Introductory Ancient Greek

Course Overview: Introductory Ancient Greek

This course will serve as a very basic introduction to the ancient Greek language (specifically the Attic dialect). Additionally, students will learn about ancient Greek history and basic geography. Main questions explored will include:

- Who spoke ancient Greek?
- What important written works were written in Greek
- What is the Greek alphabet? Where do we see it in the modern world?
- What is an inflected language and how is it different from English?
- Where do Greek word roots show up in the English language, and how can we use our knowledge of Greek to build our understanding of English?
- What was daily life like for an ancient Greek person in the 5th century BCE?
- What are some common conversational Greek words and phrases and how can we have simple conversations in ancient Greek?
- What are some common Greek words and simple Greek Grammar that allows us to read and understand short passages in Greek?

Units and Activities (Cursus Descriptio): What will we be learning about and doing in Greek Class?
Below is a list of various activities we will often engage in followed by a detailed outline of the units for this course.

- Learning about the pronunciation of the Greek alphabet
- Reading and interpreting short stories
- Conversing in simple Greek in pairs, small groups, and among our whole class
- Watching short film clips and longer educational videos, some in English and some in Greek
- Improving our skills at writing progressively longer and more complex stories
- Completing grammar practice activities
- Making connections between English words and their Greek derivatives
- Playing vocabulary review games and practicing vocabulary in a variety of ways
- Making cultural comparisons through oral presentations and in writing
Checkpoint I –
- Grammatical topics reviewed will include the Greek alphabet and pronunciation; recognition of different parts of speech based on their dictionary entry; greetings; question words; vocabulary about the family, farming, and generally high-frequency words; numbers 1-10, and the days of the week
- Cultural topics covered will include the geography of Greece and locations of key important cities, daily life in 5th century Greece, Greek mythology and important deities.

Checkpoint II
- Grammatical topics covered will include infinitives, simple impersonal expressions, 1st, 2nd, and 3rd person singular verbs in the present tense, noun cases, genders, and endings and vocabulary about the classroom and school, and more detailed information about accents in Greek
- Cultural topics covered will include an exploration of important Greek authors and philosophers, and historical figures in politics and war.
- By the end of Checkpoint II students will demonstrate their proficiency through having brief conversations with each other in Greek, reading short stories and dialogues in Greek and answering questions about them, identifying and defining English words derived from Greek, and identifying important places, people, and dates in Greek history.

Standards: What knowledge and skills will I gain by the end of this course?
This course will assess the knowledge and skills students build in key Anchor Standards and Content Standards which come from the American Council on the Teaching of Foreign Languages (ACTFL). Depending on student interest, time constraints, and the particularities of potentially giving summative assessments in an online environment, not all standards may be assessed.

Anchor Standards:
Interpretive Communication - Students will understand, interpret, and analyze what is heard, read, or viewed in Greek on a variety of topics.

Presentational Communication - Students will present information and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.

Interpersonal Communication - Students will interact and negotiate meaning in spoken or written conversations to share information, reactions, feelings, and opinions.

Intercultural Communication - Students will investigate, explain, and reflect on the relationship between the practices and perspectives of the Greeks as well as the products and perspectives of the Romans. Students will connect Greek and the history of the Ancient Greeks with other disciplines and acquire information and diverse perspectives.

Assessment of Learning:
For information about assessment types, scoring, and overall grade calculation: [click here](#).

Assessment Scoring:
Magistra will provide framing for summative assessment scores using proficiency level scoring criteria for grading similar to the example below. Magistra will endeavor to be very clear about expectations for summative assessments before you take them so you can plan and study accordingly. Below is an example of a rubric Magistra might use on a summative assessment.
**Anchor Standard:** Interpretive Communication  
**Course Standard:** Interpretive Reading and Writing

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<th>Vocabulary Use &amp; Recognition</th>
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<th>1.3*</th>
<th>1.7*</th>
<th>2.0</th>
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<td>I can translate few verbs correctly. I cannot provide correct verb endings.</td>
<td>I translate some verbs correctly but make several mistakes identifying/ translating the correct subject. I can use or provide some correct verb endings.</td>
<td>I translate most verbs correctly with one or two small mistakes. I can use or provide most correct verb endings.</td>
<td>I always translate Greek verbs correctly. I can provide all correct endings. can use these verbs in accurate Greek sentences.</td>
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<tr>
<td>I translate few nouns correctly based on their case and number.</td>
<td>I make some mistakes when translating nouns, but can sometimes use forms correctly when communicating.</td>
<td>I make a small mistake or two when translating nouns, and can usually use noun forms correctly when communicating.</td>
<td>I can provide all correct plural endings (including in the “distinguished” question). I translate all nouns correctly.</td>
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<td>I can answer few questions about what happened in the story</td>
<td>I can answer some questions about what happened in the story, but made some mistakes that affected my understanding</td>
<td>I can answer most questions about what happened in the story. I have a pretty good idea of the main actions, but may have missed some details.</td>
<td>I can answer all questions about what happened in the story. I demonstrate that I understood the story thoroughly and show signs of making sense of unfamiliar words from context.</td>
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*Scores in the “Beginning range” are well below proficient and thus they are below passing.

**Communication:**

**How Do I Access Work from Home, and What Should I Expect?**
- All work will be posted in Google Classroom.
- The work will be explained during our in-person meetings and/or by video posted to Google Classroom.
- The work will also be explained in our Class Planner posted to Google Classroom. This will also accessibly to parents through the “Bulletin” tab in Alma.
- If you have any questions, email Magistra or talk to her in class!

**How Do I Know What My Grades Are?**
- On Summative Assessments, teachers will provide both a 4-point grade and a letter grade.
- You can monitor your progress in the following ways:
  - By reading feedback and scoring returned to students on summative assessments.
  - By monitoring the scores and Overall Course Mastery Grade in the Parent/Student portal on JumpRope. Reminders to check grades will be sent from the school.
Communicating with Magistra if something is unclear.

Where Can I Find This Syllabus during the School Year?
- This syllabus will be available on the school website in each subject’s department tab once the school year is up and running. It will also be available in our Google Classroom.

How Do I See What’s Due?
- Assignment and summative assessment due dates with handouts are posted in Google Classroom, with connection to Google Calendar, for student access.

How Do I See What’s Past Due?
- If a student is missing a grade on an assessment, it will be listed in the red “Missing Assessment” section of the JumpRope Parent/Student Portal along with any attachments. Please contact Magistra if you have any questions.

Course Materials:
- **Book:** No textbook, just provided handouts from Magistra!
- **Materials:** A 3-ring binder or folder with organized sections. Bring your materials to each class

Schoolwide Procedures:

Please see the Student Handbook for Procedures and Policies related to: Due dates and deadlines, extra credit, retaking assessments, and turnaround time for grade entry.

Personal Mobile Devices: This class will follow the procedures outlined in the student handbook

Classroom Expectations:
In class I expect you to:
- **Be Engaged!**
  - Pay attention
  - Listen Carefully
  - Respond Appropriately
  - Ask Questions

- **Be Prepared!**
  - Be on Time
  - Bring your Binder and your Book
  - Bring a pencil and/or pen.

Outside of class I expect you to:
- Think about Greek!
Complete your homework on time
Try to spend a little time each day reviewing Greeking. (A little can go a long way!)
Utilize new study skills to maximize your time and learning!