

# Week 1 Student Agenda: A Tool For Class Discussion

Exposition	Logic	Debate	Science
<p><b>At Home:</b></p> <p>See tab on this Agenda : "Exposition Schedule"</p>	<p><b>Latin At Home</b></p> <p><b>Video Links:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Watch the "Latin Highlighting" Session"</li> <li><input type="checkbox"/> "The WHY behind the notebook"</li> <li><input type="checkbox"/> "Highlighting Blue grammar" book in the links provided on your GCE student homepage for guidance on how to highlight</li> </ul> <p><b>Next:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> In the <b>Purple Henle Latin</b> book</li> <li><input type="checkbox"/> Read and Highlight: <b>pg 1-9</b></li> <li><input type="checkbox"/> For comprehensive lesson plans refer to the GCE Latin Workbook; refer to your GCE profile page for a link to purchase and download for weekly lesson plans</li> </ul>	<p><b>At Home:</b></p> <p><b>Read: <i>The Art of Argument</i></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Read "Fight Fair" and read over the questions and answers with your parent-teacher.</li> </ul>	<p><b>At Home:</b></p> <p><b>Invention Process</b></p> <ol style="list-style-type: none"> <li>1. Think about a thing that really interests you.</li> <li>2. What do you see around you that you could change or improve?</li> <li>3. What do you wonder about?</li> </ol>

<p><b>In Class</b></p> <p>See tab on this Agenda "Exposition Schedule"</p>	<p><b>In Class:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Discuss the nouns of the declension of the week</li> <li><input type="checkbox"/> Go over exercises for understanding with students</li> <li><input type="checkbox"/> Play a vocabulary game</li> <li><input type="checkbox"/> Discuss the Latin words you studied this week that can be related to the roots of common English words</li> <li><input type="checkbox"/> Discuss English grammar as it compares to Latin</li> </ul>	<p><b>In Class:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Go over the short reading selection</li> <li><input type="checkbox"/> Discussion questions can include, but are not limited to:             <ul style="list-style-type: none"> <li>❖ What is a philosopher?</li> <li>❖ How can we be more like a philosopher?</li> <li>❖ What do they focus their interest in finding?</li> <li>❖ How do philosophers approach a discussion as far as a personal approach is concerned?</li> <li>❖ To what should your argument relate?</li> <li>❖ What about unspoken assumptions when you argue?</li> <li>❖ Who do you mostly argue with?</li> <li>❖ What did you learn from this chapter?</li> </ul> </li> <li><input type="checkbox"/> Go over Answers together from Review Questions.</li> </ul>	<p><b>In Class:</b></p> <p><b>Note to Mentors:</b> Preview the videos before class: "Fused Outlines" and "How to Make a Key Word Outline"</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Discuss the rules of Key Word Outlining (as discussed in "How to Make a Key Word Outline" video)- play a game to see if students remember</li> <li><input type="checkbox"/> Practice basic Key Word Outlining with 2-3 sentences.</li> </ul> <p>Mentors: BEFORE CLASS : Find <b>2 separate articles/sources</b> on <b>one topic</b> of interest to you. (For example the Bermuda Triangle - 2 articles from 3 different sources).</p> <ul style="list-style-type: none"> <li>❖ Use ONLY <b>Article/Resource #1</b> of your 2 resources today.</li> </ul> <li><input type="checkbox"/> Practice finding 5 - 7 key facts in your source text. Label it 'Source Outline A' together as a class with the <b>Resource #1</b> . Use the KWO worksheet located on the GCE Class Dashboard - this KWO will be placed on the sheet as information from:             <p style="text-align: center;"><b><u>"Source Outline A"</u></b></p> </li> <li><input type="checkbox"/> Provide the short source text to the students via the shared screen method so everyone can follow along. Consider using the whiteboard and have students write, or you write on the board for them as you complete the KWO.</li> <li><input type="checkbox"/> Get as far as you can in the article with the paragraph completed with the most important facts from the article. Use the KWO sheet from our GCE Dashboard page so students become familiar with using it.</li> <li><input type="checkbox"/> You will combine the KWO's from these 2 articles in the coming weeks.</li> <li><input type="checkbox"/> This will show students how to take a large mass of information and combine it to write a paper about it.</li> <li><input type="checkbox"/> Save this week's class KWO for Week 3!</li>
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Week 1

## Week 2

## Student Agenda: A Tool For Class Discussion

<b>Exposition</b>	<b>Logic</b>	<b>Debate</b>	<b>Science</b>
<p><b>At Home:</b></p> <p>See tab on this Agenda : "Exposition Schedule"</p>	<p><b>Latin At Home:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> In the <b>Purple Henle</b> book</li> <li>Read and Highlight: <b>pg 9-13</b></li> <li><input type="checkbox"/> For comprehensive lesson plans, refer to the GCE Latin Workbook</li> <li><input type="checkbox"/> If you need extra help refer to the videos from Week 1 on Highlighting</li> </ul>	<p><b>At Home:</b></p> <p><b>Read:</b> <b><i>The Art of Argument</i></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Read <b>Critical Thinking as a Way of Life:</b></li> <li><input type="checkbox"/> Complete <i>Review Exercises</i></li> <li><input type="checkbox"/> Go over the <i>answers with your parent-teacher in their Teacher's Edition</i></li> </ul>	<p><b>At Home:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> If you need it to help you understand watch the video found on your GCE Class Dashboard page: "How to Keyword Outline" and "Making a Fused Outline"</li> <li><input type="checkbox"/> <b>Now find ONE article today on the interesting subject you chose.</b></li> <li><input type="checkbox"/> <b>Key Word Outline</b> your article (only one paragraph with 4 -5 sentences), by using the video as a guide.</li> <li><input type="checkbox"/> Make sure to copy and paste or write down the website or source you used</li> <li><input type="checkbox"/> Use the Worksheet provided on the link on your GCE Class Dashboard page titled : <b>KWO Fused Outline</b> to write down your work, just as you practiced in class.</li> <li><input type="checkbox"/> Title this resource/article <b>Source Outline A</b> ; Use "KWO Fused Outline" video for help</li> <li><input type="checkbox"/> Read your KWO after you've finished to a parent <i>without</i> using the article. How did you do? Did you get the most important facts in the article?</li> <li><input type="checkbox"/> <b>Save this KWO for Week #4!</b></li> </ul>

<p><b><u>In Class</u></b></p> <p>See tab on this Agenda : “Exposition Schedule”</p>	<p><b><u>In Class</u></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Discuss the nouns of the declension of the week</li> <li><input type="checkbox"/> Go over exercises for understanding with students</li> <li><input type="checkbox"/> Play a vocabulary game</li> <li><input type="checkbox"/> Discuss how Latin can be seen in everyday life</li> <li><input type="checkbox"/> Discuss the Latin words you studied this week that can be related to the roots of common English words</li> <li><input type="checkbox"/> Discuss English grammar as it compares to Latin.</li> </ul>	<p><b><u>In Class</u></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Discuss the review exercises;</li> <li><input type="checkbox"/> Look at the big concepts and definitions in the chapter...what is there that they understand? What do they need practice in?</li> <li><input type="checkbox"/> Play Kahoot!, Quizlet or another review game such as Hangman on the Whiteboard together to review definitions, concepts and from review questions in the chapter.</li> <li><input type="checkbox"/> Look at the Argumentative Persuasion Fallacy Tree located in their Student Edition on pp. 15 ; Teacher's Edition pp.15 and discuss what they see, where they think blanks can be filled in and why. Revisit definitions as needed and compare the concepts and definitions as a class. Focus on those tools.</li> </ul>	<p><b><u>In Class :</u></b></p> <p>Discuss the challenging parts about Key Word OutliningUse ONLY <b>Article/Resource #2</b> of your 2 resources today.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Practice finding 5 - 7 key facts in your source text using <b>Resource #2</b> .</li> <li><input type="checkbox"/> Use the KWO worksheet located on the GCE Class Dashboard - this KWO will be placed on the sheet as information from: <b><u>“Source Outline B”</u></b></li> <li><input type="checkbox"/> Provide the short source text you use to the students via the shared screen method so everyone can follow along. Consider using the whiteboard and have students write, or you write on the board for them as you complete the KWO.</li> <li><input type="checkbox"/> Get as far as you can in the article with the paragraph completed with <b><u>the most important facts from the article.</u></b> Use the KWO sheet from our GCE Dashboard page so students become familiar with using it.</li> <li><input type="checkbox"/> You will combine the KWO's from these 2 articles next week together</li> <li><input type="checkbox"/> This will show students how to take a large mass of information and combine it to write a paper about it.</li> <li><input type="checkbox"/> <b>Save this week's class KWO for Week 3!</b></li> </ul>
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Week 2