

Important info for parents:
<ul style="list-style-type: none"> • <i>Would you please bring sanitizing wipes & paper-towels to Heritage? We are out!</i> • We need help with setup, lunch, & clean up on Mondays. Please sign up here to help & earn volunteer hours. • Heritage Tech and Cell phone Policy - this includes cell phone watches which are causing distractions during class. • Every week, See NOTES FROM TEACHERS on page 6-9, below When printing this document, select only the pages that you need to print. • Silverwood Reading Program for Grades K - 8 - Read 10 hours and earn a free ticket to Silverwood this summer! Click here for tally sheet and details. Bring completed forms to Heritage by March 5th.
Events this Week:
<ul style="list-style-type: none"> • 1/26 Bigfork Children's Theatre: Jack and the Giant 12:00 Preview Performance - tickets \$3 - this event is FULL! Check sign up for details.
Events Coming Up: Click here for a complete list of upcoming Heritage activities/events.
<ul style="list-style-type: none"> • 1/31 Full Moon Community Ski at Whitefish Golf Course - Come ski under the light of the moon for FREE! Moonrise at 6:00 p.m. (part of course is lighted too). Bring your own gear or rentals available at Glacier Nordic Shop - Adult Classic Skis \$10, Adult Skate Skis \$15, Kids Classic \$8, Kids Skate \$10 More info here. • Blacktail Mountain Resort is offering homeschool ski dates this month - 1/26, 1/31 - click here to register <p>Coming up....</p> <ul style="list-style-type: none"> • Parents, you are invited to a free parenting seminar at Stillwater Christian School: A Biblical view of Sex & Keeping Up the Conversation. 7pm, Monday, February 5th. (Axis Parenting Seminar also offered 4/3/18 @7pm) • March Madness at Big Sky Bible Camp for grades 3-6 - March 23 - 25th - register here • 1/20/18 - reserve a campsite at Murray Bay for July 20-22 Heritage Family Camping Trip on Hungry Horse Reservoir. Reserve sites starting January 20th for this fun time camping, swimming, hiking, huckleberry picking together. Due to the government shutdown, this website is down. Keep checking back.

Morning Time: This is a special time each day for families to learn together. Read more here.	
Assembly focus	Finishing strong: Oh, that I might never loiter on my heavenly journey! David Brainerd (1718-1747) <i>"When I really enjoy God, I feel my desires of him the more insatiable, and my thirstings after holiness the more unquenchable. . . . Oh, that I might never loiter on my heavenly journey!"</i>
Bible Memory Verse (for January)	Romans 8:38-39 For I am convinced that neither death nor life, neither angels nor demons, neither the present nor the future, nor any powers, 39 neither height nor depth, nor anything else in all creation, will be able to separate us from the love of God that is in Christ Jesus our Lord.
Bible Reading	Romans 9:30-10:13 BSF Lesson 17 (also in humanities guide) Parenting Resource: God's Desires for Your Child For Tuesday Bible: 7-8 are using this lesson: Grades 9-12 (ages 14-17)
Hymn	Amazing Grace (My Chains are Gone) , original words by John Newton, music and additional lyrics by Chris Tomlin Hymn Study --Listen here to review hymns from the entire year
Choir	NEW! YouTube 6-8 CHOIR playlist Google Drive Audio Downloads
Poetry	Every day, read the weekly selections from: 3-8 Christendom Student Journal.
History Timeline	This week's focus: #106-112. We recommend you learn the entire timeline song this year. Week 16: Timeline signs explained Full song Weeks 1-11 song Weeks 12-23 song
Family Read Aloud	Many families choose to do their family read aloud during morning time. See <i>Humanities Guide</i>
Talk Together...	<i>Mr. Schvaneveldt challenged you to read the 70 resolutions of Jonathan Edwards and write 10 resolutions for yourself, focused on serving the Lord. Share these with your parents. What are your strengths? What are your weaknesses? How might God use your weakness to bring glory?</i>

6th grade				
Morning Time	<input type="checkbox"/> Day 1	<input type="checkbox"/> Day 2	<input type="checkbox"/> Day 3	<input type="checkbox"/> Day 4
Refer to Page one of assignment document				
Math	<input type="checkbox"/> Day 1	<input type="checkbox"/> Day 2	<input type="checkbox"/> Day 3	<input type="checkbox"/> Day 4
Curriculum of your choice				
English				
<ul style="list-style-type: none"> <input type="checkbox"/> Day 1-All worksheets come from Lesson 16 this week. Note-only 1 paragraph will be written. <ul style="list-style-type: none"> <input type="checkbox"/> Finish the MindBender <input type="checkbox"/> Complete WS3. Remember to avoid run-on sentences by using a comma and conjunction when necessary. <input type="checkbox"/> Select your event to describe. Fill in the information on the block outline WS6. Narrow down your topic by coming up with 4 subtopics as supports on the brainstorm. Use the example done in class for help or see the class instruction link. Be thorough and focus on the senses as you fill in the brainstorm. <input type="checkbox"/> Day 2- <ul style="list-style-type: none"> <input type="checkbox"/> Complete Grammar Master Day 2 <input type="checkbox"/> Transfer your information to the block outline on WS9. Use keywords as you create your outline. Be sure to highlight your block outline. This outline will be turned in for a grade! <input type="checkbox"/> Type your description of event paragraph. Add in any words needed to make your paragraph flow smoothly. Create a title from some keywords in your last sentence. Finally, check your paragraph against the Grading Rubric Notice that you will need alliteration, a prepositional phrase, a simile, an ly' adverb, and 3 adjectives underlined and then labeled in the margin again this week. After it is typed and edited, print your paragraph and highlight it according to the highlighting instructions. Have your parent sign your paper under your heading at the top, right corner of the paper. Place in binder to turn in! <input type="checkbox"/> Day 3- <ul style="list-style-type: none"> <input type="checkbox"/> Complete Grammar Master Day 3. <input type="checkbox"/> Write your haiku poem. Follow the example on WS10 for help or use the brainstorming worksheet given out in class. Create some sort of illustration to your individual preference for your Haiku. Have fun! <input type="checkbox"/> Day 4- <ul style="list-style-type: none"> <input type="checkbox"/> Read a book for pleasure! <input type="checkbox"/> Class Instruction 				
Humanities				
<p>Christendom Guide: Week 16 - Follow your Amended Robin Hood Assignments (scroll down to week assigned)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Copywork (3 days-10 mins/ each day) Entire Book of Romans for Copy Work or the poem "Robin Hood - To a Friend" part 2 listen here <input type="checkbox"/> History Narration (one response) Chap. 17 Map Links - The Crusades <input type="checkbox"/> Commonplace (1 quote from) Read chapters VI and VII <input type="checkbox"/> Reflection (one narration or answer to a reflection question from each reading selection). <input type="checkbox"/> Delightful Discovery <input type="checkbox"/> Optional links: The Real Robin Hood , Librivox <p>Optional links: Intro to the Crusades - Khan Academy</p>				
Astronomy	<input type="checkbox"/> Day 1	<input type="checkbox"/> Day 2	<input type="checkbox"/> Day 3	

Quiz: 5th-8th graders, [prepare for your quiz](#). Taken no later than 5pm, January 26th (*optional for 5th graders*).
Continue recording each day's moon phase in your Journal (*see moon phase calendar*) ([Kalispell 2018 Moon Calendar](#)).

Day 1:

- Watch:** [Mars Song](#) (2 min). Get ready for the [Total Lunar Eclipse](#), January 31st, 2018. Check [this website](#) for times.
- READ:** *Exploring Creation with Astronomy, Lesson 7* (AT1 p.78-top 79; or AT2 p.98).
- Look** at pictures of [Olympus Mons](#) on google; **and** [This Week's Sky at a Glance](#).
- Optional Hands-On:** Build Olympus Mons (AT1 p.87-88; AT2 p.99).
- Journal:** Write a few facts about Olympus Mons from your google image search, include a drawing or photo.

Day 2:

- READ:** *Exploring Creation with Astronomy, Lesson 7* (AT1 p.79-81 or AT2 p.100-101).
- Watch:** [Mars One Project](#) (5 min); [Martians](#) (scan through); [Astronauts and sleep](#) (5.3 min).
- Journal:** Draw a beautiful picture of Mars and write 3-5 facts.
- Journal:** What do you think about living on Mars? Would you volunteer to go, why or why not?
- Hands-On:** (*optional*) Try one this week: [make a Mars Rover](#); [make a Moon Cake](#), or [make a balloon powered Rover](#).

Day 3:

- Watch: Back by popular demand: [Astronaut tripping on the moon!](#) (4th-8th)** These videos are to complete your lab sheet: [50 years of Mars exploration](#), [Phoenix](#), [Curiosity Rover](#), scan through: [InSight Rover](#), [LRO 100 Lunar Days Part II](#), and (*optional*) [Phoenix Mars Lander: 7 minutes of terror](#).
- 3rd and up: Finish** your [Exploring Regolith lab sheet](#) from class; making sure you have complete sentences and it is neat and readable.
- Journal:** Determine your weight on Earth, Mars and the Moon, write your calculations in your Journal and briefly describe why you think there is a difference (AT1 p. 72, 80; AT2 p.91 & p.100). ([Help and Go Further](#)).
- Mark** your Night Sky Treasure Hunt. **Pack your journal, planisphere, colored pencils, scissors, and glue sticks for class.**
- Take your QUIZ by Friday, Janu**

Latin	<input type="checkbox"/> Day 1	<input type="checkbox"/> Day 2	<input type="checkbox"/> Day 3	<input type="checkbox"/> Day 4
Daily Work: -Chants -Review New Voc. Flashcards(5 min) -Review All Voc. Flashcards(5 min) Important Class Info	-Make flashcards -Ch. 17- DW -Study Memory Page (MP) Pg. 125 -Story pg. 127 -Read Grammar Lesson (GL)Pg. 127-128	-Ch. 17- DW -Complete Worksheet (WS) Pg. 129 Skip pg. 130.	-Ch. 17-DW -Review for Ch. 17 Quiz See note below: History Reader: pg 13. Translate #2 &# 3	-Take Ch. 17 Quiz - pg. 131-132 (55 pts) *Links for grading quiz: -Ch. 17- reference for page 1 , page 2 Late Work Policy * Guidelines for giving quiz
Choir	<input type="checkbox"/> Day 1	<input type="checkbox"/> Day 2	<input type="checkbox"/> Day 3	<input type="checkbox"/> Day 4

Practice 3 times this week, 15-20 minutes each day **NEW!** [YouTube 6-8 CHOIR playlist](#) [Google Drive Audio Downloads](#)

LISTEN TO AND SING FOCUS MEASURES 2/DAY AND FULL PERFORMANCE 1-2/WEEK: [CD Set List to print](#)

Jubilate Deo: Listen to full performance and continue singing with your part track Focus Measures: Men Part 1, Ladies Part 2, mm.1-50	Ave Maria: Listen to full performance and start singing with your part track Focus Measures:1-32	The Clouds: Listen to full performance and continue singing with your part track Focus Measures:1-end, EVERYONE is learning part 2
Tue. Tue: Listen to full performance and continue singing with your part track Focus Measures:1-45	Thirty Second Fa La La: Listen to full performance and continue singing with your part track Focus Measures:1-8	Viva La Musica: We will start this next week. You can begin learning it if you wish Focus Measures: PLEASE PRINT FOR NEXT WEEK.

Art				
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Mrs. Paolini 406-270-1159

Due: Jan. 29

- Make a color wheel. You can make a standard wheel or you can be creative and make an eye or bicycle wheel etc.
- Know and be prepared to fill in all twelve colors on a blank wheel in class.

- (3 Primary, 3 secondary and 6 tertiary.)

7th & 8th grade				
Morning Time	<input type="checkbox"/> Day 1	<input type="checkbox"/> Day 2	<input type="checkbox"/> Day 3	<input type="checkbox"/> Day 4
Refer to Page one of assignment document				
Math	<input type="checkbox"/> Day 1	<input type="checkbox"/> Day 2	<input type="checkbox"/> Day 3	<input type="checkbox"/> Day 4
Curriculum of your choice				
English				
<ul style="list-style-type: none"> <input type="checkbox"/> Day 1- All worksheets come from Lesson 11. <ul style="list-style-type: none"> <input type="checkbox"/> Finish the Greek Root crossword. Roots <input type="checkbox"/> Finish WS2. Be careful to generate thoughtful clauses that begin and end with a comma. Also be certain to capitalize, punctuate and spell correctly. This will be turned in! <input type="checkbox"/> Day 2- <ul style="list-style-type: none"> <input type="checkbox"/> Choose the room you will describe. It must be one that you can sit in when you brainstorm. Remember to Fill in your brainstorm on WS4 similarly to our example in class(Read the example on the class instruction link!). Be thorough and generate comparison similes for each of the sections of the room as you brainstorm. Highlight your brainstorm. <input type="checkbox"/> Type up, or hand write very neatly, your outline following WS5. Your outline must be formatted exactly as the outline provided on WS6. Double space the outline and check that each line has notes written down on it. Highlight the outline and put your name on it to turn in. <input type="checkbox"/> Day 3- <ul style="list-style-type: none"> <input type="checkbox"/> Write your concrete description paragraph. Remember to utilize the outline well and to incorporate 4 similes, a compound sentence, and a who/which clause this week in your paragraph. Be creative when arranging your sentences and descriptive in your wording. Check the flow of your ideas, and reword if necessary. Label all dress-ups in the margin, and have your paper signed by a parent. Look carefully at the changes in required dress-ups on the grading rubric. Note the word requirement is growing!! Grading Rubric <input type="checkbox"/> Day 4- <ul style="list-style-type: none"> <input type="checkbox"/> Write your Haiku poem. Write your haiku poem. Follow the example on WS6 for help or use the brainstorming worksheet given out in class. Create some sort of illustration to your individual preference for you Haiku. Have fun! <input type="checkbox"/> Read for pleasure!! Class Instruction 				
Humanities				
<p>Christendom Guide: Week 16 - Follow your amended Robin Hood assignments to complete all of your reading for the week. Use your journal for all written work. Remember to turn your journal into the basket Monday before lunch.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Copywork ___ ___ ___ Either your daily Romans reading or your poem- "Robin Hood - To a Friend" part 2 listen here <input type="checkbox"/> History Narration ___ (one response) Chapter 17 - Lionheart and Robin Hood Map Links - The Crusades <input type="checkbox"/> History Outline - This goes along with Chapter 17 - Lionheart and Robin Hood <input type="checkbox"/> Commonplace ___ <i>Robin Hood</i>. Read chapters VI and VII <input type="checkbox"/> Reflect ___ (one per day from Robin Hood: narration or answer a reflection question) <input type="checkbox"/> Delightful Discovery ___ (optional) <p>Optional links: Librivox Crusades video</p>				
Astronomy	<input type="checkbox"/> Day 1	<input type="checkbox"/> Day 2	<input type="checkbox"/> Day 3	
<p>Quiz: 5th-8th graders, prepare for your quiz. Taken no later than 5pm, January 26th (<i>optional for 5th graders</i>).</p> <p>Continue recording <u>each day's moon phase</u> in your Journal (see moon phase calendar) (Kalispell 2018 Moon Calendar).</p> <p>Day 1:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Watch: Mars Song (2 min). Get ready for the Total Lunar Eclipse, January 31st, 2018. Check this website for times. <input type="checkbox"/> READ: <i>Exploring Creation with Astronomy, Lesson 7</i> (AT1 p.78-top 79; or AT2 p.98). <input type="checkbox"/> Look at pictures of Olympus Mons on google; and This Week's Sky at a Glance. <input type="checkbox"/> Optional Hands-On: Build Olympus Mons (AT1 p.87-88; AT2 p.99). <input type="checkbox"/> Journal: Write a few facts about Olympus Mons from your google image search, include a drawing or photo. <p>Day 2:</p>				

- READ:** *Exploring Creation with Astronomy, Lesson 7* (AT1 p.79-81 or AT2 p.100-101).
- Watch:** [Mars One Project](#) (5 min); [Martians](#) (scan through); [Astronauts and sleep](#) (5.3 min).
- Journal:** Draw a beautiful picture of Mars and write 3-5 facts.
- Journal:** What do you think about living on Mars? Would you volunteer to go, why or why not?
- Hands-On:** (optional) Try one this week: [make a Mars Rover](#); [make a Moon Cake](#), or [make a balloon powered Rover](#).

Day 3:

- Watch:** **Back by popular demand:** [Astronaut tripping on the moon!](#) (4th-8th) These videos are to complete your lab sheet: [50 years of Mars exploration](#), [Phoenix](#), [Curiosity Rover](#), scan through: [InSight Rover](#), [LRO 100 Lunar Days Part II](#), and (optional) [Phoenix Mars Lander: 7 minutes of terror](#).
- 3rd and up:** **Finish** your [Exploring Regolith lab sheet](#) from class; making sure you have complete sentences and it is neat and readable.
- Journal:** Determine your weight on Earth, Mars and the Moon, write your calculations in your Journal and briefly describe why you think there is a difference (AT1 p. 72, 80; AT2 p.91 & p.100). ([Help and Go Further](#)).
- Mark** your Night Sky Treasure Hunt. **Pack your journal, planisphere, colored pencils, scissors, and glue sticks for class.**

Earth Science: All Assignments Due Monday, January 22

- Day 1:** Read 8.1 Mechanical and Chemical Weathering & Complete Learning Check 8.1
- Day 2:** Read 8.2 Erosion and complete Learning Check 8.2
- Day 3:** Read 8.3 Soils and complete Learning Check 8.3
- QUIZ #10 IN NOW ON-LINE.** [Here is the study guide.](#) This week's quiz will be on Chapters 6 & 7.
- [Class notes from Monday](#) to help you study for your quiz
- Here is the [Answer Key for Chapter 8 Learning Checks](#)

Optional

- [Eyewitness Natural Disaster](#) if you have not watched it already

Logic

- Write one example each for Equivocation, Amphiboly, & "Distinction without a Difference") fallacies of ambiguity into your Logic journal.
- Copy the definitions of Composition, Division, and Accent fallacies of ambiguity into your logic journal. Save room for fallacy examples to be written out next week. Here is the definition sheet: [ambiguity fallacies](#)
- Watch this classic, fun [example](#) of equivocation.
- Watch this [snippet of Groucho Marx](#) and see how many amphibolies and equivocations you can discover in his witty African stories.

Latin	<input type="checkbox"/> Day 1	<input type="checkbox"/> Day 2	<input type="checkbox"/> Day 3	<input type="checkbox"/> Day 4
Daily Work: -Chants -Review New Voc. Flashcards(5 min) -Review All Voc. Flashcards(5 min) Important Class Info	-Make flashcards -Ch. 17- DW -Study Memory Page (MP) Pg. 125 -Story pg. 127 -Read Grammar Lesson (GL)Pg. 127-128	-Ch. 17- DW -Complete Worksheet (WS) Pg. 129 Skip pg.130.	-Ch. 17-DW -Review for Ch. 17 Quiz See note below: History Reader: pg 13. Translate #2 & #3	-Take Ch. 17 Quiz - pg. 131-132 (55 pts) *Links for grading quiz: -Ch. 17- reference for page 1 , page 2 Late Work Policy * Guidelines for giving quiz
Choir	<input type="checkbox"/> Day 1	<input type="checkbox"/> Day 2	<input type="checkbox"/> Day 3	<input type="checkbox"/> Day 4

Practice 3 times this week, 15-20 minutes each day **NEW!** [YouTube 6-8 CHOIR playlist](#) [Google Drive Audio Downloads](#)
LISTEN TO AND SING FOCUS MEASURES 2/DAY AND FULL PERFORMANCE 1-2/WEEK: [CD Set List to print](#)

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<p>Tue. Tue: Listen to full performance and continue singing with your part track Focus Measures:1-45</p>	<p>Thirty Second Fa La La: Listen to full performance and continue singing with your part track Focus Measures:1-8</p>	<p>Viva La Musica: We will start this next week. You can begin learning it if you wish Focus Measures: PLEASE PRINT FOR NEXT WEEK.</p>
Art		
<p>Mrs. Paolini 406-270-1159 Due: Jan. 29</p> <ul style="list-style-type: none"> ● Make a color wheel. You can make a standard wheel or you can be creative and make an eye or bicycle wheel etc. ● Know and be prepared to fill in all twelve colors on a blank wheel in class. ● (3 Primary, 3 secondary and 6 tertiary.) 		
<p>Mrs Wagner 406-261-4267, sswagner7@gmail.com</p> <ul style="list-style-type: none"> ● Due Jan 29 ● Do a watercolor in your handmade art journal using at least one of the techniques we covered in class. The watercolor can be of whatever you want. ● Watch this brief video on designing pages inside your handmade art journal. ● Gather supplies for collage and designs in your handmade art journal book: magazines, newspaper, paint chips, wallpaper samples, bubble wrap, corrugated cardboard, burlap, etc. ● Seeking donations of the following materials (bring to the next class): <ul style="list-style-type: none"> ○ Magazines with colorful photos such as National Geographic, etc. ○ Old plastic cards, such as a library card ○ Old putty knives that could get paint on them 		

ART _____

Do you have a budding artist in your family? The *Homeschool Herald* is looking to showcase your student's drawings & artwork. All published artists receive a free Dairy Queen blizzard!

Scan and send your entries to homeschoolherald.fhea@gmail.com. or mail to FHEA P.O. Box 7661, Kalispell, MT 59904

ANATOMY & PHYSIOLOGY _____

ASTRONOMY _____

Instructors- Jane Turner 257-8799, Joyce Whitney-Davies 640-0968, Kristin Cotton (K-2)

Dear Astronomy students and parents,

Do you know what regolith is? Do you know how it is formed and where it is formed? Regolith is derived from two Greek words and literally means "rocky rug or blanket". Regolith refers to all of the loose rocks, dirt, sand, and organic material that blanket the planets and moons. It was a lively discussion with your AMAZING kids! Next time you go hiking, you may want to bring your magnet along for regolith observation. In our lab time, we examined simulated lunar and martian soil, potting soil, and ash. Since it is now our second semester, we would like students to spend more time completing their lab sheets during the week, using

complete sentences and neat work. We will start grading them for grades 6th-8th, but it is a good practice for all grades. Please review your student's lab sheet each week, when provided, and examine this Night Sky Journal for similar neat/complete work. Thanks!

Exciting News! This January 31st, in the early morning hours, we will have a Blue Moon Lunar Eclipse! It is the first time in 150 years for this kind of event. It is an early morning event, but well worth it, if the skies are clear!

The [Blue Moon](#) – second of two full moons in one calendar month – will pass through the Earth's shadow on January 31, 2018, to give us a total lunar eclipse. *Totality*, when the moon will be entirely inside the Earth's dark [umbral](#) shadow, will last a bit more than one-and-a-quarter hours. The January 31 full moon is also the third in a series of three straight full moon [supermoons](#) – that is, super-close full moons. It's the [first of two Blue Moons in 2018](#). So it's not just a lunar eclipse, or a Blue Moon, or a supermoon. It's all three ... a super Blue Moon eclipse! Is it the first Blue Moon total eclipse in 150 years, as some social media memes are now claiming? It is ... if you're not considering the whole world, but only the Americas. [More about that here](#).

IMPORTANT. If you live in North America, this lunar eclipse will be visible in your sky *before sunrise on January 31*.

Continue recording each day's moon phase in your Night Sky Journals, until February 6th.

Quiz 3: (optional for 5th; required for 6th-8th graders) Is to be taken no later than 5pm, January 26th ([see quiz 3 guide](#)).

Have a great week studying space exploration!

CHOIR_____

Instructor: Alissa Finlayson (360)286-0428

You class is just so, so special! Thank you for working so hard and singing my baby to sleep :) You can find all of your music as [Google Drive Audio Files](#) or on your new CDs. If you did not receive a CD in Humanities or English, they will be available to you next week. You will find your focus measures in your assignments. **Please remember to [PRINT Viva La Musica and bring it to class next week](#)**. Have a great week and happy practicing!

****Please Note****Your music was due today. If you have not returned your music, you will see a fee on your next Heritage statement. Thank you.

EARTH SCIENCE_____

Greetings Earth Science Families!

We will have a quiz this week on Chapters 6 & 7. The quiz AND the study guide will be posted on Wednesday, January 24 by noon. Also, don't forget that [Heritage Earth Science has a YouTube Channel](#). This channel contains all of our past and present video material, as well as other interesting and worthwhile videos.

Please let me know if there are things you need help with or if you have questions!

Have a terrific week!!

Mrs. Mason AudubonAshley@gmail.com

ENGLISH_____

HUMANITIES_____

Hello!

We actually did not do a lesson on history or literature today. I will be sending an email directly to you about our incredible class meeting. I am so honored to teach your children. Thank you for sharing them with me.

Blessings this week!

Mrs. Diede

7th and 8th Grade

Today marks the first day of the semester. We are off to a great start. Please keep in mind that we are following the [amended Robin Hood assignments](#). These assignments have shortened the amount of reading required each week. This is the schedule that I will be grading and teaching from. Keep in mind that if you would like to read all of *Robin Hood* then you can follow the original assignment in your humanities guide. The amended guide will not cover the entirety of *Robin Hood*. Please let me know if you have any questions. I know it can seem confusing.

Have a great week reading about the Crusades and enjoying some more of Robin Hood.

-Mrs. Cremer

LATIN _____

Latin A: 6th Grade

Instructor- Gwen Kashmir 406-640-0000 or o4hglory@gmail.com

Hello Latin students and parents,

We were able to go over the practice parsing and translating that was recommended this week. Codes were being broken all over the place. We added 10 new neuter nouns this week and discussed the 3 possible ways to translate a verb in Perfect and Imperfect tense. As we continue to add vocabulary, it is important to make sure the students are also memorizing the gender with each noun. We are continuing to work in the "Code Book" (History Reader) this week. The students can get more practice with translating by doing #2 and #3 on page 13. This is the best way to work on mastery in Latin. Parsing, labeling and translating sentences each week forces the students to use all the skills they have developed up to this point. This also forces the students to look at new, uncovered material and use what they know to figure out the translation. Realistically, this will probably be a more realistic skill needed later in life. :) I encourage the parents to allow your student to teach you how to translate one of their sentence on their own. Let me know if you have any questions.

Enjoy the time you have together this week!

Gwen Kashmir

P.S. I forgot to give the students a copy of the late work policy :(We went over it in class and you can make your own copy from the link above in the assignment page.

Latin A: 7th/8th Grade

Today we spent a good deal of time translating and parsing sentences, both from the worksheet given last week and from the Latin Reader. I am still working through how much to give and cover with regard to translation & parsing work each week. Translation, parsing and labeling sentences forces the students to "use" Latin and know it well; beyond just Latin vocabulary. It is key to learning Latin, but we must also cover new material each week as well. This week, your student (s) were introduced to 10 new nouns and the different ways to translate the present tense and imperfect tense for verbs. We also had a discussion about "Festina Lente" - the principle of "making haste slowly" and how doing this in Latin is good practice for applying this principle in life. Ask your child what they can tell you about "Festina Lente."

In the assignment listing is a late work policy that Mrs. Kashmir and I have come up with together. Please read it for yourself and your child. I will be going over it in class next week so the students know the expectation.

Have a great week!

Angela Nye

406-260-0371

amnyinmt@gmail.com

LOGIC _____

We began our section of study on fallacies of ambiguity this week with equivocation, amphiboly, and distinction without a difference. Without going into lots of detail, I think they enjoyed identifying equivocal arguments in the examples covered and the funny amphibolies shared. There are some fun, old video clips of Groucho Marx and Abbott & Costello that exemplify these fallacies with great humor. They would be fun to watch with your child for discussion.

Have a great week!

Mrs. Nye

If there are any questions/concerns, my phone # is 406-260-0371 and my email is amnyeинmt@gmail.com. If you have to leave a message, texting works better for me than voicemail.