

## ELIGIBLE STUDENTS:

**Grades 9<sup>th</sup> - 12<sup>th</sup>:** This course is designed for students who have successfully completed, or will be concurrently taking, Algebra I or its equivalent

**Class Dates:** Begin Wednesday, September 4, 2019; running through Friday, May 21, 2020

**Class Times: MWF: 11am -12:15pm (EST)**

**Instructor:** John Dever

**E-mail:** [jdever@scholeacademy.com](mailto:jdever@scholeacademy.com)

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## SCHEDULE FOR GEOMETRY:

### CLASS SESSIONS DATES:

The school year is 32 weeks and the class meets weekly MWF **except for the following days:** September 2, November 25-29, December 16 - January 3, February 17-21, April 6-10

*\*Please note the above dates and times are the anticipated class sessions for this course. However, all dates are subject to change as the instructor's circumstances might dictate (e.g. illness, family emergency). Any classes canceled by the instructor will be made up at an alternate time designated by the instructor.*

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## GEOMETRY COURSE MAP:

Unit 1: Points, lines, planes, angle, proof and deductive reasoning

Unit 2: *Elements Book I*, congruent triangles

Unit 3: *Elements Book II*, parallel lines and planes, quadrilaterals

Unit 4: *Elements Book III*, circles

Unit 5: Similar geometric figures, *Elements Book IV*

Unit 6: Right triangles, Pythagorean theorem, and trigonometric ratios, *Elements Book V*

Unit 7: Area and volume, *Elements Book VI*

Unit 8: Coordinate geometry and vectors, *Elements Book VII*

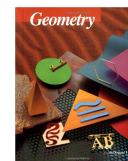
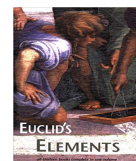
Unit 9: Transformations and symmetries

**OFFICE HOURS:** In addition to scheduled class times, teachers will generally designate an optional weekly session as needed. During “Office Hours” students may raise questions, seek assistance, or review class material.

## REQUIRED MATERIALS:

- **Textbooks:**

- 1) *Euclid's Elements*, Thomas Heath translation
- 2) *Geometry* by Ray C. Jurgensen



- **Digital writing tablet:** We recommend Wacom Intuos tablets although similar products may be used.

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

### **GEOMETRY COURSE DESCRIPTION:**

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In this class we will study Euclidean geometry direct from its originator, Euclid, supplemented by an inclusion of topics in analytic and coordinate geometry from a modern supplementary text. Euclid's *Elements* is one of the oldest deductive mathematics texts known, written around 300 B.C. Its impact and influence is enormous, being almost solely responsible for the axiomatic and constructive developments in Geometry and what is now known as Euclidean geometry. *Elements* provides a self-contained development of axiomatic Euclidean geometry, complete with numerous examples of elegant, creative, and mathematically rigorous constructive geometric proof and reasoning. For centuries it has been a staple of mathematical and geometric education, until only relatively recently, as its content is summarized, distilled (and often diluted) in other textbooks. However, the source material is valuable not only for its mathematical rigor and content, but for providing an important historical context for more modern developments in geometry. We will cover the first 7 books of the *Elements* supplemented by a more modern geometry text, the classic *Geometry* by Jurgensen. A study of *Elements* provides students with the opportunity to learn Euclidean geometry in a historical context from the viewpoint of Euclid, while the inclusion of the more modern geometry textbook provides for both the extremely important applications of algebra to geometry such as coordinate geometry, trigonometry, and vectors; and also as a source for numerous problems, providing students the opportunity to practice the skills they learned from a study of the proofs in *Elements*. Throughout the course, students will learn and practice how to make mathematically rigorous proofs and geometric constructions, while strengthening mathematical reasoning and creative problem solving abilities and learning important geometric concepts and skills.

### **STUDENT EXPECTATIONS: EXECUTIVE FUNCTION SKILLS**

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Students enrolling in Scholé Academy's mathematics courses will be expected to show development of Executive Function Skills throughout the year. Executive Function Skills speaks to the following set of qualities and skill sets that students may develop and hone to better approach the courses, lectures, readings and teachers they will face in their future academic coursework.

- 1. An Engaged Student:** One who is willing to step into the arena of class discussion, ask questions, supply answers, generate the internal dialogue necessary to determine if what's being discussed is important and necessary to himself.
- 2. Note Taking:** A student who during and after being engaged with the class has been trained to note important and relevant content in an organized fashion. His notes would then be consulted, independently, for application in assignments and assessments.
- 3. Attention to Detail & Preparedness:** These students are ones who consistently adhere to deadlines, submission requirements, adhering to style guides and codes, confirm technology is working prior to the start of class, be responsible to determine how to proceed after an absence, be responsible for consulting his course syllabus and adjusting as the class proceeds, etc.
- 4. Employ Critiques:** These students are ones who receive feedback to one of their submissions, and then are sure to apply that feedback to future assignments rather than repeating mistakes. Also, such

students may modify study practices as needed or make adjustments to the way work is shown or presented on assignments in response to feedback.

**5. Initiative/Maturity:** This student stays abreast of course content by studying outside of class, keeping up to date with readings of the course texts and notes, and budgeting appropriate amounts of time to complete assignments. This student is able to seek out appropriate sources of assistance, such as contacting the instructor to possibly schedule office hours, if he finds that he continues to struggle with course content or an assignment. This student is able to focus during class and not engage in distractions to himself or others.

### **STUDENT EXPECTATIONS IN ACTION**

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In this class, students will be expected listen attentively, participate actively in class discussions and classwork. Students are expected to arrive to class on time and with all assigned material completed. The instructor will facilitate learning for the student, but the responsibility for staying up-to-date with classwork and assignments ultimately falls to the student.

Success in this class requires active learning. Students are expected to read the relevant text sections each week, review notes, and work assigned practice or homework problems. It is recommend that students spend, outside of class time, at least 3 hours (although it varies by the needs of the student and course content of that week) every week studying, reviewing notes, and working assigned or optional practice problems. Additionally it is recommended that on class days students spend around 20 minutes reviewing the relevant text sections and notes.

Participation and student discussion is a cornerstone of the learning process for this class. Students are expected to regularly attend class, participate in class discussion, and engage in classwork if assigned. Additionally, students may be asked to complete in class practice problems or assessments, such as quizzes, during class time.

Thorough completion of homework problems is essential to the mastery of the course material. Homework solutions should be well thought out and show all relevant steps. All assignments will be due into the appropriate Schoology Assignment folder prior to the start of class each day. Students turning in late work will earn a 10% penalty for each day the assignment is late. Students will submit their work by scanning their homework pages and uploading it into the Schoology assignment window. Assignments should be submitted as one PDF file. Photographs of completed assignments will not be accepted as they are incredibly difficult to read.

### **STUDENT EVALUATION: GRADING**

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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 may 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, the instructor will provide a transcript of that grade to the requesting parent at the end of the academic year.

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## STUDENT EVALUATION: ASSIGNMENTS, TYPES & WEIGHTS

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Dr. Dever will communicate with students regarding assignment feedback and grading through the free online grading system, Schoology. The teacher will provide students with more detailed information on assignments and grading on the *Geometry* Schoology course page.

Students will be given the opportunity to correct individual homework assignments to replace a lower grade.

Numerical grades will be determined from the following percentages:

Classwork: 30%

Homework: 30%

Assessments: 40%

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## STUDENT EVALUATION: ACADEMIC DISHONESTY

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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.

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## THE VIRTUAL CLASSROOM:

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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).

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## ABOUT THE INSTRUCTOR:

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**Dr. John Dever** earned a PhD in mathematics from Georgia Institute of Technology in 2018. Before that he earned both bachelor's and master's degrees in mathematics from the University of Mississippi. For the 2018-2019 school year he was a Visiting Assistant Professor at Bowling Green State University in Ohio. He has had over eight years of experience teaching a wide variety of mathematics courses at the college level. He has also taught middle school and high school mathematics for three years as a volunteer teacher and tutor at an Orthodox Christian school. He enjoys cultivating interest and curiosity in mathematics among students. He prioritizes student participation and discussion in class as means of helping students to build confidence and see the interconnections of the mathematical ideas under discussion. He hopes that students will begin to view mathematics as both a creative activity, in which they may be active participants, as well as a means of practical problem solving.

