants, recitation and memorization. They appreciate rules and structure and are an ideal age for delighting in systematic order.

At the completion of this course *cum laude* students:

- will be able to recognize the parts of a sentence, parts of speech, phrases and clauses;
- will be equipped to build elegant and meaningful sentences and identify structurally sound writing;
- will be able to apply the basic principles of sentence construction to paragraph writing, which will lead to grander literary works such as stories and essays.

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, Canvas. I will also provide students with more detailed information and access to the *Well-Ordered Language* course page.

Student assessments will include the following:

- Weekly assignments from the *Well-Ordered Language* text, writing practice and recitation
- Quizzes and tests on material discussed and taught in class
- 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 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

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 and an interactive whiteboard in which texts, diagrams, video and other media can be displayed and analyzed. We will provide students with a link that will enable students to join the virtual classroom.

We also will use the learning management system, Canvas, for communications and assignment submissions. Students will submit assignments by scanning and uploading them to the *Well-Ordered Language 1* Canvas assignment page (access granted after enrollment is secured).

Please note that submissions must be right-side-up, single-file pdfs.

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.

ABOUT THE INSTRUCTOR

Alison Grace Johansen is teaching *Well-Ordered Language Level 1*, *Writing & Rhetoric Level 4*, *Introduction to the Art of Poetry*, and *Formal History of Poetry*. She has always loved the written word. She has been writing poems, stories, and songs for as long as she can remember! She hopes to help inspire her students to discover the many ways they can use their own words to express themselves with truth, goodness and beauty.



Alison earned her Juris Doctor from the Dickinson School of Law in Carlisle, Pa., and her Bachelor of Arts in political science from the University of Richmond in Virginia. She worked as a journalist in Washington, D.C., for over 13 years before pursuing writing and editing in all forms of media.

Alison lives in Virginia with her husband and two children. Her dedication to her faith and children influences every part of her life, from teaching Sunday school and writing a children's picture book, to exploring the beauty of God's world with her family. If they aren't birdwatching and enjoying a walk outside, you might find them reading together or playing their favorite instruments: the piano, flute, guitar, ukulele, and drums! Alison's love for both writing and music is one of the many reasons she is excited to share the *Well-Ordered Language* curriculum – and songs – with her students!