



CLASS SECTIONS **3**

STUDENTS PER CLASS **16-18**

STUDENT TO TEACHER RATIO **16:1**

DAYS ON CAMPUS **M/W/F**

SCHOOL@HOME DAYS **T/TH**

## GOALS

### VISION OF A VERITAS DEFENDER

We are committed to growing students towards an ideal of the good, wise, and virtuous young man or woman of faith. The Veritas Valiant reflects one such idealized vision that we hope our students aspire to become, while a Defender reflects the present status, or reality, of all of our students as they are *becoming* Valiant-like.

### PORTRAIT OF A DEFENDER

We desire to cultivate people, particularly students, who:

1. Understand and believe the Gospel, trusting Jesus Christ as Lord and Savior.
2. Are present and active in the worship and life of the local body of Christ.
3. Find joy in the study of Scripture, prayer, and service of Jesus Christ.
4. Read deeply and charitably; reason truthfully, diligently, and earnestly.
5. Speak and write with clarity, wisdom, and eloquence.
6. Engage creation with wonder and respect; pursue beauty and good workmanship.
7. Love Christ the King, following his command to make disciples of all the nations, teaching them to love God and one another.

### ACADEMIC

As students transition from Grammar School into Lower Logic, they learn to logically organize knowledge into meaningful arguments while growing in their pursuit of wisdom and virtue. During this year, emphasis is placed on developing skills necessary for increased independence as students learn to improve their time management, organization, study skills, and goal setting. The intentional development of artful and persuasive communication skills is also important as all Veritas students will present and defend a memorized 20-minute thesis in the spring of their Senior year.

## TECHNOLOGY & COMMUNICATION

### TECHNOLOGY IN THE CLASSROOM

Technology is utilized occasionally by teachers as an enhancement to education, but never as a distraction from it. Lower Logic students do not use devices in the classroom.

### SCHOOL & CLASSROOM COMMUNICATION

In the Lower School of Logic, communication with classroom teachers is mostly via email between the parent and teacher. As the student moves into higher grade levels, communication shifts to the student and the teacher. Discipline or other classroom/school issues will be handled with the parent directly.

## SCHOOL OF LOGIC OVERVIEW

### LOGIC STAGE

Students at this age are growing rapidly in their capacity for abstract thought. Being naturally inquisitive and analytical at this stage, students begin to pay attention to cause and effect, to organize knowledge into succinct patterns, and to recognize and investigate relationships between those patterns. They are eager to develop their reasoning and communication skills under the careful mentoring of both teachers and parents.

### PARENT INVOLVEMENT

The parent's role in the School of Logic is that of a tutor and guide for (in)dependent study. As parents check for understanding and support students in their growth of good study habits and understanding of content, several academic courses at this level begin to cover subject matter that may be unfamiliar to parents. In those situations, additional tutoring from someone other than the parent may be necessary. However, parents are still needed to guide their child in the transition from dependent to independent study, which is best accomplished through positive encouragement and the student's growing awareness of personal consequence.

### SCHOOL TRADITIONS

Special School of Logic traditions include a two-day Connect Conference, monthly Chapel, annual Disco Dodgeball tournament, Mother-Son event, Daddy-Daughter Dance, and several other Student Life events.

### COMMUNITY CONNECTIONS

Opportunities for School of Logic students to connect to the entire community include New Student Orientation, Fall Roundup, Defender sporting events, and MLK Service Day.

# 5TH GRADE VERITAS ACADEMY GRADE LEVEL PROFILE

## CORE SUBJECTS

<b>DISCIPLESHIP</b>	At the heart of discipleship is relationship; therefore, discipleship classes are gender-specific with a reduced teacher-to-student ratio. In addition to developing solid relationships between students and the teacher, another major goal of this Fifth Grade discipleship class is reading and understanding the Bible. A survey of the Old Testament leads students to understand the historical flow, context, and big picture of Biblical events.
<b>HISTORY</b>	In History 5, students study ancient history, focusing on the major events, figures, movements, and ideas of the ancient Israelites, Egyptians, Greeks, Romans, and other Middle Eastern nations.
<b>READING &amp; WRITING SKILLS</b>	Strong emphasis is placed on developing oral and written communication skills. Instruction includes phonics-based spelling, grammar, vocabulary, composition, and lively studies in literature that harmonize with history and may include <i>The Magician's Nephew</i> , <i>Where the Red Fern Grows</i> , <i>Black Beauty</i> , and several others. Additionally, students are expected to write in cursive in all Fifth Grade classes.
<b>MATH</b>	It is our desire that students will learn to enjoy math and excel in it while developing diligence and refined concentration required in this field of study. The math courses in the Lower School of Logic utilize Saxon Math with both Fifth and Sixth Grade classes building upon and requiring mastery of the math concepts learned throughout Grammar School.
<b>SCIENCE</b>	Life science is the focus of Fifth Grade science. Veritas teaches science from a Biblical worldview and not only believes that science and the Bible are compatible, but that the best science is done from a Biblical perspective. Recognizing that students learn best by doing, all science courses spend a significant amount of class time participating in hands-on laboratory experiences.
<b>LATIN</b>	The Fifth Grade Latin course is a lively, interactive class. A variety of activities are incorporated to engage students in exposure to the basics of Latin grammar, vocabulary, and Roman culture. The study of Latin grammar complements the student's knowledge of English grammar and vocabulary as well, thus reinforcing the understanding and application in both languages.
<b>FINE ARTS</b>	Within the School of Logic years, students have the opportunity to participate in a Fine Arts Track that consists of Visual Art, Music (choir, music appreciation or beginning percussion), Speech, and Theatre to be exposed to a wide variety of disciplines. School of Logic students may also elect to hone in on one discipline throughout their 5th-8th grade years and grow from beginning courses to more advanced offerings.

## DAILY SCHEDULE 8:30 - 3:45 PM

Students are on campus three days a week: Monday, Wednesday, and Friday. All students begin the day in Discipleship class for 50 minutes, then take core classes which are 50 minutes long. Students have a 5 minute passing period between each class and a 50 minute break in the middle of the day for lunch and recess.

## SCHOOL@HOME DAY GENERALLY 5-6 HOURS PER DAY

Lower School of Logic students have two school at home days per week: Tuesday and Thursday. At the beginning of the week, students download home assignments from our online school management system and complete assignments under the supervision and assistance of parents. Work varies by week and generally ranges in 5-6 hours of school work per day.

### Student Life

Student Life events are planned and executed as a way for students to enjoy community with each other outside of the classroom environment. Lower School of Logic students engage with each other after school over game nights throughout the year and enjoy a family Disco Dodgeball evening in the Fall. Students are always expected to treat others with kindness and respect, and they are purposefully trained through Student Life events to build relationship with each other and influential adults in their lives.

### Class Trips

#### SEAWORLD EDVENTURE

Our 5th Grade students participate in an educational adventure as they explore, ask questions, and investigate the amazing animals and habitats found at SeaWorld. Students will visit their immersive exhibits and participate in a couple of hands-on activities to learn how to care for animals and habitats at SeaWorld and around the world. After the EDventure ends, students are invited to enjoy SeaWorld's rides and stay until the park closes with their parents and classmates.

Lesson Plans are written by classroom teachers for on-campus instruction.

**DISCIPLESHIP**

**OBJECTIVES (THE LEARNER WILL)**

TLW identify the climax in the Joseph story and its significance to God’s plan for His people.  
 TLW recognize choices we all have between forgiveness and love.

**AGENDA**

1. Morning Moment
2. Read liturgy of Memory Verse: Nicene Creed.
3. Ask students to summarize “Bringing Benjamin” and ask discussion questions.
4. Closing Benediction

**LOWER LOGIC LATIN**

**OBJECTIVES (THE LEARNER WILL)**

TLW identify LFC Unit 1 vocabulary.  
 TLW review their knowledge of LFC Unit 1 grammar by declining nouns & conjugating verbs by playing a game.

**AGENDA**

1. Greet class using class greeting (“Salvete discipuli – Salve magistra”).
2. Check LFC homework and flashcards while students complete classwork.
3. Read aloud Chapters 1-4 as a class.
4. Play BINGO & review games.
5. Pass out Unit 1 Test Review for homework.

**MUSIC APPRECIATION**

**OBJECTIVES (THE LEARNER WILL)**

TLW analyze the music of Mozart.

**AGENDA**

1. Listen to Mozart.
2. Discuss the elements of the music.

**LIFE SCIENCE**

**OBJECTIVES (THE LEARNER WILL)**

TLW explain a simple chemical reaction.  
 TLW discover the steps of photosynthesis.

**AGENDA**

1. Discuss chemical reactions in living things.
2. Complete the photosynthesis activity.

**MATH 5**

**OBJECTIVES (THE LEARNER WILL)**

TLW evaluate angles formed by parallel lines, perpendicular lines, & oblique lines.  
 TLW solve by multiplying fractions & reducing fractions by dividing by common factors.

**AGENDA**

1. Concepts: L28; L29 & LP
2. Homework: L28 LP (a-k) & L29 SP Set A & B (multiples of 3)

**HISTORY 5**

**OBJECTIVES (THE LEARNER WILL)**

TLW explain Egyptian polytheism & how polytheism was reflected in everyday life in Egypt.  
 TLW describe how a pharaoh ruled & performed his duties.  
 TLW identify obelisks, hieroglyphics, pyramids, temples, and other forms of art.

**AGENDA**

1. Read The Old Kingdom on page 8.
2. Discuss the daily life of Egyptians, their art, and architecture.

**READING SKILLS 5**

**OBJECTIVE (THE LEARNER WILL)**

TLW evaluate literature and analyze figurative language examples.  
 TLW outline primary elements in literature: character, setting, and plot.

**AGENDA**

1. Copy the sayings and phrases.
2. Reading Workshop
3. Read Chapter 12 & review all entries in the Story Elements Chart.

**WRITING SKILLS 5**

**OBJECTIVES (THE LEARNER WILL)**

TLW identify compound sentences as having two skeletons.  
 TLW write a chronological narrative of a past event.

**AGENDA**

1. WWS Week 5, Day 1
2. Read & discuss pages 54-55.
3. Begin to write Chronological Narrative of the Life of Alexander the Great.

# 5TH GRADE SAMPLE HOMEWORK

Homework is written by classroom teachers for school@home days on T/Th.

## DISCIPLESHIP

### DUE TOMORROW (25 MINUTES)

1. Review Psalm 19:13-14.
2. Read pages 103-109 in the Action Bible.
3. In your journal, practicing using SOAP method (Scripture, Observations, Application, & Prayer).

## LOWER LOGIC LATIN

### DUE WEDNESDAY (40 MINUTES)

1. Complete the LFC Unit 1 Test Review.
2. Review vocabulary words for Chapters 1-4 for Unit 1 Test.

## MUSIC APPRECIATION

### DUE FRIDAY (15 MINUTES)

1. Listen to "Eine Kleine Nachtmusic" by Mozart.
2. Write in your listening log.

## LIFE SCIENCE

### DUE WEDNESDAY (45 MINUTES)

1. Get outside and explore! Write down as many names of living things that you find outside in your homework notebook.
2. Study for Chapter 3 Test.

## MATH 5

### DUE WEDNESDAY (90 MINUTES)

1. Practice division facts.
2. Study vocabulary & work on Crossword 3.
3. Complete all Test 4 corrections.
4. Title a clean page with "Test 4 Corrections".
5. Complete the necessary corrections.
6. Parent signs & staples corrections to the front of the test.
7. L27 MP

## HISTORY 5

### DUE FRIDAY (45 MINUTES)

1. Using the website link given in class, compare & contrast a day in the life of pharaoh with people of different ranks & responsibilities.
2. Complete the chart by writing down 5 sentences in each column.

## READING SKILLS 5

### DUE WEDNESDAY (80 MINUTES)

1. Finish reading *The Magician's Nephew* Chapter 11.
2. Use the Story Elements Chart in your Reader's Response journal. Fill in the sections on Characters, Setting, & Plot for Chapter 10 & 11.
3. Book Check: locate, highlight, & label 5 additional examples of the kinds of Figurative Language we have learned about in class.
4. Complete Spelling Lesson 7.
5. Complete VCR Lesson 3.
6. Work on memorizing "The Tyger" by William Blake.

## WRITING SKILLS 5

### DUE WEDNESDAY (30 MINUTES)

1. WWS: Week 4, Day 3 Practicing the Topos
2. Share with your parent the theme you chose for your narrative.
3. Share the 4-5 major events in bold print on pages 52-53 that go with your theme.
4. Develop a plan for the narrative with your parent.

