



WELL-ORDERED LANGUAGE 1

YEARLONG COURSE
2019-2020



ELIGIBLE STUDENT:

This course is designed as an introductory grammar course; no prior grammar instruction is required. The course is geared toward rising 4th-5th graders. When considering whether this course is a good fit for your student, please keep in mind that in addition to readiness for the course content, students should be prepared to engage in a 4th- to 5th-grade corporate learning environment as well as the online classroom dynamic. Students should be comfortable reading fluently and independently writing sentences (legibly!) by hand. Students should be prepared to study 2–3 times per week outside of class time.

CLASS DATES AND TIMES:

Class Dates: 45 - 60 minutes each, 95 sessions on the following dates*

Section 1: T/W/F 1:00PM (EST)

Instructor: Mrs. Margaret Weaver

E-mail: mweaver@scholeacademy.com

September (12): **No classes on Labor Day, September 2**, 3, 4, 6, 10, 11, 13, 17, 18, 20, 24, 25, 27

October (14): 1, 2, 4, 8, 9, 11, 15, 16, 18, 22, 23, 25, 29, 30

November (10): 1, 5, 6, 8, 12, 13, 15, 19, 20, 22 [**Thanksgiving Break**]

December (6): 3, 4, 6, 10, 11, 13, [**Christmas Break**]

January (12): [**Christmas Break**], 7, 8, 10, 14, 15, 17, [**End 1st Semester**], 21, 22, 24, 28, 29, 31

February (9): 4, 5, 7, 11, 12, 14, [**Winter Break**], 25, 26, 28

March (13): 3, 4, 6, 10, 11, 13, 17, 18, 20, 24, 25, 27, 31

April (10): 1, 3, [**Holy Week**], 14, 15, 17, 21, 22, 24, 28, 29

May (10): 1, 5, 6, 8, 12, 13, 15, 19, 20, 22, [**End 2nd Semester**]

Section 3: M/T/TH 3:30PM (EST)

Instructor: Mrs. Margaret Weaver

E-mail: mweaver@scholeacademy.com

September (12): **No classes on Labor Day, September 2**, 3, 5, 9, 10, 12, 16, 17, 19, 23, 24, 26, 30

October (14): 1, 3, 7, 8, 10, 14, 15, 17, 21, 22, 24, 28, 29, 31

November (9): 4, 5, 7, 11, 12, 14, 18, 19, 21, [**Thanksgiving Break**]

December (6): 2, 3, 5, 9, 10, 12 [**Christmas Break**]

January (12): [**Christmas Break**], 6, 7, 9, 13, 14, 16, [**End 1st Semester**], 20, 21, 23, 27, 28, 30

February (9): 3, 4, 6, 10, 11, 13, [**Winter Break**], 24, 25, 27

March (14): 2, 3, 5, 9, 10, 12, 16, 17, 19, 23, 24, 26, 30, 31

April (10): 2, [**Holy Week**], 13, 14, 16, 20, 21, 23, 27, 28, 30

May (9): 4, 5, 7, 11, 12, 14, 18, 19, 21 [**End 2nd Semester**]

COURSE MAP:

QUARTER 1 (SEPTEMBER 3 – OCTOBER 25)

LEVEL 1A

Lessons 1 – 4

Chapter 1: Four Kinds of Sentences

Chapter 2: Principal Elements-Subject and Predicate

Chapter 3: Principal Elements-Subject and Predicate Verb

Chapter 4: Adverbs

QUARTER 2 (OCTOBER 28 – JANUARY 17)

Lessons 5 - 8

Chapter 5: Adjectives

Chapter 6: Direct Objects

Chapter 7: Subject Pronouns

Chapter 8: Interrogative Sentences

QUARTER 3 (JANUARY 20- MARCH 20)

LEVEL 1B

Lessons 1 -4

Chapter 1: Object Pronouns

Chapter 2: Pronoun Review

Chapter 3: Prepositional Phrases-Adverbial

Chapter 4: Introductory Prepositional Phrases

QUARTER 4 (MARCH 23 – MAY 22)

Lessons 5 – 7

Chapter 5: Compound Subjects

Chapter 6: Compound Verbs

Chapter 7: Compound Direct Objects

Please Note: *The pacing of this course is subject to change to fit the needs of the class.*

OFFICE HOURS:

In addition to scheduled class times, teachers will generally designate an optional weekly session as needed. During “Office Hours” students may raise questions, seek assistance, or review class material.

REQUIRED TEXT AND MATERIALS:

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

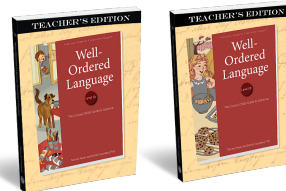


Please Note: MP3 versions of the *Well-Ordered Language* Level 1A & 1B songs and chants will be provided to the students enrolled in this course at no charge.

Highlighter, pencil, colored pencil to be used as we cover each Chapter lesson.

OPTIONAL MATERIALS:

Well-Ordered Language Level 1A (Teacher’s Edition)
Well-Ordered Language Level 1B (Teacher’s Edition)



Student Whiteboard
Dry Erase Markers and Eraser



COURSE DESCRIPTION:

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*.

This course is designed to:

- model a discipline of mind that focuses on how grammar works.
- foster a student's love of the English language.
- help students see that well-ordered language plays an important role in creating passages of great beauty and meaning.
- model for students choral analysis of sentences using mnemonic aids (songs, chants)
- model for students how to use mnemonic aids (songs, chants) and give them practice using these aids.
- model for students written analysis of a sentence using a consistent marking system in order to identify the function of words and the relationship between words in a sentence and give practice through imitation.
- model for students sentence diagramming and give practice through imitation.
- model for students constructing sentences in both writing and speaking and give practice through imitation
- strengthen working memory through the use of mnemonic aids (songs, chants), thus improving storage and manipulation of information, and increasing students' problem-solving skills.

STUDENT EXPECTATIONS – EXECUTIVE FUNCTION SKILLS:

Students enrolling in Scholé Academy’s Well-Ordered Language Level 1 course 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 to better approach the courses, lectures, readings and teachers they will face in their future academic coursework.

1. **An Engaged Student:** One who is willing to step into the arena of class discussion, ask questions, and supply answers. During class, students should be actively engaged 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. Students should be active listeners during class time. They should be thoughtfully engaged with both each other and the teacher. All children should be viewing the class via Zoom on their computers and should not be browsing the internet. Students should approach class time as an opportunity to grow in fellowship as the class journeys together to obtain knowledge.
2. **Attention to Detail & 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. This student should also come mentally prepared—ready to focus on the material being presented. He should arrive to the Zoom meeting on time and if late should respectfully listen to try to understand where the class is in relation to the text and should wait patiently for the teacher and classmates to finish their current task, which is when the teacher will catch the student up. Homework should be uploaded to Schoology before class begins. Students should try to develop the virtue of constancy by remaining focused and diligent and pushing away even “good” distractions that would inhibit learning and mastery.
3. **Self-Monitoring and Self-Control:** A student in the 4th-5th grade range should continually develop self-monitoring skills. One who successfully self-monitors can evaluate his own performance. This student is able to see both his own strengths and weaknesses. A self-monitoring student is one who determines which problems he can work through on his own and where he 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. **Exhibit 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. They will refrain from playing computer games, viewing alternate screens, or otherwise engaging in distracting activities.
5. **Problem Solving:** A student with well-developed problem-solving skills is ready and willing to press through, even when he is unable to successfully solve the problem on the

first try. Understanding the grammar involves problem solving skills. It involves perseverance to work to come to an understanding of how words in a sentence work together to convey meaning.

6. **Employ Critiques:** One who receives feedback to a submission, and then is sure to apply that feedback to future assignments rather than repeating mistakes. This student also glean information from the live class critiques of fellow students and note mistakes to avoid by learning from others. Students should have an attitude of humility when receiving critiques. They should view class as an opportunity to grow and to develop their God-given talents. Students should be happy for the successes of their peers, even if the gifts and capacities of their classmates surpass their own.

STUDENT EXPECTATIONS IN ACTION

The ultimate goal for the Well-Ordered Language student is to master language, which will enable him to express himself effectively. Grammar is the study of what makes language work. The Well-Ordered Language 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 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.
- 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.
- complete and upload all assignments by the due date into the appropriate Schoology Assignment folder prior to the start of class. (Not all assignments will be collected.) Students will submit their work by scanning their homework pages and uploading it into the Schoology assignment window. All work posted to Schoology is to be scanned and uploaded unless otherwise noted.

Please note: *Photographs of completed assignments will not be accepted as they are incredibly difficult to read. Documents must be scanned “right side up” and not sideways.*

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).

Some student work and assessments will be completed in the text, using some online tools and assignments, through regular classroom participation, and through frequent practice assignments.

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.

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, Schoology. 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 and recitation
2. Quizzes and tests on material discussed and taught in class
3. Class participation including 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.

STUDENT EVALUATION: ACADEMIC DISHONESTY

Students will often take assessments or complete writing assignments 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 .pdfs**. They will submit their work to the *Well-Ordered Language I* Schoology assignment page (access granted after enrollment is secured).

ABOUT THE INSTRUCTORS:

Margaret Weaver holds a BS in education from Lock Haven University. She has nearly 23 years of experience as an educator, having begun her career as a private reading and math tutor. For the past 14 years Mrs. Weaver, through her company, Stand Firm Educational Service, has been dedicated to work with local home school families as a teacher, consultant, course of study coordinator, and evaluator. She began her journey toward classical education when she took on the responsibility of educating her own children. Wanting to understand the Bible more clearly inspired her to study Latin. Under the tutelage of Peter and Laurie Brown of Lancaster Center of Classical Studies Mrs. Weaver added to her love of languages Latin and Greek. She is continuing her own classical studies as a student of Classical Academic Press’s [ClassicalU](#). As an educator she enthusiastically brings writing, grammar, and Latin into conversation with each other. Mrs. Weaver is looking forward to continuing to bring her love of learning to the live, online classroom as she guides her students on their own classical journeys!