



SCHOLÉ ACADEMY  
CLASSICAL ACADEMIC PRESS

## *Well-Ordered Language 1*

Yearlong Course 2023-2024

### **ELIGIBLE STUDENTS:**

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.

**Class Dates:** Begins Tuesday, September 5, 2023; running through Friday, May 25, 2024.

### **Class Times:**

**Section 2 Tuesdays, Thursdays& Fridays: 1:00pm-2:00pm EST**

**Section 3 Tuesdays, Thursdays& Fridays: 2:15pm-3:15pm EST**

**Office Hours:** By appointment

**Instructor:** Jennifer Armstrong

**E-mail:** [jarmstrong.scholeacademy@gmail.com](mailto:jarmstrong.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 4, 2023 (LABOR DAY)**
- MONDAY, NOVEMBER 20 – FRIDAY, NOVEMBER 24, 2023 (THANKSGIVING)**
- MONDAY, DECEMBER 18, 2023 – FRIDAY, JANUARY 5, 2024 (CHRISTMAS AND NEW YEAR'S)**
- MONDAY, FEBRUARY 19—FRIDAY FEBRUARY 23, 2024 (WINTER BREAK)**
- MONDAY, MARCH 25– FRIDAY, MARCH 29, 2024 (HOLY WEEK/EASTER)**

**No other holidays between September 5, 2023 and May 25, 2024 are observed.**

### ***WELL ORDERED LANGUAGE 2 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:

*Well-Ordered Language Level 1A* (Student Edition)

*Well-Ordered Language Level 1B* (Student Edition)

## COURSE DESCRIPTION:

---

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)

## STUDENT EXPECTATIONS

---

Students in Well-Ordered Language 2 will be expected to model the virtues of **Temperance**, **Diligence**, and **Humility** throughout the course.

The virtue of **Temperance** is demonstrated in mastering the tendencies between indulging our immediate desires or instincts and repressing them. This is demonstrated in our class as

honoring each other over ourselves, seeking the good of the group by being prepared for and participating fully in each class, while not dominating or taking over the class with ones individual experiences or ideas.

The virtue of **Diligence** is demonstrated in our attentiveness to learning as we value and esteem its worth. This is closely tied to temperance in that it requires a student to persevere in the work that is required in order to be prepared to participate in class. I expect diligence in the timely arrival to class, the full completion of work assigned outside of class, and in respect for the material being taught.

**Humility** is understanding that we are all learners and we can respect the process of learning in ourselves and each other. Humility demands that we respect each individual and their learning by not despising differences in style or ability. Humility allows us to love each other well.

## **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 more than a week late or never submitted, then it will be awarded a 0.

### **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 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, timely attendance, timeliness of submitted work, respect for the subject matter, and adherence to the standards outlined in the Student-Parent Handbook regarding the virtual classroom. Students who are more than 25 minutes late will be marked absent.

### **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 1* Canvas assignment page (access granted after enrollment is secured).

#### ABOUT THE INSTRUCTOR:

---

**Jennifer Armstrong** has been teaching at various levels for many years including as a University Instructor, Logic Stage Tutor and more recently as a Grammar Stage Tutor for her children's classical homeschool tutorial. Her love of grammar, literature, and the English Language goes back to her own her own high school education and, after a few detours into other areas of study, has come full circle in recent years.

Jenn has been homeschooling her daughters since 2015 in the classical tradition and has spent much of that time building her own educational foundation in the same tradition. She enjoys the late grammar school student for the joy they bring to their own education and seeks to find ways to keep that joy alive in the teaching of grammar. The foundations students are building in these early years will bear fruit as they grow in writing and thinking and problem-solving in the logic and rhetoric years. When she's not teaching her own children or others, you can find her reading and discussing good books with friends, seeking out ways to create beauty, and trying to grow a garden.