

*Well-Ordered Language*  
Level 1A and Level 1B

**ELIGIBLE STUDENTS:**

**Incoming 4<sup>th</sup> and 5<sup>th</sup> grade students**

Please Note: Level 1A will be completed in the first semester and Level 1B in the second semester.

**Class Dates:** Tuesday, September 4, 2018 through Wednesday, May 16, 2019

**Class Times:** **Tuesdays, Thursdays & Fridays: 9:15-10:15 AM (EST) OR 10:15-11:15**

**Instructor:** Phaedra Shaltanis

**E-mail:** [pshaltanis@scholeacademy.com](mailto:pshaltanis@scholeacademy.com)

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**SCHEDULE FOR *WELL-ORDERED LANGUAGE 1A AND 1B:***

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**CLASS SESSIONS DATES:**

Classes will take place on **Tuesdays, Thursdays & Fridays: 9:15-10:15 AM (EST) OR 10:15-11:15** for 32 weeks and 90 classes on the following dates\* --

**September (12):** 4, 6, 7, 11, 13, 14, 18, 20, 21, 25, 27, 28

**October (13):** 2, 4, 5, 9, 11, 12, 16, 18, 19, 23, 25, 26, 30

**November (11):** 1, 2, 6, 8, 9, 13, 15, 26 [Thanksgiving Break] 27, 29, 30

**December (6):** 4, 6, 7, 11, 13, 14 [Christmas Break]

**January (11):** [Christmas Break] 8, 10, 11, 15, 17, 18 [End 1<sup>st</sup> Semester], 22, 24, 25, 29, 31

**February (8):** 5, 7, 8, 12, 14, 15, [Winter Break] 26, 28

**March (11):** 1, 5, 7, 8, 12, 14, 15, 19, 21, 26, 28

**April (10):** 2, 4, 5, 9, 11, 12 [Holy Week] 23, 25, 26, 30

**May (8):** 2, 3, 7, 9, 10, 14, 16, 17 [End 2<sup>nd</sup> Semester]

*\*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.*

## **WELL-ORDERED LANGUAGE LEVEL I COURSE MAP:**

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### **QUARTER 1 LEVEL 1A**

1. Four Kinds of Sentences
2. Principal Elements-Subject and Predicate
3. Principal Elements-Subject and Predicate Verb
4. Adverbs

### **QUARTER 2**

1. Adjectives
2. Direct Objects
3. Subject Pronouns
4. Interrogative Sentences

### **QUARTER 3 LEVEL 1B**

1. Object Pronouns
2. Pronoun Review
3. Prepositional Phrases-Adverbial
4. Introductory Prepositional Phrases

### **QUARTER 4**

1. Compound Subjects
2. Compound Verbs
3. Compound Direct Objects

**OFFICE HOURS:** Fridays 8:45-9:15

### **REQUIRED COURSE TEXTS:**

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

## ***WELL-ORDERED LANGUAGE LEVEL I COURSE DESCRIPTION:***

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This course will introduce students 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, exploring their component parts and functions, to sentence diagramming using a unique approach. Each section investigates a specific grammatical concept and provides examples and exercises to discuss and enjoy. The practice of analyzing is introduced early in the course and helps to establish patterns that will serve as scaffolding during future language study.

Through plenteous examples, *Well-Ordered Language* upholds elegant articulation and solid structure. Traditional methods of memorization and practice will reinforce concepts as students learn new ideas, rehearse definitions and analyze sentences.

The integration of poetry is especially delightful as it appeals to the child's natural wonder and joy in word play, rhythm and rhyme. Language is the tool that makes possible such poetic expressions, and with guidance from the teacher, students will follow templates and write their own poetry. 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*.

## **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 shall construct sentences by following patterns, recognize principal elements of English, and craft various forms of poetry. For best success in this course, students should:

### **1. Complete all assignments prior to class.**

Students should be prepared with all assignments complete at the start of every class session. If a student doesn't understand the concept assigned, she shall demonstrate adequate effort in striving for comprehension.

### **2. Participate in each 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.

**4. Be independent readers and writers.**

Students enrolled in this course should be able to read and write independently and fluently, particularly in regards to the text.

**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.

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### **STUDENT EXPECTATIONS IN ACTION**

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Students enrolled in Well-Ordered Language will be expected to:

1. Be respectful of others during class time. This involves speaking when called upon, participating in the class activities, and focusing on the discussion. Conversely, it does not include speaking out of turn, distracting others, or bringing unrelated material to the conversation.
2. Complete each assignment by the due date. The teacher will be available to assist students who struggle with the homework.
3. Strive for mastery of each concept. The activities and practices serve to promote understanding and enjoyment of the principal elements of English. Students should apply their best effort in all work involved with the class. Should students encounter difficulty with the 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.

Assignments due should be uploaded by the requested date, though not all assignments will be collected. Photographs of work will not be accepted as they are very difficult to read.

## STUDENT EVALUATION: GRADING

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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, the instructor will assess the student as a whole, including participation, attitude, behavior, growth, virtue, and understanding. The instructor 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 Latin. 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.

## STUDENT EVALUATION: MASTERY PORTRAIT

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Mastery portrait: 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. They will be equipped to build elegant and meaningful sentences and identify structurally sound writing.
- They 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.

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### **STUDENT EVALUATION: ASSIGNMENTS, TYPES & WEIGHTS**

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Mrs. Shaltanis will communicate with students regarding assignment feedback and grading through the free online grading system, Schoology. The teacher will 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 and recitation
2. Quizzes over material discussed and taught in class
3. Written tests
4. 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.

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### **THE VIRTUAL CLASSROOM:**

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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 .pdfs to an email. They will submit their work to the [American Literature](#) Schoology assignment page (access granted after enrollment is secured).

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### **ABOUT THE INSTRUCTOR:**

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**Phaedra Shaltanis** has taught in private and classical schools for over 20 years and is educating her four children in the classical tradition. After earning a BA in speech communication and K-12 education from Concordia University, Wisconsin, she began teaching high school Writing, Literature, Spanish and Art in Lutheran schools.

Her involvement with Scholé Academy includes teaching American Literature, British Literature, Western History, Rhetoric I, and *Well-Ordered Language Level 1*. She currently directs a high school tutorial program, trains and mentors teachers, conducts seminars on classical education and provides formal art instruction at a Classical high school.