8th Grade

VERITAS ACADEMY GRADE LEVEL PROFILE

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.

CLASS SECTIONS	3
STUDENTS PER CLASS	16–18
STUDENT TO TEACHER RATIO	16:1
DAYS ON CAMPUS	M–F
SCHOOL@HOME	1/2 DAY T/TH

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.

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

In the Upper School of Logic, the parent role shifts slightly from a Guide for Dependent Study to a Guide for Independent 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 monthly Chapel, annual Amazing Race, 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, and Defender sporting events.

Technology & Communication

TECHNOLOGY IN THE CLASSROOM

Technology is utilized as an enhancement to education, but never as a distraction from it. Computers are used in labs and in class as needed per teacher request.

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 will be included in academic emails as well, but Logic students are encouraged to initiate most of this communication on their own. Discipline or other classroom/school issues will be handled with the parent directly.

8th Grade

Core Subjects

BIBLE SURVEY	In addition to completing a two-year survey of the Bible, 8th graders learn to apply spiritual disciplines as they examine what it means to live a gospel-centered life.
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 persuasive 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 Algebra IA or IB. Elementary Algebra is a foundational algebra course that prepares students to take Algebra I in the School of Rhetoric (Grades 9-12). Students who place into and successfully complete Algebra I in Eighth Grade earn a high school credit.
SCIENCE	Students take Integrated Chemistry & Physics which provides a survey of chemistry and physics topics which will be explored more fully in School of Rhetoric (Grades 9-12) courses. Topics of study include an exploration of the history, purpose, and process of Science, a strong foundation for the art of measurement and units, and units exploring the nature of matter, bonding, the periodic table, motion, force, and energy. This course is rich with hands-on activities for students to learn through practical application of scientific principles.
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 ensemble, or drumline), Speech, and Theatre to be exposed to a wide variety of disciplines. School of Logic students in Grades 7 and 8 are encouraged to hone in on one discipline and grow from beginning courses to more advanced offerings.

Daily Schedule 8:30AM – 3:45PM on M/W/F & 8:30am – 1:45pm on T/Th

Students are on campus five days a week and attend four classes on Monday, Wednesday, and Friday and three classes on Tuesday and Thursday. Classes meeting three times per week are 50 minutes and classes occurring twice a week are 85 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 by 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.

SAMPLE SCHEDULE

Monday
8:30-9:20am – Bible Survey
9:25-10:15am – Algebra I
10:20-11:10am – Homework Lab
11:15am-12:05pm – English 8
12:10-1:00pm – Lunch/Recess
1:05-1:55pm – History 8
2:00-2:50pm – Homework Lab
2:55-3:45pm – Informal Logic

Tuesday/Thursday
8:30-9:55am – Integrated Physics & Chemistry
10:00-11:25am – History
11:30am-12:15pm – Lunch/Recess
12:20-1:45pm – Latin IB

Wednesday/Friday
8:30-9:20am – Bible Survey
9:25-10:15am – Algebra I
10:20-11:10am – Homework Lab
11:15am-12:05pm – English 8
12:10-1:00pm – Lunch/Recess
1:05-1:55pm – Protocol Class/Homework Lab
2:00-2:50pm – Homework Lab
2:55-3:45pm – Fine Arts

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. 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

WASHINGTON, D.C.
During the spring of 8th 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.

Sample Lesson Plans

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

BIBLE SURVEY

OBJECTIVES (THE LEARNER WILL)

TLW describe how being made in the image of God imparts value to us.

AGENDA

1. Open in prayer.
2. Recite memory verse: Genesis 1:26-28.
3. Discuss Ch. 11 in *The Story of Reality*, p. 72-73, and how being made in the image of God changes everything.
4. Give the closing benediction.

ENGLISH 8

OBJECTIVES (THE LEARNER WILL)

TLW read and analyze literature TKAM.

TLW read and analyze poetry: *Caged Bird* by Maya Angelou.

TLW identify and use nouns properly.

AGENDA

1. Review homework: page 78, part C.
2. Literature:
   - Administer book test.
   - Read and discuss *Caged Bird*.
3. Grammar:
   - Introduce Lesson 9: Verbals and Gerunds.

HISTORY 8

OBJECTIVES (THE LEARNER WILL)

TLW review the reasons for Imperialism.

TLW analyze map for Imperialism unit.

AGENDA

1. Highlight and outline reasons for Imperialism (page 415).
2. Read the work of Dwight L. Moody and discuss this mindset.
3. Mapwork - add Alaska, Midway Islands, and Hawaii.

LATIN IB

OBJECTIVES (THE LEARNER WILL)

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*.

ALGEBRA

OBJECTIVES (THE LEARNER WILL)

TLW solve algebraic equations.

AGENDA

1. Complete warm-up: Simplifying Expressions.
2. Provide homework Q & A.
3. Teach lesson: 5.1, Equations.

INTEGRATED PHYSICS & CHEMISTRY

OBJECTIVE (THE LEARNER WILL)

TLW determine the length of 5 cubes of two graph paper samples in metric units.

TLW Define density with the formula of p = m/v.

AGENDA

1. Complete warm up exercise.
2. Handout and complete Lab 2.2.
3. Check for Understanding (CFU) exit ticket with reasonable percent of difference and volume of graph.
4. Close in prayer.

HOMEWORK LAB

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.

8th Grade

Sample Homework

Homework is written by classroom teachers for School@Home days on T/Th.

BIBLE SURVEY

DUE WEDNESDAY (10 MINUTES)

1. Review memory verse.
2. Read Ch. 11, Beautiful (p. 72-74).
3. How would you describe what a soul is in your own words? Are humans the only creatures with a soul?

ENGLISH 8

GRAMMAR: DUE MONDAY (25 MINUTES)

1. Complete all sections, p. 51-52.

LITERATURE: DUE WEDNESDAY (40 MINUTES)

1. Read chapter 12 in *To Kill A Mockingbird*.
2. Complete RG questions for chapters 12-14, #1-4.

HISTORY 8

DUE WEDNESDAY (60 MINUTES)

1. Read the article *Imperialism—Lessons from History* by Victor David Hanson.
   - Be prepared for a quiz on Friday.
   - Be familiar with at least two examples Davis provides about ancient empires. Name two and explain examples to parent.

LATIN IB

DUE TUESDAY (60 MINUTES)

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

ASTRONOMY & ECOLOGY

DUE WEDNESDAY (30 MINUTES)

1. Purpose and independent variable for at home experiment.

UPCOMING (20-30 MINUTES)

2. Begin working on at home experiment. Make sure you get prior approval from teacher before starting this project.

ALGEBRA

DUE WEDNESDAY (90 MINUTES)

1. Complete page 184, Set 3: #8, 9, 10, and 11 - you must show ALL of your work.
2. Parent grades, student corrects, and parent initials work.

INTEGRATED PHYSICS & CHEMISTRY

DUE TUESDAY (45 MINUTES)

1. Create data tables for the collection of time variables in your pendulum experiment, with a minimum of 3 trials.
2. Complete Unit 2 Homework 2 practice worksheet (found in the class shared folder).

INFORMAL LOGIC

DUE WEDNESDAY (40 MINUTES)

1. Complete Unit 1 Review: Fallacies of Relevance, Sections A, B, and C.
2. Review Fallacy Tree.