

Welcome to Dialectic I

Dialectic I is recommended for ages 12+

Dialectic I is designed for students who are ready to think more deeply about ideas, ask “why,” and connect knowledge across subjects. In this stage, they don’t just memorize facts—they learn to analyze, reason, and communicate clearly.

Here’s what your child will experience:

- **32-Week Written School Agenda** – A clear weekly roadmap showing exactly what lessons, activities, and assignments are planned.
- **Assigned Class Mentor** – Each student has a dedicated instructor who guides their learning, answers questions, and provides feedback.
- **32 Weeks of Live Interactive Classes** – Students meet online with their mentor and peers to discuss lessons, practice reasoning, and collaborate on projects.
- **Community Access** – A supportive network of students and parents to ask questions, share ideas, and celebrate learning.
- **Flexible Schedule** – Lessons can be completed at a pace that fits your family’s routine, while still keeping students on track.

Sample Weekly Time Commitment

Day	Activity	Duration	Notes
Monday	Live Zoom session	4 hours	Break down: <ul style="list-style-type: none"> • 50 min subject Grammar/Latin • 10 min break • 50 min Logic/Debate • 10 min break • 50 min Science • 10 min break • 50 min Literature/writing • 10 min wrap-up/Q&A
Tuesday	Independent study	2-4 hours	Completing assignments
Wednesday	Independent study	2-4 hours	Completing assignments
Thursday	Independent study	2-4 hours	Completing assignments
Friday	Independent study	2-4 hours	Completing assignments

Notes for Parents:

- **Live Zoom Session:** This is the core interactive component where students engage directly with the mentor and classmates.
- **Independent Study Days:** Students work at their own pace but should aim to complete all assignments before the next live session.
- **Flexibility:** Times can be adjusted based on your family's schedule while still keeping students on track.

Sample Lesson Plan

Subject	Focus during class
Grammar / Latin	Sentence structure, grammar analysis, and Latin vocabulary
Logic / Debate	The Art of Argument and identifying logical fallacies
Exposition	Literature discussion and essay development
Science	Research skills and scientific writing

Subject Breakdown: Grammar / Latin

Students strengthen their understanding of how language works, which improves reading comprehension and writing clarity.

During the live class, students will:

- Review parts of speech and sentence structure
- Translate simple Latin vocabulary and phrases
- Practice identifying nouns, verbs, and modifiers in sentences

During independent work, students will:

- Complete grammar worksheets analyzing sentence structure
- Practice a list of Latin vocabulary words
- Translate Latin phrases into English

Subject Breakdown:

Logic / Debate

In Dialectic I, students begin learning how to recognize strong arguments and identify weak reasoning.

This week students will study logical fallacies—mistakes in reasoning that can make an argument misleading or incorrect.

During the live class, students will:

- Learn what logical fallacies are
- Discuss examples such as:
 - Ad Hominem (attacking the person instead of the argument)
 - Straw Man (misrepresenting someone's position)
 - False Dilemma (presenting only two options when more exist)
- Practice identifying fallacies in sample arguments

During independent work, students will:

- Identify fallacies in three example arguments
- Write a short paragraph explaining why the reasoning is flawed
- Create their own example of a logical fallacy

Subject Breakdown:

Exposition

Exposition focuses on reading carefully and learning how to express ideas clearly in writing. Students read a book over several weeks and gradually build a complete persuasive essay in stages: Invention, Arrangement, and Elocution.

During the live class, students will:

- participate in thoughtful discussion using the 5 common topics
- Explore themes, characters, and important ideas
- Learn how essays are structured

During independent work, students will:

- Read several chapters of the assigned book
- Practice building their essay

This essay will be developed step-by-step over 3 weeks:

1. **Invention** - Students explore ideas, identify themes from the reading, and develop the main argument for their essay.
2. **Arrangement** - Students organize their ideas into a clear outline with a logical structure.
3. **Elocution** - Students refine their writing by focusing on clarity, word choice, and strong expression.

This step-by-step process helps students learn how to develop thoughtful arguments and communicate their ideas effectively in writing.

Subject Breakdown: Science

Students learn how to research a topic and communicate information clearly. Each week, students will choose their own research subject based on the assigned topic and write an approximately three-paragraph research report. For example, if the weekly topic is mammals, a student may choose any specific mammal they would like to research, such as a dog, whale, or elephant.

Examples of topics include:

- Mammals
- Amphibians
- Fungus
- Bioluminescent
- Invertebrates

During the live class, students will:

- Learn how to research reliable information
- Discuss how scientific reports are structured
- Practice taking notes from sources
- Practice citing sources

During independent work, students will:

- Choose a topic
- Practice keyword outlining
- Gather 3 sources of research
- Write their research paragraphs to present in class

Picture Examples

Student Weekly Agenda

Semester 1		Dialectic Cohort	
Week 9		Student Agenda: A Tool For Class Discussion	
Exposition	Logic	Debate	Science
<p>At Home: See Tab on this Agenda : "Exposition Schedule"</p>	<p>Latin At Home: Read: In the Purple Henle Latin book</p> <ul style="list-style-type: none"> <input type="checkbox"/> Read and Highlight: pg 44-50 <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 	<p>At Home: Read: Fallacy 5: Appeal to Fear</p> <ul style="list-style-type: none"> <input type="checkbox"/> Complete <i>Review Exercises</i> <input type="checkbox"/> <i>Go over the answers with your parent-teacher in their Teacher's Edition</i> 	<p>At Home: Choose any type of <i>bird</i> that interests you.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Research up to 3 articles on this topic and use your new skill of Key Word Outlining as you take notes on each article. <input type="checkbox"/> Write one - three paragraphs on what you researched. <input type="checkbox"/> Include an introduction and conclusion <input type="checkbox"/> Include -ly adverb <input type="checkbox"/> Incorporate a strong verb into your paper <input type="checkbox"/> Draw a picture of your chosen researched subject; color it if you'd like. Share with the class. <p>BONUS OPPORTUNITY:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Find a <i>bird</i> around you and draw a picture of it, even if it isn't the one you researched

4 hours to freedom

Covered in Class

Semester 1

Dialectic Cohort

<p>In Class: See Tab on this Agenda : "Exposition Schedule"</p>	<p>In Class: Discuss the nouns of the declension of the week</p> <ul style="list-style-type: none"> <input type="checkbox"/> Go over exercises for understanding with students <input type="checkbox"/> Play a vocabulary game <input type="checkbox"/> Discuss how Latin can be seen in everyday life <input type="checkbox"/> Discuss the Latin words you studied this week that can be related to the roots of common English words <input type="checkbox"/> Discuss English grammar as it compares to Latin. 	<p>In Class:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Discuss the review exercises <input type="checkbox"/> Complete the "Fallacy Discussion" at the end of the lesson together as a class <input type="checkbox"/> If time allow students to go to break out rooms to come up with a skit that they act out for the Fallacy of the week...provide them with characters, scenes, ideas about which to set up the skit (i.e. teens in an ice cream parlor; cops in a donut shop; politician and civilian at the capitol - don't limit to these only) 	<p>In Class:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Have students read their research papers <input type="checkbox"/> Peers give feedback (only one point of what they did well) <input type="checkbox"/> Mentors give one strength (grow point) and one improvement (glow point). <input type="checkbox"/> Mentors: introduce the research paper topic for next week: <i>fish</i>. <input type="checkbox"/> Mentors: <ul style="list-style-type: none"> <input type="checkbox"/> May have students draw on prior knowledge <input type="checkbox"/> Define what the organism is <input type="checkbox"/> Define characteristics that make them classified as this organism <input type="checkbox"/> Compare this organism to last week's organism <input type="checkbox"/> Share testimonies of student or mentor interactions with an organism like this one <input type="checkbox"/> Possibly share a short video that is interesting.
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Exposition Schedule

Exposition Semester Schedule

Week #	Essay #	Students DO THIS LTW Student Work Book Pages To Use At Home	Book Currently Reading at Home	Essay Working On At Home	Mentors & ParentTeachers Suggested Preparation for class in LTW Teacher's Guide and Videos	Going over in Class:
9	2	Arrangement pgs 10-14	<i>Number the Stars</i> Chapters 6-10	Arrange your paper for <i>Inquisitor's Tale</i> by using the Essay 2 Arrangement Template in your LTW Student Workbook	<p>Teachers Guide: Essay Two pg 81 Parallelism LTW Student Workbook: Preview Pg 15-20 YouTube Playlist : Essay: 2 Elocution Parallel Words</p>	<p>Covering Essay 2 Elocution: pg 15-16 Practice putting together the Essay using the outline and going over Parallelism with your class. The LTW video examples are great to use in class! Do not show the video in class, but do use the examples with your class, allowing the students to give different answers. Continue to encourage students to use the examples and tools they learn in class at home in their Essays. This week they will write their essays, get help from parents editing their papers and practicing reading in front of friends and family to present in class next week. All students present what they bring to class.</p>
10	2	Elocution pg Student Workbook pgs 15-20	<i>Number the Stars</i> Chapters 11-14	Write Paper for <i>Inquisitor's Tale</i> using your Arrangement Template from pg 15. Add the new element: <i>Parallelism</i> - Have a trusted adult edit it for you. Practice reading and presenting it to friends and family at least once. Have it available in class.	<p>Teachers Guide: Essay Two pg 81 Parallelism LTW Student Workbook: Preview Pg 15-20 YouTube Playlist : Essay: 2 Elocution Parallel Words</p>	<p>Share papers on "Inquisitor's Tale" Students listen closely and share with the student what they recognized: 1. The 'thesis' (the 'should' question that they turned into an Issue), 2. The student's 3 proofs and 3. Parallelism. What were those elements of their paper? Mentor gives 1 Glow- a positive thing that they observed in regards to structure and style of the paper. Mentors continue conversation about <i>Number the Stars</i>.</p>