

# Welcome to Rhetoric I

Rhetoric I is recommended for ages 14+

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Rhetoric is the stage of classical education designed to teach students how to communicate ideas clearly, effectively, and persuasively. In this stage, students move beyond understanding and analysis to focus on expressing their own thoughts with structure, confidence, and skill in both writing and speaking. They also begin to develop leadership by learning how to present ideas thoughtfully, engage others in discussion, and take responsibility for guiding conversations and arguments.

## 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
<b>Monday</b>	Live Zoom session	4 hours	Break down: <ul style="list-style-type: none"> <li>• 50 min Logic</li> <li>• 10 min break</li> <li>• 50 min Debate</li> <li>• 10 min break</li> <li>• 50 min Science</li> <li>• 10 min break</li> <li>• 50 min Literature/writing</li> <li>• 10 min wrap-up/Q&amp;A</li> </ul>
<b>Tuesday</b>	Independent study	2-4 hours	Completing assignments
<b>Wednesday</b>	Independent study	2-4 hours	Completing assignments
<b>Thursday</b>	Independent study	2-4 hours	Completing assignments
<b>Friday</b>	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
Logic	Traditional Logic I and Traditional Logic II
Debate	Economics, debate, and art.
Exposition	Literature discussion and essay development
Science	Marine Biology

## Subject Breakdown:

### Logic

Students develop the ability to think clearly and reason correctly by studying the principles of formal logic and argument structure.

#### During the live class, students will:

- Learn the basic structure of arguments (premises and conclusions)
- Study how to identify valid and invalid reasoning
- Discuss examples of sound and unsound arguments
- Practice breaking down simple arguments step by step

#### During Independent work, students will:

- Complete exercises from Traditional Logic I and Traditional Logic II
- Analyse arguments by identifying premises and conclusions
- Practice distinguishing between valid and invalid reasoning
- Write short explanations of why an argument is logical or flawed

# Subject Breakdown:

## Debate

In this course, students explore how ideas, history, and culture shape human decisions through economics, debate, and art. They examine real-world economic change through topics like the disappearance of penny candy, develop persuasive reasoning skills through Lincoln-Douglas debate, and analyze worldviews in art using *How Should We Then Live* by Francis Schaeffer and its accompanying videos.

### **During the live class, students will:**

- Discuss how economic systems change over time and affect everyday life (including the penny candy example)
- Learn the structure and purpose of Lincoln-Douglas debate
- Practice forming and defending arguments with logic and evidence
- Explore art history and worldview themes from *How Should We Then Live*
- Watch and discuss selected video segments to connect ideas to historical context

### **During Independent work, students will:**

- Read and reflect on assigned economics and debate materials
  - Prepare arguments for Lincoln-Douglas debate topics
  - Complete viewing guides and written reflections for *How Should We Then Live*
  - Identify how art reflects different worldviews and historical periods
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# Subject Breakdown:

## Exposition

Exposition focuses on reading carefully, thinking deeply about texts, and learning how to express ideas clearly in writing. Students read a variety of works over several weeks, including selected Shakespeare, and gradually build both persuasive and comparison essays through the stages of Invention, Arrangement, and Elocution.

### **During the live class, students will:**

- Participate in thoughtful discussions using the 5 common topics
- Explore themes, characters, and important ideas in literature, including Shakespeare
- Compare texts and identify similarities and differences between ideas and authors
- Learn how persuasive and comparison essays are structured

### **During Independent work, students will:**

- Read several chapters or selections from the assigned texts.
- Practice developing their essay
- Analyze literary themes, characters, and conflicts

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 analyze literature deeply and communicate their ideas effectively through both persuasive and comparison writing.

# Subject Breakdown:

## Science

Apologia Marine Biology focuses on exploring ocean life and the complex systems of the marine world. Students study the structure of marine organisms, ocean ecosystems, and the relationships between living things and their environment using *Apologia Marine Biology*.

### **During the live class, students will:**

- Learn key concepts about ocean zones, marine habitats, and ecosystems
- Explore different types of marine organisms, including fish, mammals, and invertebrates
- Review and connect scientific concepts to real-world ocean systems

### **During Independent work, students will:**

- Read assigned sections from Apologia Marine Biology
- Complete study questions and vocabulary review
- Observe and record information about marine ecosystems
- Review diagrams and scientific concepts from the text

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# Picture Examples

Student Weekly Agenda

# Complete at Home

Week 6		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>Read: <i>The Discovery of Deduction</i></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Lesson 4.3: Read Complete Review Questions</li> <li><input type="checkbox"/> Check your answers</li> <li><input type="checkbox"/> Lesson 4.4: Read</li> <li><input type="checkbox"/> Complete Review Questions</li> <li><input type="checkbox"/> Check your answers</li> <li><input type="checkbox"/> <b>Going Deeper - see parent teacher for this optional assignment</b> Complete Deduction in Action for 4.3; the link is located on the home page under "Class Links"</li> </ul>	<p><b>Read: <i>Everyday Debate</i></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Read Chapter 6: Overview of a Debate</li> <li><input type="checkbox"/> Complete Review Exercises</li> <li><input type="checkbox"/> Complete <i>Building Copiousness</i></li> <li><input type="checkbox"/> Complete <i>Everyday Debate</i></li> <li><input type="checkbox"/> Complete <i>Learning from the Masters</i></li> <li><input type="checkbox"/> Complete <i>The Big Debate: Gun Control</i></li> <li><input type="checkbox"/> Check your answers</li> <li><input type="checkbox"/> Watch the first part of the Dennett and D'Souza debate where Dennett presents his arguments.</li> <li><input type="checkbox"/> Read Wikipedia's "Gun Control" entry (Both can be found with the links provided on your dashboard)</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Read: <b><i>Riot and the Dance: Chapter 6</i></b> "Basics of Metabolism "</li> <li><input type="checkbox"/> Complete Chapter 6 Review Questions.</li> <li><input type="checkbox"/> Grade your answers and share with your Parent Teacher.</li> <li><input type="checkbox"/> Have your answers available for class discussions.</li> <li><input type="checkbox"/> <i>The Daily Suggested Schedule for the week can be followed and is located in the Lab Manual in Appendices ix - ask your parent teacher for guidance on any assessments listed.</i></li> <li><input type="checkbox"/> Pre- Read the lab - Lab 5: Enzymes</li> <li><input type="checkbox"/> Follow along during class or conduct the experiment as you follow along. See Lab 5 Page 25 and in the Lab Manual for a list of materials</li> <li><input type="checkbox"/> Mentors check supplies for class demonstrations in advance for overnight preparations and special orders</li> </ul>

# Exposition Schedule

Week #	Essay #	Students DO THIS LTW Book Pages To Use At Home	Book Currently Reading at Home	Essay Working On At Home	ParentTeachers Suggested Preparation for class in LTW Teacher's Guide and Videos	Going over in Class:
5	3	Elocution pg 29-31	<i>The Giver</i> Ch. 9-15	Write Paper for <i>Call of the Wild</i> using your Arrangement Template- Share in class	<p>Teachers Guide: Essay 4 Invention Comparison II; Degree &amp; Kind pg 117;</p> <p>LTW Student Workbook: Preview Pg 35-36</p> <p>YouTube Playlist : <b>Essay: 4 Invention Comparison II Differences</b></p>	<p>Share papers on <i>Call of the Wild</i> ; Students give 1 'Grow' and 1 'Glow' (something they can improve on for next time). Peers give 1 Grow and 1 Glow and also 3 literary devices that you have been studying that they noticed (proofs; subproofs; exordium, etc). Mentor gives 1 Glow. Mentors research and bring in great questions about the book <i>The Giver</i>; compare main characters from <i>Call of the Wild</i> and the <i>Giver</i>; 4 Covering Invention pgs 35-36 together; compare terms and/ or characters from the book with people in the world or other book characters with them. Discuss <i>The Giver</i> with students.</p>
6	4	Invention pgs 35-36	Finish <i>The Giver</i> Ch 16-23	Start and complete your ANI Chart for <i>the Giver</i> with 25 items in each column. Use the Student Work Book ANI chart on pg 23 "What's Your Issue" chart from Get Classically Educated to assist you.	<p>Teachers Guide: Essay 3: A Guide to Exordium Pg 99</p> <p>LTW Student Workbook: Preview Pg 24-28</p> <p>YouTube Playlist : <b>Essay: 4 Arrangement: Exordium</b></p>	<p>4 Arrangement pgs 37-42; Essay 4   "Amplification" worksheets in the LTW Student Workbook - if time, create a hypothetical Outline based on the template on Pg 42 together. If time, go over everyone's ANI charts from <i>The Giver</i>. How do you turn the 'whether' question into a 'should' question? How do you now arrange your ANI? Discuss the end of the book. How did that go?</p>