

# Well-Ordered Language Level 3 Syllabus 2023-2024



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CLASSICAL ACADEMIC PRESS

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## ELIGIBLE STUDENTS

Grades 6-7

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

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## COURSE DETAILS

**INSTRUCTOR:**

Catherine Wise [cwise.scholéacademy@gmail.com](mailto:cwise.scholéacademy@gmail.com)

**CLASS DATES/TIMES:**

Tuesday, September 5, 2023 through Thursday, May 23rd, 2024

Mondays and Wednesdays, 2:00-3:15 pm EST

An orientation session will be scheduled during the week prior to the start of the class.

**OFFICE HOURS:** By request

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## REQUIRED TEXTS

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

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

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## COURSE DESCRIPTION

Well-Ordered Language 3 is a robust grammar curriculum that pairs well with the *Writing & Rhetoric* composition curriculum. The previous level, Well-Ordered Language 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. Students will continue to expand their analyzing and diagramming skills, visualizing the grammatical relationships within increasingly complex sentences.

This course includes beautiful poetry and exemplary literature to encourage and model excellence in writing. Students will discuss these samples as well as share their own writing with each other. In doing so, they will incorporate the beauty of virtues and ideas with the mechanics and concepts they are developing.

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*.

## COURSE MAP

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### Quarter 1 Level 3A

Sep. 5 – Oct. 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

Oct. 30 – Jan. 19, 2024

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

### Quarter 3 Level 3B

Jan. 22 – Mar. 22, 2024

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

### Quarter 4

Mar. 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 enrolled in *Well-Ordered Language* should expect to learn new concepts and practice them during and outside of class time. They will analyze sentences by following patterns, study principal elements of English, and apply this knowledge to their own writing. They will engage in discussion, demonstrate an eagerness to learn, and grow in both their spoken and written communication. For best success in this course, students should:

### **1. Complete all assignments before class starts.**

Students should be prepared with all assignments complete at the start of every class session. Failure to adequately prepare handicaps both the student and the entire class. If a student is not confident that they have fully grasped the concept they are practicing, their genuine attempts are still a step towards learning.

### **2. Participate in each live class.**

Students should actively engage as the teacher employs various interactive methods such as class repetition, choral analysis, and recitation. Participation in these activities is central to class time and promotes a lively, delightful environment.

### **3. Possess Self-Control.**

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. They should honor their classmates by allowing others to speak and by respecting their contributions to the learning process.

### **4. Aim for independence in at-home work.**

Students should strive to complete the assignments using the guidance provided in class and in the text. In times of uncertainty, they will practice resourcefulness in either asking a parent for help or contacting the instructor. This promotes healthy confidence and discipline in academic study.

### **5. Exhibit responsibility using the virtual classroom.**

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. A basic knowledge of Zoom and the virtual classroom is necessary, though the teacher will assist as needed.

## STUDENT EXPECTATIONS IN ACTION

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The long-term goal for the student is 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 with 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 complexity of the English language. 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 toward perseverance.
- Arrive to class on time and with all assigned material completed. Assignments must be scanned and uploaded to the appropriate Canvas folder by the start of class. The instructor will be available to assist students who struggle with the homework, 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 may 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.

## 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, 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.

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## STUDENT MASTERY PORTRAIT

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At the completion of this course *cum laude* students will have mastered the following:

- Students will be able to analyze and diagram sentences, identifying parts of speech including principal elements and modifiers, predicate verbs, predicate nominatives, predicate adjectives, prepositional phrases, reflexive and personal pronouns, indirect objects, interrogative pronouns and interrogative adverbs, relative clauses with relative pronouns and relative adverbs, appositives, prepositional phrases, and verbals. They will apply analytical skills with confidence and ease.
- They will build elegant and meaningful sentences and identify structurally sound writing. They will write with correct punctuation and grammar. They will appreciate the orderly nature of language and be well prepared to continue their English language study with a strong foothold in foundational elements of writing.

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## ASSIGNMENTS

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Student assignments will include the following:

1. Weekly assignments from the Well-Ordered Language text, writing practice, and recitation.
2. Occasional quizzes and two semester tests.

3. Class participation: 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.

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* 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.**

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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. Catherine Wise**  
Instructor and Tutor  
[cwise.scholeacademy@gmail.com](mailto:cwise.scholeacademy@gmail.com)

Catherine “Cat” Wise has loved to read since before she started school. Raised in a military family, she attended public school in Italy and then was homeschooled before obtaining a BA in elementary education with a Spanish minor at the University of Mary Hardin Baylor in Texas and becoming a bilingual kindergarten teacher. When her oldest child was a toddler, Cat discovered classical education and fell in love with the idea of cultivating wisdom and virtue through great books, fascinating histories, and the beauty of language. Cat has

been classically homeschooling her three children for eight years and is honored to learn alongside them of the Creator and His magnificent works. She wholeheartedly believes engaging with stories is one of the best ways to foster virtue and wisdom, so she's excited to join the instructors at Scholé Academy and share her love of literature and language with others.

Cat's family recently moved back from the mission field, where Cat and her husband provided pastoral care to church planters in the middle east. They now live in East Tennessee and love experiencing all four seasons after several years in the desert! Cat's favorite pastimes usually involve books, but when she's not reading, she loves baking yummy desserts and working jigsaw puzzles.