

Welcome to Rhetoric II

Rhetoric II is recommended for ages 15+

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
Monday	Live Zoom session	4 hours	Break down: <ul style="list-style-type: none"> • 50 min Logic • 10 min break • 50 min 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
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

Picture Examples

Student Weekly Agenda

Week 1		Student Agenda: A Tool For Class Discussion	
Exposition	Logic	Debate	Science
<p>At Home:</p> <p>See tab on this Agenda : "Exposition Schedule"</p>	<p>At Home:</p> <p>Read <i>Traditional Logic I</i></p> <p>Read The Introduction: <i>What is Logic?</i></p> <p>Complete:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Exercises for Day 1 <input type="checkbox"/> Exercises for Day 2 <input type="checkbox"/> Exercises for Day 3 <input type="checkbox"/> Exercises for Day 4 <p><input type="checkbox"/> Complete the Review Exercises</p>	<p>At Home:</p> <p>Read: <i>Whatever Happened to Penny Candy?</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Read: <input type="checkbox"/> Chapter 1: <i>Money: Coins and Paper</i> <input type="checkbox"/> Chapter 2: <i>Taanstaaf!, The Romans, and Us</i> 	<p>At Home:</p> <p>Welcome to Marine Biology!</p> <ul style="list-style-type: none"> <input type="checkbox"/> Begin by getting familiar with the content. Look at the Index and explore the different Modules you will be encountering. <p>Module 1: The Geography of Oceans to Seawater</p> <ul style="list-style-type: none"> <input type="checkbox"/> Read until you reach <i>Salinity, Temperature, Density</i> <input type="checkbox"/> Complete On Your Own Questions <input type="checkbox"/> Be prepared to observe, interact in discussion, or all of the above with Experiment 1.1 in class. <p>Mentors: Preview the experiment before class and gather materials where applicable and possible</p>

Exposition Schedule

Essay #	Students DO THIS LTW Book Pages To Use At Home	Book Currently Reading at Home	Essay Working On At Home	Mentors & Parent Teachers Suggested Preparation for class in LTW Teacher's Guide and Videos	Going over in Class:
5	None	<i>Treasure Island</i> Ch 1-11	None	Mentors to guide discussion over the next few weeks, gather great questions and start diving into the characters. For brand new students encourage them to watch videos for 'Invention' Introduction, as well as Essays 1-4 Introduction videos. Every week encourages new students to investigate the videos of the previous Essay in Arrangement and Elocution. Use the 5 Common Topics to dig deeper; Talk about what a 'whether question' is and use the GCE Document posted to your Exposition Tab - you will be working with this this week. Continue to Discuss the book Practice through the discovery of the time period, comparing it to the movies, discussing the motives of each character and if they are relatable to others they have encountered in both real life and in books.	Start to notice characters. List them and their personalities. List potential conflicts that students observe. What is believable? What is unbelievable? Discuss the plot of <i>Treasure Island</i> so far. Villain? Hero? Class, summarize the novel together so far. Identify your least favorite and favorite characters and how the students relate to them. What virtues do they have, or lack, that make them stand out?
5	Invention Pgs 51-52	<i>Treasure Island</i> Ch. 12-24	Start to brainstorm a 'Whether' Question and to determine what you possible ANI chart will be about	Teachers Guide: Essay 5 Invention: Definition pg 143 LTW Student Workbook: Preview Pg 51-52 YouTube Playlist : Essay: 5 Definition 1	5 Invention pgs 51-52 Practice definition as outlined by the worksheets. Also, compare any two terms from your current book. You can also compare two terms from different books. Create ideas for a 'should' question. If time allows, create an ANI that you arrange as a class next week.