



Upper School Geometry Yearlong 2021-202

Instructor: Peter Bradshaw

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1. Incoming Student Profile

To do well in the course, students coming should have a few prerequisites. Make sure each of these things is true of you. If you are unsure, let's talk about it, and we can decide together whether or not the class will be a good fit for you. Ideally, every student who displays the following characteristics should be able to do well in the class.

- Has taken and understood the content of an Algebra I course
- Is comfortable thinking abstractly
- Displays academic tenacity and enjoys the challenge of working through problems
- Is able to take notes and keep an organized binder or notebook
- Keeps track of when assignments are due and does not fall behind in coursework
- Possesses basic computing skills: accessing assignments, scanning documents, emailing, and managing files without significant help from parents

2. Schedule

Class Times:

- Section 1: Monday/Wednesday/Fridays 9:30 AM EST (60-75 minutes)
- Section 2: Monday/Wednesday/Fridays 11:00 AM EST (60-75 minutes)
- Section 3: Monday/Wednesday/Fridays 2 :00PM EST (60-75 minutes)

Important Dates:

First day of Class: Wednesday, September 8, 2021

Thanksgiving Break: November 22-26, 2021

Christmas Break: December 20, 2021- January 7, 2022

Winter Break: February 14-18, 2022

Easter Break: April 11-15, 2022

Last day of Class: Friday, May 27th, 2022

- In case of necessary or planned absences, I will plan to get a substitute or record the session ahead of time. Absences will not be a frequent occurrence.

3. Office Hours

Office hours are by appointment. Please email Mr. Bradshaw at p.bradshaw.scholeacademy@protonmail.com to schedule an appointment.

4. Course Description

While the first six books of Euclid's Elements serve as the skeleton for the course, another element of the course will be spent synchronizing Euclid with what students taking the ACT and SAT can expect to face regarding Geometry. That material will be taught in conjunction with Euclid's Elements throughout the course. The third strand of the course will entail an historical/theological look at the material: students will learn the story of math as it developed in the ancient Greek world as well reflect on what Geometry teaches us concerning God and His creation.

In this way, students will reason their way through the first six books of Euclid's beautiful and timeless work and see how modern people have adapted (and often reduced) his study. Students will also reflect on the historical development of Geometry while pondering its theological implications.

5. Course Texts

- *Euclid's Elements*
 - Edited by Dana Densmore (ISBN: 978-1888009187)
- One Modern textbook (TBA)

Other Required Materials

- Dedicated notebook for class notes
- Paper for scratch-work and homework (white printer paper, notebook paper, or graph paper)
- Pencils
- Ruler, protractor, and compass (the circle-drawing kind)

6. Student Mastery Portrait

Students completing this course will, as Abraham Lincoln said, “[find] out what demonstrate means.” Euclid’s *Elements* provides a thorough regiment in training a student to think straight. A student successfully in this course will have his/her mind sharpened as s/he reasons through Euclid’s propositions. Upon completion, students will have covered all of Euclid’s proofs regarding two dimensional Geometry. In addition, students will learn the fundamental concepts, skills, and equations which comprise the study of modern Geometry.

7. Foundational Goal

The goal of this class is to learn to love God and neighbor better through the study of Geometry. It is my hope and prayer that as students work through Euclid’s text and the modern text, they will grow in patience, kindness, joy, and love.

8. Student Assessment

While completing Geometry through Scholé Academy will be restful, we also recognize the need to provide grades for students who will be using this course as part of their prepared college transcript. It’s a delicate balance to achieve both restful learning and excellent academic performance. Earning a specific grade should not overshadow achievement goals for mastery of this discipline. I will assign the following overall course grades, depending on your student’s level of achievement: magna

cum laude (with great praise); cum laude (with praise); satis (sufficient, satisfactory) and non-satis (not sufficient).

Ideally, every student working diligently should do praiseworthy work (cum laude). Those who excel beyond this expectation will be the magna cum laude students. Students who do adequate but not praiseworthy work are designated satis. Non-satis means lacking sufficiency or adequacy.

Inasmuch as you might be fully on board with this grading method in theory, there will undoubtedly be the need to complete a college transcript with either a numeric or traditional letter grade. Traditional percentage grades will be provided and will be readily accessed on the Geometry Schoology page. Additionally, I will provide a transcript of that grade to the requesting parent at the end of the academic year.

9. Assignment Marks and Feedback

I will communicate with students regarding assignment feedback and grading through Schoology. Students will also receive feedback for each assignment submitted. At certain times, students will be given the opportunity to correct individual homework assignments to replace a lower grade.

Students will submit their demonstrations for each proof and will routinely sit for oral exams to see how much of the material they have mastered.

10. Academic Integrity

Students will often take assessment tests and/or quizzes privately at home. Students are on their honor to abide by Scholé Academy's Learning Philosophy which assumes the personal cultivation of Student-Virtues described in the Student-Parent Handbook.

Additionally, plagiarism on any assignment is a serious and punishable offense. Students may not consult any outside solution manuals or copy the solutions of others. A plagiarized assignment will result in a failing grade. Moreover, all work and necessary steps to solve a problem should be shown.

11. Virtual School Technology

We will be using the free online "virtual classroom" software provided by Zoom, one of the leading companies that provides such software. The virtual classroom will provide students with interactive audio, text chat and an interactive whiteboard in which texts, diagrams, video and other

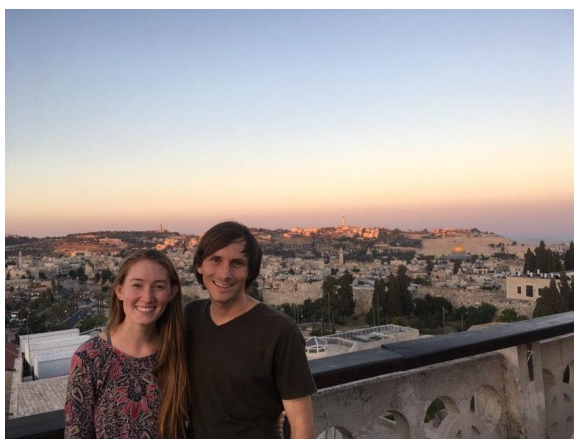
media can be displayed and analyzed. We will provide students with a link (via email) that will enable students to join the virtual classroom.

Specific information regarding the technology used by Scholé Academy (including required technology) can be found by visiting the Technology in the Classroom section of the Student Parent Handbook.

Students will submit documents by scanning and uploading them to their personal computer, then attaching those files as .pdfs to an email. They will submit their work to the Geometry Schoology assignment page (access granted after enrollment is secured).

12. About the Instructor

Peter grew up on land in the warm chaparral of Southern California. He fell in love with learning while enrolled in a Great Books program in high school. Peter studied English Literature at Covenant College and completed his Master's in Classical Christian Studies through a distance program at New Saint Andrews in the Summer of 2020. Since graduating from Covenant, Peter has taught a range of subjects over the past six years.



When not in the classroom enjoys painting, poetry, guitar, and watching the little unnoticed things of the world. He and his wife have a one-year old boy: Gabriel. He currently lives in Tennessee and is planning on beginning a Fluency in Ancient Greek program offered by Polis Institute in Jerusalem in the near future.

Although Peter's training has been primarily in the humanities he is eager to continue teaching Geometry as he has returned to something he has always loved and understood but with the much-widened perspective Classical education has given him.