



Well-Ordered Language Level 3

Mrs. Alison Grace Johansen
Yearlong 2023–2024
M/W 3:30 p.m. EST



ELIGIBLE STUDENTS

GRADES 6-7. This course is designed for rising sixth to seventh graders who have successfully mastered the grammar skills presented in *Well-Ordered Language Level 2* (both *WOL 2A* and *WOL 2B*). This grammar study should have covered the four kinds of sentences, principal elements, adverbs, adjectives, predicate verbs, direct objects, prepositional phrases, predicate nominatives and adjectives, compound elements, subject and object pronouns, possessive nouns and pronouns, interrogative pronouns, relative pronouns and clauses, and compound sentences. All students should be able to listen attentively, read fluently, take notes, engage thoughtfully in group discussions, and possess basic computer skills that will help them navigate and submit assignments in Canvas. Students who are younger or older than these target grade ranges will meet with Mrs. Johansen over Zoom to make sure placement is appropriate.

COURSE SCHEDULE

ORIENTATION & CLASS SESSION DATES: Our student/parent orientation will be held on Wednesday, August 30, 2023, at 3:30 p.m. EST. Our regular classes will be held on Mondays and Wednesdays from 3:30 - 4:45 p.m. EST.

OFFICE HOURS: I am available to meet with you upon request. Please email me to request a Zoom meeting in EST (ajohansen.scholéacademy@gmail.com).

REQUIRED COURSE MATERIALS

- [Well-Ordered Language Level 3A](#), which is available through Classical Academic Press (www.ClassicalAcademicPress.com)
- [Well-Ordered Language Level 3B](#), which is available through Classical Academic Press (www.ClassicalAcademicPress.com)
- Writing notebook that will be used as our creativity journal
- Highlighters, eraser, and pencils to annotate and take class notes



COURSE MAP

QUARTER 1 (Level 3A)

Chapter 1: Four Kinds of Sentences, Principal Elements, Adjectives & Adverbs

Chapter 2: Predicate Verbs, Predicate Nominatives & Predicate Adjectives

Chapter 3: Prepositional Phrases

Chapter 4: Personal Pronouns

QUARTER 2 (Level 3A)

Chapter 5: Sensory Linking Verbs

Chapter 6: Indirect Objects

Chapter 7: Interrogative Pronouns

Chapter 8: Relative (Adjectival Clauses)

QUARTER 3 (Level 3B)

Chapter 1: Adverbial Elements

Chapter 2: Adverbial Clauses

Chapter 3: Reflexive Pronouns

Chapter 4: Verbals—Participles

QUARTER 4 (Level 3B)

Chapter 5: Verbals—Gerunds

Chapter 6: Verbals—Infinitives

Chapter 7: Verbals—Review

Chapter 8: Types of Sentences: Simple, Compound, Complex, and Compound-Complex

COURSE DESCRIPTION

This *Well-Ordered Language Level 3* curriculum is the third part in a four-level series that presents grammar in a clear and orderly way. This curriculum simultaneously cultivates a child's wonder of language with instruction in the context of narrative and language, attractive illustrations, and samples taken from classic children's literature and poetry. The carefully crafted pedagogy of this series helps students learn the mechanics of grammar while they also see the power of language unfolding before them. They are sure to delight in learning to gather and arrange their own words to express their thoughts clearly, accurately, and beautifully.

Students in *Well-Ordered Language Level 3* will move beyond identification and begin understanding how words behave in a sentence. As students see the components of language (the parts of speech) unfold before them, they will be able to apply their knowledge, gathering and arranging words to express their thoughts clearly and accurately.

In our first semester, students will be introduced to sensory linking verbs, indirect objects, interrogative pronouns, and relative (adjectival) clauses. In our second semester, students will review and strengthen skills already learned in the first two levels of the *Well-Ordered Language* curriculum while also being introduced to adverbial elements, adverbial clauses, reflexive pronouns, and verbals in the forms of participles, gerunds, and infinitives.

Students will continue to expand their analyzing and diagramming skills, visualizing the grammatical relationships within increasingly complex sentences.

STUDENT EXPECTATIONS: EXECUTIVE FUNCTION SKILLS

Students enrolling in Scholé Academy's *Well-Ordered Language Level 3* 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.

Scholé Academy commends several important skills that should be observed by students.

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.

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.

3. Self-Monitoring and Self-Control: Students 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.

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. Critical Reflection: 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.

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 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 via Zoom or in other ways, 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.** Students will submit their work by scanning their homework and uploading it into the Canvas assignment window.

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

While pursuing *Well-Ordered Language Level 3* through Scholé Academy will be "restful" (and a lot of fun), we also recognize the need to provide grades for students. It's a delicate balance to achieve both restful learning and excellent academic performance. Earning a specific grade should not overshadow achievement goals for mastery of this discipline.

The following grades will be assigned to your student's level of achievement:

- *magna cum laude* (with great praise);
 - *cum laude* (with praise);
 - *satis* (sufficient, satisfactory), and
 - *non satis* (not sufficient).
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- Ideally, every average 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 and their parents will receive regular feedback in the form of a quarterly update.

STUDENT EVALUATION: ASSIGNMENTS, TYPES & WEIGHTS

I will communicate with students regarding assignment feedback, participation, and grading through the free online grading system, Canvas. I also will provide students with more detailed information and access to the Well-Ordered Language course page. Parents can expect to receive quarterly email updates as well.

Student assessments will include the following:

- Weekly lesson assignments from the *Well-Ordered Language 3* text, writing practice that supplements these lessons through creativity journals, and choral recitation
- Quizzes on material discussed and taught in class
- Class participation, including attitude toward learning, completeness of assignments, timeliness of submitted work, appearance of work, and adherence to the standards outlined in the Student-Parent Handbook regarding attendance and the virtual classroom

STUDENT EVALUATION: MASTERY PORTRAIT

At the completion of this course, *cum laude* students will be able to do the following:

- analyze and diagram sentences, identifying parts of speech that include principal elements and modifiers, predicate verbs, predicate nominatives, predicate adjectives, prepositional phrases, personal and reflexive pronouns, indirect objects, interrogative pronouns, relative adjectival and adverbial clauses, and verbals;
- build elegant and meaningful sentences;
- identify structurally sound writing;
- write with correct punctuation and grammar;
- have a strong foothold in the foundational elements of writing.

STUDENT EVALUATION: ACADEMIC DISHONESTY

Students often will take quizzes privately at home. Students are on their honor to abide by [Scholé Academy's Learning Philosophy](#) that assumes the personal cultivation of Student Virtues described in the Student-Parent Handbook. To facilitate this, parents will proctor at-home quizzes and sign them. Please note that plagiarism is a serious offense. A plagiarized assignment will result in a failing grade.

THE VIRTUAL CLASSROOM:

We will use the free online “virtual classroom” software provided by Zoom. The live, interactive nature of our courses is foundational; ***we require cameras to be on during all class sessions. If you are sick, I always recommend resting and asking for the recording; cameras must remain on during our classes.*** (Please see our Student Parent Handbook to review this rule and others.) Our 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 man-

agement 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. Students will submit documents by scanning and uploading them to their personal computer or device, then attaching right-side up, single-file .PDFs. They will submit their work to the *WOL 3* Canvas assignment page (access granted after enrollment is secured).

ABOUT THE INSTRUCTOR

Alison Grace Johansen is teaching *Well-Ordered Language Levels 1 & 3, Introduction to the Art of Poetry, Formal History of Poetry, and Writing & Rhetoric Level 4*. She 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. She worked as a journalist in Washington, D.C., for over 13 years before pursuing writing and editing in all forms of media. She hopes to inspire her students to discover the many ways they can use their own words to express themselves with truth, goodness, and beauty. 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 with their new puppy, you might find them baking allergen-free food together or playing their favorite instruments: the piano, flute, guitar, ukulele, and drums!

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 therein.*