



Ancient Greek I

2022-2023

ELIGIBLE STUDENT:

Grades 9-12th; advanced 8th graders welcome. This course is designed as an introductory Ancient Greek course; no prior Greek instruction is required. However, the course is also recommended for students who have completed some introductory Latin or studied Latin roots and are ready to embark on a formal study of the language. Students should be willing to put in work to memorize about ten-to-fifteen words per week.

Please note:

- * This course is the equivalent of one high school credit in foreign language.
- * Ancient Greek refers to the Greek of both the Classical authors and of the Greek Bible (New Testament as well as Septuagint)
- * Pronunciation used will be one typically used to teach Classical and Biblical Greek in America, but other pronunciations are welcome.

REQUIRED TEXTS:*

Athenaze: Book I (Revised Third Edition; ISBN 978-0-19-060766-1)

*Required texts are not included in the purchase of the course.

NOTE: While our primary text will be *Athenaze*, the teaching staff will be adapting and augmenting the curriculum as they see best for the learning objectives of the course. This includes adaptation of vocabulary and chapter readings. As such, students should also be prepared to regularly print PDF files supplied by the instructors. Students should know that while they are free to complete any activities from the book on their own time, we will not be completing every exercise and reading available in the textbook as a class.

SCHEDULE FOR ANCIENT GREEK 1

ORIENTATION SESSION:

The date and time of the student/parent orientation will be scheduled during the week prior to the start of the class; an email will be forthcoming to parents a few weeks before the beginning of class.

CLASS SESSION DATES: The class meets 3:30-4:45pm Eastern Time on Mondays and Wednesdays. Consult the Scholé Academy [academic calendar](#) for details concerning scheduled, school-wide breaks.

OFFICE HOURS: Your teachers are available outside of scheduled class times! During “Office Hours” students may raise questions, seek assistance, or review class material. This can happen via email or a meeting in the Zoom classroom. Your teacher will do their best to respond within 24-48 hours; please keep in mind that they likely will not respond immediately to messages after 5 p.m. EST.

COURSE DESCRIPTION

Greek 1 offers a clear, sophisticated, and imaginative introduction to the Greek language for Upper school students. Students will not only cover the fundamentals of Greek grammar, syntax, and vocabulary, but will study elements of the history and culture of the ancient Greek world. They begin studying and translating simple, fun stories from Greek as well as reading excerpts from original Classical and Biblical Greek authors. **The aim of Greek 1 is to cultivate delight in the language, which is the key to our literary and philosophical heritage, and enable students to read the authors of the New Testament in the language in which it was first written!**

The course map highlights the key points of grammar to be covered each quarter, as well as Reading & Review units. By the end of the year students will have learned the Greek writing system, *omega* verbs in various forms, the three declensions, and the five cases. They will be familiar with the beginnings of syntax, learning to identify tense, person, number, & mood of verbs, and the case, number, and gender of nouns. They will also be introduced to adjectives, adverbs, pronouns, and prepositions, as well as an increasing number of case functions.

Greek 1 teaches hundreds of vocabulary words, meaning that students will be required to memorize and consolidate a lot of vocabulary each week. We shall explore different means of dwelling in the language, including some of the memory techniques used by the ancient and medieval authors themselves. Speaking the language will be practiced and encouraged through practices such as reading aloud, responding to questions in Greek where possible, and engaging in simple conversation. The aim of this is that we are not simply training ourselves to be good translators, but also to develop an intuitive feel for the language. Lessons will be supplemented with readings and historical studies which put the language into its ancient context.

Homework will consist of written exercises, memorization of vocabulary and review for assessments. Students will also be encouraged to build their own Greek reference grammar in their notebooks. This will enable them to study well for assessments as well as provide a reference for translations and exercises. Assessments will include vocabulary quizzes every half-chapter and tests every chapter (for a total of 12 tests). These may vary depending upon the needs of the class. Students should average approximately 30 minutes of homework and study per day, five days a week, apart from classtime and quiz/test-taking – though individual student needs may vary. Those familiar with our Latin program will be familiar with the workload.

We plan to cover the first 12 chapters of the textbook with the intention that students will be able to transition smoothly to *Ancient Greek 2* next year. The number of chapters may vary depending on the needs of the class.

Scope and Sequence of *Ancient Greek*:

Ancient Greek 1: *Athenaze: Book I*, chapters 1-12

Ancient Greek 2: *Athenaze: Book I* chapters 13-16
 Athenaze: Book II chapters 17-24

Ancient Greek 3: *Athenaze: Book II* chapters 25-28
 Excerpts from the New Testament
 Excerpts from the Septuagint
 Myths, Fables, and Excerpts from Classical Authors

ANCIENT GREEK 1 COURSE MAP

QUARTER 1

1. Introduction to the Greek Alphabet
2. Chapter 1: Verbs, Nouns, the Article, and Accents
3. Chapter 2: More Verbs, Nouns, Adjectives, Articles, Case Usage, and Accents
4. Chapter 3: More Verbs, Nouns, Adjectives, and Accents

QUARTER 2

1. Chapter 4: Consolidation
2. Chapter 5: Contract Verbs, Accents; Agreement, Pronouns, αὐτός
3. Chapter 6: πλέω, Middle Voice, Deponents; the Dative Case

QUARTER 3

1. Chapter 7: Substantive Adjectives; 3rd Declension Nouns; Reflexive Pronouns
2. Chapter 8: Present Participles in the Middle Voice; 3rd Declensions; Numbers; Expressions of Time
3. Chapter 9: Present Participles in the Active Voice; 3rd Declensions; the Genitive Case; the Article

QUARTER 4

1. Chapter 10: Future Tense; Impersonal Verbs
2. Chapter 11: 2nd Aorist Tense forms; Augments
3. Chapter 12: 1st Aorist Tense forms

STUDENT EXPECTATIONS: EXECUTIVE FUNCTION SKILLS

Students enrolling in Scholé Academy's *Ancient Greek* Program will be expected to show development of Executive Function Skills throughout the year. Executive Function Skills speaks to a set of qualities and skill sets students can develop and hone to better approach the courses, lectures, readings, and teachers they will encounter in their future academic coursework.

Since we are learning a language together and will be using Greek to answer questions and engage in simple dialogue, it is of utmost importance that students come to class with a courageous willingness to make attempts without worrying about making mistakes. In this spirit, the classroom will be an environment of respectful, joyful, and friendly learning, which will facilitate the study of a difficult language.

This disposition is that of an 'engaged student'. Scholé Academy commends four other important skills which ought to be observed by students.

- 1. An Engaged Student:** One who is willing to step into the arena of class discussion, ask questions, supply answers, and consider how the discussion at hand applies to oneself.
- 2. Note Taking:** A student must be engaged with the class by taking notes on important and relevant content in an organized fashion. They should then independently consult those notes for assignments and in preparation for assessments. It is essential that all students acquire a notebook for use during the class, as this will keep them organized by subject.
- 3. Attention to Detail & Preparedness:** These students are ones who consistently adhere to deadlines, submission requirements, adhere to style guides and codes, confirm technology is working prior to the start of class, are responsible to determine how to proceed after an absence, are responsible for consulting their course syllabus and adjusting as the class proceeds, etc.
- 4. Critical Reflection:** These students are ones who receive feedback to their submissions, and then apply that feedback to future assignments rather than repeating mistakes. These students also glean information from the live class critiques of fellow students and learn from others what mistakes to avoid.
- 5. Initiative/Maturity:** This student will be proactive in listening to the teacher's comments, assessing how they apply to his/her work, taking the initiative to schedule office hours with the teacher if necessary.

STUDENT EXPECTATIONS IN ACTION

Students will be following the sequence of study contained in *Athenaze: Book I*. **The primary goal for the student will be to acquire the foundations of Greek grammar, syntax and vocabulary and put these into practice through translation and comprehension exercises. They will also start to build a knowledge of ancient Greek culture and history. The greater goal is that students develop an appreciation of the beauty and power of language. This appreciation will inform their other studies and their lives in the world.**

Some student work will be completed in the textbook. However, a large portion of the class will involve regular classroom participation, taking notes on grammar and vocabulary, and reading adaptations based on the readings in the textbook. Students will receive homework derived from exercises in the textbook and supplementary exercises designed by the department. Students will also be encouraged to use some online tools.

During class time, students will review answers, pose questions, and explain and justify their answers and solutions. They will be required to take notes documenting the new content covered each class. Each week the teacher will lead discussions informed by issues and problems raised by students, as well as issues introduced by the teacher.

In this class, students will be expected to listen attentively and participate actively in class discussions and practices. This includes active use of Greek when reading aloud, relaying answers, and engaging in simple teacher-led conversation. Students are expected to arrive to class on time 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 is ultimately the responsibility of the student.

Students who have not submitted their homework to the appropriate Schoology assignment folder prior to the start of class will not be permitted to join the live class session. Those students will be asked to leave the Zoom session to work privately until they have completed the day's assignment. After they have completed their homework submission, they will be permitted to rejoin the class in session. Time spent in a breakout room will constitute an absence from class.

All assignments will be due in the appropriate Schoology Assignment folder prior to the start of class each day. Students turning in late work will be not be able to receive full credit. Students will submit their work by scanning their homework pages and uploading it into the Schoology assignment window as **one PDF document**. **Photographs of completed assignments will not be accepted as they are incredibly difficult to read.**

STUDENT GRADING AND EVALUATION

While pursuing Greek 1 through Scholé Academy will be “restful” and enjoyable, 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. Grammar (for our purposes, the Greek language in all its dimensions), like the studies of Logic and Rhetoric, is a “core” discipline in Classical Education and learning to own the concepts introduced in this class will be a necessary and significant component of future success in upper-level Classical Education. In that sense then, attaining a mastery of Greek is its own reward, though the teacher will assign the following grades to 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 average student working diligently should do praiseworthy work (*cum laude*). Those who excel beyond this expectation will receive *magna cum laude* for their efforts. Work which demonstrates minimal but sufficient mastery will be designated *satis*. *Non satis* designates work that demonstrates insufficient mastery; a student with a consistently *non satis* grade will not be recommended for continuation to the next level of Greek. Additionally, we will provide a transcript with a traditional percentage grade to the requesting parent at quarterly intervals. All students will receive both a Scholé evaluation and a percentage grade at the end of the year.

STUDENT EVALUATION: MASTERY PORTRAIT

In this course students will receive the foundations of linguistic training that will set them on the path to full mastery of the Greek language. A knowledge of Greek will also lead to a more sophisticated understanding of English grammar, syntax, and style. This course will provide the components necessary to achieve mastery of the foundations of the Greek language, and help students develop an analytical mind. Speaking Greek and learning about the cultural context of the language we study will also help engage the student in development of their moral virtues. These three aspects of the course would comprise the “learning target”.

1. At the completion of this course *cum laude* students will know by heart:
 - Stems and endings of the *omega* verb conjugations
 - Rules and endings of the 3 noun declensions
 - Basic syntactical functions of the 5 cases
 - The stems and endings of the present, aorist, and future tenses in the active and middle voices
 - The significance of the Greek ‘definite’ article
2. Additionally, they will have attained the skills necessary to translate simple Greek narratives which include the vocabulary words in *Athenaze: Book I*. They will be able to parse words, identify the structure of simple sentences, and recognize adjectives, adverbs, prepositions and pronouns, as well as the main verb parts and moods.
3. Students will also be guided in development of the virtues of Truth, Goodness and Wisdom. The ancients believed that the arts of speaking and acting well were interconnected. This course intends for students to encounter something of the beauty and power of the *logos*, as they engage with the Greek language in its fullness, that is, as it is written, spoken, and heard.

STUDENT EVALUATION: ASSIGNMENTS, TYPES & WEIGHTS

The teacher 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 and access to the Ancient Greek 1 course page.

Students' grades will have the following weight (out of 100):

1. Class Participation: 10
2. Homework assignments: 20
3. Regular Quizzing: 30
4. Regular Testing: 40

The incremental nature of the assessments is in place to ensure that students are continually reviewing previous material.

Typically Speaking:

- magna cum laude is the grade range of 94% or above.
- cum laude is the grade range of 85-93%
- satis is the grade range of 75-84%
- non satis is any grade lower than a 75%

This reflects the student's mastery and ability to move on to the next level.

Students and their parents will receive quarterly feedback from their teachers in the form of a quarterly update.

STUDENT EVALUATION: ACADEMIC INTEGRITY

Students will often take 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. **We ask that parents proctor quizzes and tests to help keep their children accountable.**

Specifically, cheating and plagiarism are punishable offenses. Copying the work of other students is prohibited and proper citation of all sources is essential.

THE VIRTUAL CLASSROOM:

We will be using the free online "virtual classroom" software provided by Zoom, one of the leading companies that provide such software. The virtual classroom will provide students with interactive audio, 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.

Please note: While this syllabus addresses details specific to this course, it is not extensive. Parents should also read the Student-Parent Handbook located on scholeacademy.com and be familiar with the ideas, policies, and procedures outlined.