Introductory Ancient Greek

Instructor: Magistra Allen, Fall 2019

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 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 Latin IV?

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; greetings; question words; vocabulary about the family and the classroom; numbers 1-10, and the days of the week
- Cultural topics covered will include the geography of Greece and locations of key important cities, 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,
- 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).

Anchor Standards:
Interpretive Communication - Students will understand, interpret, and analyze what is heard, read, or viewed in Greek on a variety of topics.
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 Romans as well as the products and perspectives of the Romans. Students will connect Latin and the history of the Ancient Romans with other disciplines and acquire information and diverse perspectives.
Comparisons - Students will investigate, explain, and reflect on the nature of language through comparisons of Greek and other languages and will use this knowledge to build their vocabulary in Greek and in English.

Assessment of Learning
Assessment Types:
Three types of assessments will be used to determine if you have gained the necessary knowledge and skills of this course: Formative assessments, Summative assessments, and Habits of Work for Learning. Each is briefly described below:

Formative Assessments: Formative = Forming my knowledge and skills. Formative Assessments receive a weight of .1 in the overall grade. Formative assessments are information for teachers, students, and parents on the progress students are making as they practice gaining knowledge and skills found in Anchor Standards. Teachers use the results of these assessments as data to understand individual student learning needs, adjust instructional pathways, and modify lessons to help students better meet course standards. Students use the results of these assessments to determine how they are progressing and to plan steps to ensure their success.
Summative Assessments: Summative = Summation of my knowledge and skills. Summative Assessments can receive three different weights: 1, 1.5, or 2 depending on the size of the assessment, and therefore have the greatest impact on the Overall Course Mastery Grade. Summative assessments are used as a measure of independent student achievement in Anchor Standards. Throughout this course, summative assessments provide benchmark student achievement data. A summative assessment will always have clear scoring criteria (4-point scale) for students to understand how they are performing.

Habits of Work for Learning: Habits of Work for Learning (HOWLs) are skills and dispositions that are essential to the learning process but do not provide evidence of what a student knows or can do in relation to content. WUHMS teachers work to foster Habits of Work for Learning in three categories: preparation, participation, and perseverance.

Assessment Scoring:
Teachers will provide framing for summative assessment scores using proficiency level scoring criteria for grading similar to the example below:

<table>
<thead>
<tr>
<th>Anchor Standard: Interpretive Communication</th>
<th>Course Standard: Interpretive Reading and Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Vocabulary Use &amp; Recognition</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Beginning</strong></td>
<td><strong>Approaching</strong></td>
</tr>
<tr>
<td>I recognize few current vocabulary words.</td>
<td>I recognize 70% or more of my current vocabulary words.</td>
</tr>
<tr>
<td><strong>Proficient</strong></td>
<td></td>
</tr>
<tr>
<td>I recognize 85% or more of my current vocabulary words.</td>
<td></td>
</tr>
<tr>
<td><strong>Distinguished</strong></td>
<td></td>
</tr>
<tr>
<td>I recognize 95% or more of my current vocabulary words.</td>
<td></td>
</tr>
<tr>
<td><strong>Mechanics (Verbs)</strong></td>
<td></td>
</tr>
<tr>
<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>
</tr>
<tr>
<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. I can use these verbs in accurate Greek sentences.</td>
</tr>
<tr>
<td><strong>Mechanics (Nouns)</strong></td>
<td></td>
</tr>
<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>
</tr>
<tr>
<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 &quot;distinguished&quot; question). I translate all nouns correctly.</td>
</tr>
</tbody>
</table>

*scores in the "Beginning range" are well below proficient and thus they are below passing.

HOWL Scoring:
HOWLs will be scored at least once per checkpoint, and will be based on the frequency with which students demonstrate each of the habits: preparation, participation, and perseverance.

How is my Overall Course Grade Determined?
Overall course grades will be reported as letter grades and will be comprised of:
Formative & Summative Scores: 95%
HOWLs: 5%
For more information, please see the WUHSMS student handbook.

Communication:

How Do I Know My Grades?
- On Summative Assessments, a teacher 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
  - By monitoring the grades sent home quarterly through report cards

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. I will also put it on our Google Classroom page.

How Do I See What’s Due?
- Summative assessment due dates and handouts are posted to the blue “Upcoming Assessment” section of the JumpRope Parent/Student Portal on or before the day they are assigned to students. Please keep hard copies of any worksheets, assignments, or notes passed out to you. These will not necessarily be available in another place, and it’s important that you build your organizational skills.

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

Best Way to Contact Me:

E-pistula (email): sallen@wcsu.net
Telephonum (phone): 457-1317 ext. 1236
Auxilium (for additional help): Come see me during A.R.E Block! (Or with some advanced notice)
Blocks D or H, before or after school,

Course Materials:

The teacher will provide appropriate handouts and references. Students should provide, a pocket folder or binder to keep track of handouts and a notebook or lined paper to take notes. (Current Latin students could also make a separate section in their Latin Binder!)

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 Greek. (A little can go a long way!)

I have read this syllabus, and I have contacted the teacher with any questions I have.

Student name (printed): ________________________________

Student Signed: ___________________________ Date: ________________

Parent/Guardian name (printed): ________________________________

Parent Signed: ___________________________ Date: ________________