

8TH GRADE VERITAS ACADEMY GRADE LEVEL PROFILE



CLASS SECTIONS

3

STUDENTS PER CLASS

16-18

STUDENT TO TEACHER RATIO

16:1

DAYS ON CAMPUS

M-F

SCHOOL@HOME DAYS

1/2 DAY T/TH

GOALS

SPIRITUAL

During this very impressionable age, focus is placed on helping students answer the question, "Who am I?" With the help of the Bible and other relevant books, we guide students to understand their worth and identity in Christ as they search for meaning and significance. Students are encouraged to develop life-long habits of daily Bible reading, prayer, journaling, and memorizing Scripture.

ACADEMIC

In their final year in the School of Logic, Eighth Graders sharpen personal disciplines that will help them both in high school and in life. As they gradually become stewards of their own time and abilities, they will also work on deepening and refining their ability to express in written and oral form. Continued growth in these areas will prepare them for their Senior year when students present and defend a 20-minute thesis.

SOCIAL/EMOTIONAL

We desire to see our students love well. This means that they must love the right things. We focus on growing in them a love for five things. First and centrally, they must love God. Out of this flows a love of others. The final three are the love of truth, the love of learning, and the love of life.

TECHNOLOGY & COMMUNICATION

TECHNOLOGY IN THE CLASSROOM

Eighth Graders take one semester of technology, instructing them in email usage, word processing, spreadsheets, and presentation skills. Technology is utilized as an enhancement to education, but never as a distraction from it.

SCHOOL & CLASSROOM COMMUNICATION

In the Upper School of Logic, communication with classroom teachers is mostly via email between the student and teacher, and all students in grades 7 and up receive a school email address for this purpose. Parents may choose to be included in academic emails as well, but Logic students are encouraged to handle most of this communication on their own. A weekly School Memo is emailed to all parents, students, faculty, and staff to ensure everyone is aware of school-wide events and processes. 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

As students transition to the Upper School of Logic, the parent role shifts slightly to a Guide for Independent Study from that as a Guide for Dependent Study. Several academic courses at this level begin to cover subject matter that is unfamiliar to many parents and may require private tutoring from someone other than the parent. At the same time, the student is at a dependent age where disciplined study habits must be developed, not by parental force, but through positive encouragement and through the student's growing awareness of personal consequences.

SCHOOL TRADITIONS

Special School of Logic traditions include a monthly assembly, monthly Chapel, annual Amazing Race event, winter 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 Fest, Defender sporting events, MLK Service Day, and student clubs.

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CORE SUBJECTS

DISCIPLESHIP

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 6th Grade Discipleship is reading and understanding the Bible. A survey of the New Testament leads students to understand the historical flow, context, and big picture of Biblical events.

HISTORY

The Eighth Grade history course surveys United States history and politics from 1865 to the present. Students participate in Socratic dialogue, prepared seminars, systematic research, and composition assignments designed to deepen the students' understanding of select historical topics.

ENGLISH

English 8 immerses students in the richness of American literature while also continuing to develop grammar and vocabulary skills foundational for effective written and verbal communication. Literature selections loosely follow the span of modern history and may include *To Kill a Mockingbird*, *Animal Farm*, *Fahrenheit 451*, various selections of poetry, and short stories.

MATH

Students are enrolled, based on placement testing results, in either Elementary Algebra or Algebra I. Elementary Algebra is a foundational algebra course that prepares students to take Algebra I in high school. Students who place into and successfully complete Algebra I in Eighth Grade earn a high school credit.

SCIENCE

Students take Quantitative Physics, a hands-on investigative approach to learn the foundation of the physical world. This course uses quantitative observations and mathematics to help students understand and describe the forces at work in the world around them. Topics of study include forces and motion, work and energy, electricity and magnetism, sound, light and waves.

LATIN

The study of Latin grammar in Latin IB provides outstanding support to English language concepts. Students reinforce their knowledge of English grammar terms, recognize English derivatives, and expand their English vocabulary while developing habits that help improve reading comprehension and writing in the English language. Successful completion of Latin IA in the Seventh Grade and IB in the Eighth Grade yields a high school credit for Latin.

FINE ARTS

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 8:35AM - 3:45PM ON M/W/F AND 8:35AM - 1:50PM ON T/TH

Students are on campus five days a week and attend four classes on Monday, Wednesday, and Friday and two classes on Tuesday and Thursday. Classes meeting three times per week are 50 minutes and classes occurring twice a week are 90 minutes. Homework Labs are built into the schedule to allow Eighth Graders time to immediately apply what has been learned and to grow in the areas of time and effort management.

SCHOOL@HOME DAY VARIES PER STUDENT

Eighth Graders are on campus five days a week, so they are not spending full days at home with parents as co-teachers. Depending on the individual student and his/her course load, some time working at home may be required after school hours, particularly on shorter school days like Tuesday and Thursday.

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. Upper School of Logic students practice their manners and etiquette while enjoying themselves at dances throughout the year while sharpening team building skills at the Amazing Race in the Spring. 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

At the end of Eighth Grade, students travel to Washington, D.C. This four-day visit to our nation's capital is the culmination of two years of study of American history and is a wonderful opportunity to make memories and build class unity prior to entering the School of Rhetoric.

WASHINGTON, D.C.

8TH GRADE SAMPLE LESSON PLANS

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

MISSIOLOGY (M/W/F 8:35AM – 9:10AM)

OBJECTIVES

TLW understand their potential to allow blame & condemnation to take root.

AGENDA

1. Morning Moment
2. Memory verse practice.
3. Discuss the end of Chapter 3.

LATIN IB (M/W/F 12:55PM – 1:45PM)

OBJECTIVES

TLW translate the perfect system of verbs in sentences.
TLW continue to translate “Caesar’s Eulogy.”
TLW review for a test.

AGENDA

1. Warm-up: Answer questions on page 23, 1-5.
2. Review the perfect system of verbs by having table races with all 6 tenses of Latin Verbs.
3. Outline the contents of the upcoming test.
4. Continue/finish translating “Caesar’s Eulogy.”

HISTORY 8 (M/W/F 9:15AM – 10:05AM)

OBJECTIVES

TLW explain the Supreme Court’s decision in *Lochner & Muller*.

TLW identify the implications of the Court’s decision on workers.

TLW examine the *Titanic*’s place in the Gilded Age.

AGENDA

1. Recap 20.3
2. Discuss *Lochner & Muller* decisions and Oliver Wendell Holmes’ dissent.
3. Work in groups to write a news report covering the Supreme Court cases of *Lochner v. New York* or *Muller v. Oregon*.

ELEMENTARY ALGEBRA (M/W/F 1:55PM – 2:45PM)

OBJECTIVES

TLW solve algebraic equations.

AGENDA

1. Warm-up: Simplifying Expressions
2. Homework Q&A
3. Lesson: 5.1, Equations

QUANTITATIVE PHYSICS (T/TH 8:10AM – 9:35AM)

OBJECTIVES

TLW evaluate ray diagrams of a laser through a convex/concave lens.

TLW differentiate between real & imaginary images.

TLW draw a ray diagram to predict the position of an image.

TLW predict the placement of an image with a convex/concave lens.

AGENDA

1. Lab 21.1, Ray Diagrams with Optical Elements (part 2)
2. Lecture 22.3, Imaging
3. Independent keyboarding practice.

HOMEWORK LAB (M/W/F 10:10AM – 11:00AM)

Homework Lab is designed to provide additional academic support and guidance for homework as well as teach skills on time management, using a planner, discovering individual learning styles, and working on group projects.

SOCIAL DANCE/THEATRE (M/W/F 11:05PM – 11:55PM)

OBJECTIVES

TLW explain theatre history on an assessment.

TLW demonstrate types of dances.

AGENDA

1. Open note test on Theatre History.
2. Review Dances:
 - Boot Scootin’ Boogie
 - YMCA
 - Cotton-Eyed Joe
 - Wedding Circle
 - Church Clap

ENGLISH 8 (T/TH 9:40AM – 11:05AM)

OBJECTIVES

TLW read & analyze literature TKAM.

TLW read & analyze poetry: “Caged Bird” by Maya Angelou.

TLW identify & use nouns properly.

AGENDA

1. Review homework: page 78, part C
2. Literature:
 - Administer book test.
 - Read & discuss “Caged Bird.”
3. Grammar:
 - Read lessons 19, 20, 22 & 23 and complete plural nouns worksheet.

8TH GRADE SAMPLE HOMEWORK

Homework is written by classroom teachers to be completed in Homework Lab and during school@home afternoons on T/Th.

MISSIOLOGY

DUE MONDAY (10 MINUTES)

1. Review memory verse.

ENGLISH 8

GRAMMAR: DUE MONDAY (25 MINUTES)

1. Finish worksheet on plural nouns.
2. Read Lesson 24, Part A & complete worksheet.

LITERATURE: DUE WEDNESDAY (40 MINUTES)

1. Read chapter 12 in TKAM.
2. Complete RG questions for chapters 12-14, #1-4.

HISTORY 8

DUE WEDNESDAY (60 MINUTES)

1. Read CTF, Section 20.4 & 20.5.
2. Take notes on anything that is also on the study guide.
3. Work on test study guide. Test-Friday!

LATIN IB

DUE WEDNESDAY (60 MINUTES)

1. Review for test using the Study Guide, Unit 1.

ELEMENTARY ALGEBRA

DUE WEDNESDAY (90 MINUTES)

1. Page 184, Set 3: #8, 9, 10, & 11. Must show ALL your work.
2. Parent grade, student correct, & parent initials work.

QUANTITATIVE PHYSICS

DUE TUESDAY (60 MINUTES)

1. Read section 23.1 in your textbook taking notes as you read.
2. Complete Homework 22.3
 - RC: 15-17, 21
 - SP: 7-8
 - TP: 10, 12-14

UPCOMING (20-30 MINUTES)

3. Working in groups, begin working on your Optics Project.

SOCIAL DANCE/THEATRE

1. Review for Theatre History test.

