

**Upper School Ancient Classics  
History and Literature  
Yearlong 2021-2022**



ST. RAPHAEL SCHOOL  
SCHOLÉ ACADEMY

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## **1. Incoming Student profile**

To be successful in this course, you will need to have a few pre-requisite skills. Make sure each of these descriptions is true of you. If you aren't sure, let's talk, and we can help make sure the course will be a good fit.

- Reads at or above a ninth-grade level
- Composes paragraphs and basic essays with confidence
- Uses a planner and tracks assignment progress
- Listens, takes notes, and is willing to engage in group discussions (extroversion not required!)
- Types sufficiently well to transcribe paragraphs without frustration
- Possesses basic computer skills—browsing, accessing assignments, scanning, e-mailing, and managing files without significant help from parents
- Willingness to persevere through difficult texts

## **2. Schedule:**

Class Times:

### **Section 1 (with Mr. Bradshaw):**

- Literature: Tuesday/Thursday 11:00am EST (60-75 minutes)
- History: Tuesday/Thursday 12:30pm EST (60-75 minutes)

## Section 2 (with Mr. Quinodoz):

- History: Monday/Wednesday 12:30pm EST (60-75 minutes)
- Literature: Monday/Wednesday 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 27<sup>th</sup>, 2022

## Notes:

- In case of necessary planned absences, we will plan to get a substitute or record the session ahead of time.
- In case of unexpected absences (family emergency, power outages, sudden illness, etc...) we will plan to offer an alternate independent assignment or make-up session if possible.
- Holy Week for Orthodox families is one week after Western Holy Week in 2022. Mr. Bradshaw and Mr. Quinodoz will create flexibility during the two-week period (April 11-25) so that students can observe services with their families. This will likely involve a combination of a series of pre-recorded sessions, a self-paced project, and scheduled individual meetings with the teacher.

## 3. Office Hours

Below are the teacher preferences for scheduling a meeting. *When you request a meeting, please specify a time zone.*



### **Mr. Bradshaw (History & Literature, section 1)**

- Please email Mr. Bradshaw at [p.bradshaw.scholeacademy@protonmail.com](mailto:p.bradshaw.scholeacademy@protonmail.com) to schedule a meeting.



### **Mr. Quinodoz (History & Literature, section 2)**

- Stop in after class at 3:15pm EST, or email me at [gquinodoz.scholeacademy@gmail.com](mailto:gquinodoz.scholeacademy@gmail.com) to schedule a meeting.

## 4. Course Description

*Scholé Academy's Upper School Ancient Classics course offers an in-depth exploration of some of the best, most beautiful, and most influential books of Civilization. Students will read and discuss texts from three ancient cultures that became the inheritance of the classical Christian world: the Hebrews, the Greeks, and the Romans. Rooted in the tradition of the "Great Books," students will gain significant historical and literary understanding and master the skills of independent scholarship by carefully studying primary sources.*

- **Integrated**—history and literature taught in conjunction with one another
- **Great books curriculum**—timeless classics dealing with universal human questions
- **Independent scholarship**—methodically developing the skills necessary for intellectual growth
- **Primary sources**—doing history and experiencing literature through first-hand discovery
- **Restful**—a modest selection of texts read slowly and carefully, *multum non multa*

## 5. Course Texts

Please obtain the following texts in a hard copy (no digital editions). Students will need their own text (not a family library copy) as they will be expected to annotate and mark up the text. Please resist the temptation to use a free edition, alternate translation, or different version of a text that you already own. If you think your version is substantially the same and would like to check, feel free to contact us.

### 2021—2022: Rotation B (Roman Year)

#### Literature:

- *Timaeus and Critias*, Plato (978-0192807359)
- *Julius Caesar*, Shakespeare (978-0743482745)
- *Aeneid*, Virgil, trans. Stanley Lombardo (978-0872207318)
- *Till We Have Faces*, C.S. Lewis (978-0062565419)
- *Early Christian Fathers*, edited by Cyril Richardson (978-0684829517)
- *On Difficulties in the Church Fathers, The Ambigua, Vol. 1* (978-0674726666)

#### History:

- *The Rise and Fall of Rome: (Books 1-5)*, Livy (978-0199540044)
- *The Histories*, Polybius (978-0199534708)
- *Roman Lives*, Plutarch (978-0199537389)
- *The Annals*, Tacitus (978-0192824219)
- *The History of the Church*, Eusebius (978-0140445350)
- *Lost to the West*, Lars Brownworth (978-0307407962)

## 6. Student Mastery portrait

Students of History and Literature practice a variety of complex skills which normally take many years to fully develop. Here are the skills which successful students of the course will develop at an age-appropriate level:

<b>General scholarship skills</b>	
Socratic discussion	Formulate questions, define terms, offer examples, compare, contrast, and discover relationships between ideas
Inspectional reading	Skim, preview books, study the table of contents, search for information, classify texts according to genre
Analytical reading	Identify key passages, terms, and definitions; outline a passage or short chapter; determine an author's message; evaluate key arguments
Mark a text	Underline key terms; add marginal notes; annotate
Composition	Keep a reading journal, compose a short narrative, respond in paragraph form to a prompt
<b>History skills</b>	
Geography	Identify important information on historical maps: trade routes, physical geographical features, cities, battle sites, economic resources, and political units
Timeline	Follow a timeline of events which tells the story of the development and demise of three civilizations of classical antiquity: ancient Greece, Rome, and Israel
Research	Become familiar with the methods of primary research used by historians and archaeologists
Literacy	Learn the vocabulary of the specific period (names of people groups, political entities, wars, places, and artifacts) and general historical inquiry (especially economic and political concepts)
Appreciation	Cultivate a sense of gratitude for the rich inheritance of Civilization which we enjoy today: art, architecture, science, religion, medicine, literature, philosophy, mathematics, law, ethics, education, and so much more
<b>Literature skills</b>	
Reading comprehension	Practice reading and narrating passages from intermediate and moderately difficult texts from or inspired by classical antiquity

Literary analysis	Interpret texts using tools of literary analysis: character, theme, setting, plot development
Genre identification	Define key genres available from antiquity and learn to spot key characteristics of oratory, dialogue, myth, epic poetry, lyric poetry, drama, hymn, sermons, gospel, epistle, prophecy, and more
Rhetorical analysis	Consider the dynamic roles of speaker, audience, and message in textual interpretation
Moral philosophy	Weigh the decisions of literary characters according to standards of classical and Christian virtues and vices
Stylistic development	Study and imitate the poetic and literary styles of classical authors

## 7. Assignment Marks and Feedback

### Quality standard marks

MCL	<i>Magna cum laude</i>	With great praise	An especially gifted student performing at his or her best
CL	<i>Cum laude</i>	With praise	work done by the average student performing at his or her best
S	<i>Satis</i>	Satisfactory	work that is completed as assigned and on time
NS	<i>Non satis</i>	Unsatisfactory	work that is incomplete, poorly executed, or late

### Completion vs. quality standard marks

Many assignments will be assessed as “complete” or “incomplete” and will receive either S or NS. CL and MCL marks will be reserved for assignments that contain degrees of quality. These qualitative marks are meant to guide and encourage the student; they do not necessarily reflect the number of points earned on a given assignment. (For example, a student who receives an “S,” even on a composition, may receive most or all the possible points on a certain assignment.)

### How are we doing?

Conscientious students understandably want to get an “A” in the class, and they may need some periodic reminders about how their daily efforts translate into long-term performance.

Here are some rules of thumb for Literature and History which may help keep students on track to earn the score that they want:

“A” students complete each reading assignment, arrive to class on time, regularly engage in class discussions, frequently practice their memory work, and thoughtfully craft each assigned composition.

“B” students are typically a lot like “A” students, but they are less reliable. They may miss a few assignments, occasionally arrive late or remain aloof during class discussions; some have an “Achilles heel” and neglect or put off a specific type of assignment (memory work or composition are common sources of procrastination).

“C” students are much like “B” students, but they exhibit more consistent patterns of neglect. They may typically do their reading assignments, but they rarely contribute to class discussions. Some participate in class, but they may have permanently “lost” their reading journal. “C” students may pass the class by completing most of the reading assignments, but they will not achieve mastery of one or more important skills.

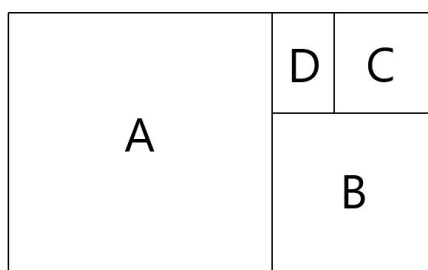
“D” and “F” students have significant deficiencies and will hear about those directly from the teacher and their parents. If you have not heard from the teacher, you can be confident that you are not failing the class.

**Students who wish to improve or seek reassurance of their adequate progress should schedule a time to meet with the teacher or stay after class for a brief check-in.**

## 8. Student Assessment

Name	Description	Frequency	Standard
A. Reading (62%)			
Reading log	Submit brief log of key terms, notes, quotes, outline, or short answer questions	2-3 per week	Completion
Reading journal	Write sentences or paragraphs in response to a reflection question	1 per week	Quality
Oral exam	Teacher or parent administered verbal Q & A (recorded)	1 per semester	Quality
B. Participation (24%)			
Participation	Teacher completed evaluation rubric regarding in-class observations (attendance, attention, contribution)	2 per quarter	Quality

Student review	Teacher completed evaluation rubric regarding general student performance (communication, work ethic, responsibility)	1 per semester	Quality
C. Composition (9%)			
Composition	Formal letter, essay, or narration; at least one draft and edit	3 per semester	Quality
D. Memory (5%)			
Recitation	Recite a poem or memory passage to the teacher or a parent; check memory of key terms, dates, and events	5 per semester	Completion



*Assessment category point distribution diagram*  
*a) reading, b) participation, c) composition, d) memory*

## 9. Foundational Goals

Here is a prayer that we will sometimes use at the beginning of class. We encourage the students to use it in their daily study sessions as well. The prayer clearly articulates the foundational goals that we hope each student will daily embrace.

O Most-good Lord!  
 Send down upon us the grace of Thy Holy Spirit,  
 Who grants us gifts and strengthens the powers of our souls,  
 so that by attending to the teaching given us, we may grow  
 to the glory of Thee, our Creator,  
 to the comfort of our parents,  
 and to the service of the Church and our native land. Amen

## 10. Academic Integrity

Students rarely are caught in an outright lie or blatant cheating. Far more common, however, is the student who attempts to “fly under the radar.” Some students think that escaping detection when they neglect their duties is an acceptable behavior. A few might even justify such image management tactics as “respect”—not wanting the teacher to know that they have disobeyed or forgotten instructions. Strategic omission, feigning knowledge, and (of course) outright deceit are all toxic to the educational process.

School affords many opportunities for success and failure—great and small. Success can be good, because it is satisfying and motivating to enjoy the rewards of honest effort. Failure can be good too, as the pain can be transformed into “growing pain” by learning from our mistakes. Teachers learn to do their job more effectively by paying attention to the mistakes of their students. Covering up or brushing up your mistakes circumvents all these benefits. A student who deceives stands only to reap the harvest that he did not plant (creating false feelings and impressions of success), and it shields him from learning the lessons that he needs to mature. Telling the truth (even when it hurts) is good for you, and it is the key to academic integrity.

## 11. Virtual School Technology

All course materials can be accessed via our learning management system **Schoology** ([www.schoology.com](http://www.schoology.com)). The live virtual classroom will be the first link provided in the list of course materials. This will open a video conferencing application called **Zoom**. Students will receive an access code to the Schoology course in a separate email from the teacher prior to the start of the course.

## 12. About the Teachers

### Peter Bradshaw

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 he 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.

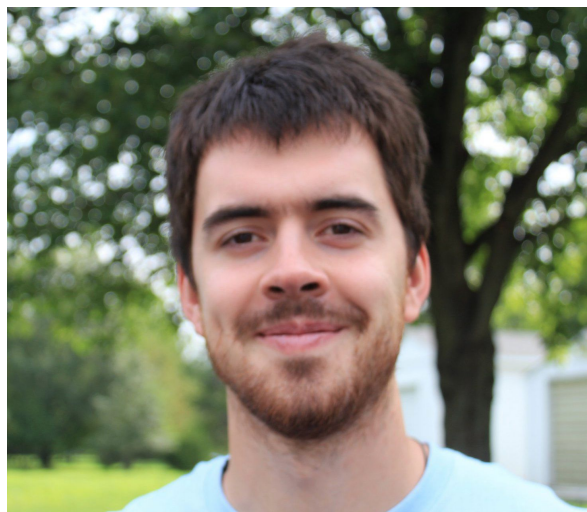




Peter and Katie Bradshaw

## **Gabe Quinodoz**

Gabe graduated from Eastern University in December of 2019 with a B.A. in History. After graduation he worked as an Assistant Teacher at Main Line Classical Academy in Bryn Mawr, PA. He is currently a student in the Masters of Arts in Teaching in Classical Education at Eastern University, and is very excited to put the wonderful knowledge and skills he is learning to use in teaching the students of Scholé Academy. As a teacher at St. Philip's Orthodox Church Sunday School, and at their Summer Camp, and having been an R.A. & T.A for the high school students in the Summer Scholars program at Eastern University, Gabe loves and is experienced with teaching students of all ages. He is very thankful to be a part of Scholé Academy. Gabe enjoys going to church, spending time with his friends and siblings, walking, hiking, reading good stories and trying to write them.



Gabe Quinodoz