



# Well-Ordered Language

## Level 3

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### ELIGIBLE STUDENT:

**Grades 6-7.** Students who have successfully completed *Well-Ordered Language 2* will be prepared to succeed in Level 3.

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### REQUIRED TEXTS:\*

[\*Well-Ordered Language Level 3A, Student Edition\*](#)

[\*Well-Ordered Language Level 3B, Student Edition\*](#)

- A notebook with lined notebook paper or loose leaf notebook paper
- Plain yellow highlighter

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

**NOTE:** While our primary text will be *Well-Ordered Language Levels 3A and 3B*, the teaching staff will be adapting and augmenting the curriculum as they see best for the learning objectives of the course. This includes adaptation of vocabulary and chapter readings. As such, students should also be prepared to regularly print PDF files supplied by the instructors. Students should know that while they are free to complete any activities from the book on their own time, we will not be completing every exercise and reading available in the textbook as a class.

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### COURSE SCHEDULE

#### ORIENTATION SESSION:

The date and time of the student/parent orientation will depend on the particular section in which you are enrolled, but all orientation sessions will be scheduled during the week prior to the start of the class.

**CLASS SESSION DATES:** The dates of your class depend on the particular section in which you are enrolled. Consult the Scholé Academy [academic calendar](#) for details concerning scheduled, school-wide breaks.

This section will meet Monday and Wednesday at 3:30-4:45 pm EST.

**OFFICE HOURS:** Your teachers are available outside of scheduled class times! During “Office Hours” students may raise questions, seek assistance, or review class material. This can happen via email or a meeting in the Zoom classroom. Your teacher will do their best to respond within 24-48 hours; please keep in mind that they likely will not respond immediately to messages after 5 p.m. EST.

## COURSE DESCRIPTION

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The previous level, Well-Ordered Language Level 2, aided students in mastering the eight parts of speech, along with prepositional phrases; compound elements; subject, object, possessive, interrogative, and relative pronouns; compound sentences; and relative clauses. Any student who has mastered these concepts should be prepared for Well-Ordered Language Level 3. In Book 3B, students will review and strengthen skills already learned in previous levels and in Book 3A while also being introduced to several new concepts. Students will also continue to develop their understanding of diagramming sentences, visualizing the grammatical relationships within increasingly complex sentences.

*Well-Ordered Language Level 3* will introduce students to:

- Sentence diagramming
- Adverbial elements: adverbs, interrogative adverbs, adverbial prepositional phrases, and adverbial noun phrases
- Adverbial clauses
- Reflexive pronouns
- Verbals: participles, gerunds, and infinitives
- Types of sentences: simple, compound, complex, and compound-complex

WOL 3 is a robust grammar curriculum that pairs well with *Writing & Rhetoric* composition curriculum. In WOL 3, students will not only continue to expand their analyzing and diagramming skills, but they will also learn how to apply these practical skills in their writing and editing abilities with mechanics sections that are sprinkled throughout each chapter.

There will be minimal homework in this course as most of the practical practice will happen in class under the direction of the instructor. Students may occasionally be asked to perform additional practice as homework based on difficulty level. **Parents will be responsible for proctoring at-home quizzes and tests**, and assessments will not take place during the course’s Zoom meetings.

## COURSE MAP

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### **Quarter 1—Level 3A [September 5 – October 27, 2023]**

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 [October 30 – January 19, 2024]**

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

### **Quarter 3—Level 3B [January 22 – March 22, 2024]**

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

### **Quarter 4—Level 3B [March 25 – May 24, 2024]**

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

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Students enrolling in Scholé Academy's *Well-Ordered Language* Program will be expected to show development of Executive Function Skills throughout the year. Executive Function Skills speaks to a set of qualities and skill sets students can develop and hone the better to approach the courses, lectures, readings, and teachers they will encounter in their future academic coursework.

Learning the components of strong grammar requires students to attend class on time and ready to engage in discussion participation.

This disposition is that of an “engaged student.” Scholé Academy commends four other important skills which ought to be observed by students.

1. **An Engaged Student:** One who is willing to step into the arena of class discussion, ask questions, supply answers, and consider how the discussion at hand applies to oneself.
2. **Note Taking:** A student must be engaged with the class by taking notes on important and relevant content in an organized fashion. They should then independently consult those notes for assignments and in preparation for assessments. It is essential that all students acquire a notebook for use during the class, as this will keep them organized by subject.
3. **Attention to Detail & Preparedness:** These students are ones who consistently adhere to deadlines, submission requirements, adhere to style guides and codes, confirm technology is working prior to the start of class, are responsible to determine how to proceed after an absence, are responsible for consulting their course syllabus and adjusting as the class proceeds, etc.
4. **Critical Reflection:** These students are ones who receive feedback to their submissions, and then apply that feedback to future assignments rather than repeating mistakes. These students also glean information from the live class critiques of fellow students and learn from others what mistakes to avoid.
5. **Initiative/Maturity:** This student will be proactive in listening to the teacher's comments, assessing how they apply to his/her work, taking the initiative to schedule office hours with the teacher if necessary.

## STUDENT EXPECTATIONS IN ACTION

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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, 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 GRADING AND EVALUATION

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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 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

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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 3* students will be able to identify and diagram prepositional phrases, reflexive pronouns, verbals, and more.

- 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 grammarchoices 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.

## STUDENT EVALUATION: ASSIGNMENTS, TYPES & WEIGHTS

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**Homework (45% of overall grade)** Homework will be assigned regularly—with students given some time in each class meeting to begin the lesson—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 course 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.**

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### STUDENT EVALUATION: ACADEMIC INTEGRITY

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Students will often take 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. **We ask that parents proctor quizzes and tests to help keep their children accountable.**

Specifically, cheating and plagiarism are punishable offenses. Copying the work of other students is prohibited and proper citation of all sources is essential.

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### THE VIRTUAL CLASSROOM:

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We will be using the free online “virtual classroom” software provided by Zoom. The live, interactive nature of our courses is foundational and we require cameras to be on during all class sessions. 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 (via email) that will enable students to join the virtual classroom. Courses will be managed through our learning management system, Canvas.

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.

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### ABOUT THE INSTRUCTOR

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#### **Mrs. Audrey Christensen**

Instructor and Tutor

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Audrey Christensen holds a BA in English from the University of Alabama in Huntsville with a minor in education and is currently pursuing an MA in Composition & Rhetoric from Shawnee State University. She loves teaching all things English—grammar and composition in particular—and has experience in the classical classroom as both a student and a teacher. Audrey's strengths lie in helping students understand the mechanics behind effective grammar and strong composition. With experience as a writing tutor for 5 years and classical writing instructor for 2 years, she has a

passion for helping students become confident writers. Growing up in Appalachia gave her a love for storytelling and seeing the Lord's glory in nature, making real-life connections with the good, true, and beautiful. Audrey enjoys being active, reading, spending time outside, traveling with her husband Jonathan, and being involved in her local church alongside her husband. The Christensens currently reside in Fort Worth, Texas.

If you have questions about this course, please send me an email! I'd love to chat.

*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 [scholareacademy.com](http://scholareacademy.com) and be familiar with the ideas, policies, and procedures outlined.*