

Greek I CTY Course Syllabus

FIRST WEEK

		WHAT (skill goals/ knowledge goals/concepts/reading)	HOW (activities)
Day 1	<i>morning</i>	1. Welcome (introduction, rules) 2. Go over HQ text/vocabulary in back, reference grammar 3. Greek Alphabet – origins, indo-european map, origins of the modern alphabet Pronunciation/HQ introduction – what does diphthong mean?	1. Constitution based on the Laws of Solon – compromise and respect/equality 2. Write your name in Greek – nametags for desks so everyone can get to know each other – 3. HQ Drill I, II
	<i>afternoon</i>	1. vocabulary 2. English grammar review – introduce cases terminology	1. worksheet – looking for derivatives; flashcards – first couple together in group 2. madlibs/flashcards for parts of speech and grammatical terminology
	<i>evening</i>	1. Memorize vocabulary and alphabet 2. literature – <i>Iliad</i> I, III, VI, IX (selections – 20 pp.)	1. make flashcards for vocabulary 2. write a paragraph about one of the characters or one of the longer speeches in the <i>Iliad</i> – prepare to discuss reading in the morning
Day 2	<i>morning</i>	Quiz (alphabet, cases) 1. review alphabet 2. accents – <i>Greek: An Intensive Course</i> – accents p. 6-12 3. 1 st declension 4. go over vocab. – cognates and derivatives	1. group review of alphabet 2. <i>Greek: An Intensive Course</i> Accent Drills I, II – group work 3. HQ p.34-35 Drills I-II 4. go over as a class – do end-matching game

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	<i>afternoon</i>	<ol style="list-style-type: none"> 1. <i>Odyssey</i> proem – memorize 1st line 2. review first declension 3. Topography of Greece – cult sites and cities, Mycenaean and archaic Greece, Homeric heroes 4. Minoan and Mycenaean Greece 5. review first declension 	<ol style="list-style-type: none"> 1. lecture on dactylic hexameter, scan first line of the <i>Iliad</i>; memorize 1st line of <i>Iliad</i> together as a group 2. have two teams compete on the board giving the endings 3. hand out map of Greece and have a discussion about geography, economy, major city location 4. 10 min prep lecture; 20 min reading while filling in worksheet 5. recite endings together as a class
	<i>evening</i>	<ol style="list-style-type: none"> 1. accents, declensions and exercises 2. vocabulary 2. <i>Iliad</i> (selections – 30 pp.) 	<ol style="list-style-type: none"> 1. HQ Exercise II p. 14-15; Drill I.1-10 p.34, Exercises I, II p.36-7; Drills III-IV 2. make flashcards 3. read packet – continue paragraph from previous night
Day 3	<i>morning</i>	Quiz –first declension, vocabulary, dactylic hexameter <ol style="list-style-type: none"> 1. second declension 2. article 3. review declensions and article agreement 4. review Unit 1 vocabulary 	<ol style="list-style-type: none"> 1. Drill I p. 35: 11-25 2. Drill III, p. 35 3. endings game with declensions 4. Drill IV – p. 35 (if time – show clips of Troy movie)
	<i>afternoon</i>	<ol style="list-style-type: none"> 1. 2nd line of the <i>Odyssey</i> 2. review morning material 3. Discussion of <i>Iliad</i> – who is Homer? 4. read <i>Iliad</i> IX together 5. review grammatical material 	<ol style="list-style-type: none"> 1. memorize as group 2. finish Unit 1, Drill IV – p.35-36; Unit 2, Drill I 3. lecture, then class discussion: how are the characters developed in the narrative?, dialogue versus formulaic scenes, who is Homer?, What is the big deal about returning Briseis – honor and booty – shame culture – <i>time, kleos, charis</i>. 4. brief lecture, chant paradigm 5. focus on exchange between Achilles and Priam – ask students to compare to earlier dialogue/ 6. game – match endings (nouns and verbs) to stems with flashcards
	<i>evening</i>	<ol style="list-style-type: none"> 1. finish HQ Exercises from morning 2. vocabulary 	<ol style="list-style-type: none"> 1. Exercises I, II p.59 2. make flashcards for Unit 2

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Day 4	<i>morning</i>	Quiz (vocabulary, map of Greece, second declension, article, present verb) 1. verbs – the five components 2. review nouns and articles 3. movie (25 min.) – Troy documentary	1. Drill I – p.58 2. play board relay game 3. write questions on the board: who are Helen's parents and siblings? How does Agamemnon appease Artemis in order to set sail from Aulis? How is Helen related to Agamemnon? Whose wedding does Eris crash? Who does Achilles fall in love with at the moment of her death? Who kills Achilles?
	<i>afternoon</i>	1. finish movie 2. review morning grammar 3. present, future, imperfect 4. finish discussing Iliad	1. go over questions – talk about the House of Atreus 2. endings matching game with verbs/battleship game 3. Drill II, 1 – 12 (except 2, 6) p. 58 4. read book 24, go over paragraphs, Patricia talks about formulae
	<i>evening</i>	1. study for quiz 2. exercises 3. Odyssey reading	1. Unit 2 vocabulary, verb system – present, future, imperfect 2. pp. 59 – 58, Drill III, Exercises I-II 3. everyone reads bk. 1
Day 5	<i>morning</i>	Quiz (present, imperfect, 1 st /2 nd declensions, article) 1. questions, punctuation 2. aorist, present/aorist infinitives 3. vocab review	1. question game/practicing verb tenses? verb battleship game 2. Drill II, 2, 6, 13 – 28 p. 58 3. around the world
	<i>afternoon</i>	1. 3 rd line of the <i>Odyssey</i> 2. review morning material 3. finish Iliad 4. review verbs	1. memorize together – correction, scan third line of the Iliad 2. have them each write out individually 5 noun/articles and 5 verbs with translations 3. read Bk. 24 together 4. verb end-matching game
Day 6	<i>evening</i>	First Exam	One hour study/one hour exam

SECOND WEEK

		WHAT (skill goals/ knowledge goals/concepts/reading)	HOW (activities)
Day 7	<i>Morning</i>	<ol style="list-style-type: none"> 1. Go over the first Exam 2. practice translating sentences: neuter plural subject, dative of instrument, double accusative 3. perfect and pluperfect 	<ol style="list-style-type: none"> 1. correct exams – if students finish early, read a book of the Odyssey 1- 5 2. HQ pp. 59-60: Ex. I: 13, 15, 17, 21, II: 1-5 – work in groups of two 3. HQ p. 61-63, write out entire perfect/pluperfect for two verbs – turn in;
	<i>Afternoon</i>	<ol style="list-style-type: none"> 1. <i>Odyssey</i> line 3 2. review morning material 3. <i>Odyssey</i> 	<ol style="list-style-type: none"> 1. memorize as a group 2. HQ exercises 3. review <i>Odyssey</i> synopsis, can anyone fill in the story?
	<i>Evening</i>	<p><i>Odyssey</i> reading – assigned books cognates and derivatives vocabulary/ make flashcards – new HQ vocab Sentences from HQ</p>	
Day 8	<i>Morning</i>	<p>Quiz (subjunctive, optative, result clauses)</p> <ol style="list-style-type: none"> 1. review vocabulary 2. subjunctive 	<p>if students finish early, read a book of the Odyssey 1- 5</p> <ol style="list-style-type: none"> 1. play 'around the world' to review vocabulary 2. HQ p. 74, Drill I.1-15 – in teams of 2 3. start presentations
	<i>afternoon</i>	<ol style="list-style-type: none"> 1. <i>Odyssey</i> line 4 2. <i>Odyssey</i> 3. Tragedy 4. <i>Agamemnon</i> 	<ol style="list-style-type: none"> 1. memorize together as a class 2. continue <i>Odyssey</i> presentations – up to book 9 3. tragedy intro lecture 4. hand-out on the house of Atreus; go outside and read <i>Agamemnon</i>
	<i>Evening</i>	<p>cognates and derivatives vocabulary/ make flashcards – new HQ vocab <i>Odyssey</i> reading Sentences from HQ</p>	

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Day 9	<i>Morning</i>	Quiz (irregular 1 st declension, adjectives) <ol style="list-style-type: none"> future conditional sentences present/aorist optative <i>Odyssey</i> 	<ol style="list-style-type: none"> play 'around the world' to review vocabulary HQ p. 74, Drill I.16-21 <i>Odyssey</i> presentations
	<i>Afternoon</i>	<ol style="list-style-type: none"> <i>Odyssey</i> line 4 Archaic Greece <i>Agamemnon</i> 	<ol style="list-style-type: none"> memorize aloud in class archaic Greece reading packet – write 5 questions on the board and have each student pick one to write a paragraph about it. go outside and read <i>Agamemnon</i>
	<i>Evening</i>	cognates and derivatives vocabulary/ make flashcards – new HQ vocab Odyssey reading Sentences from HQ	
Day 10	<i>morning</i>	Quiz <ol style="list-style-type: none"> sequence of tenses purpose clauses <i>Odyssey</i> presentation 	<ol style="list-style-type: none"> worksheet on identifying mood and tense HQ p. 74, Drill II.2, 4, 6, 8, 10, 12 <i>Odyssey</i> presentations
	<i>Afternoon</i>	<ol style="list-style-type: none"> <i>Agamemnon</i> class play 	<ol style="list-style-type: none"> finish <i>Agamemnon</i> work on planning play
	<i>Evening</i>	exercises	
Day 11	<i>Morning</i>	Quiz (conditional sentences) <ol style="list-style-type: none"> first declension <i>Odyssey</i> review purpose clauses 	<ol style="list-style-type: none"> go over Unit 4 vocab, HQ p. 105 I.1 - 15 start <i>Odyssey</i> reports purpose clauses wkst, HQ p. 76 II.1 - 3
	<i>Afternoon</i>	<ol style="list-style-type: none"> play <i>Odyssey</i> 	<ol style="list-style-type: none"> play read <i>Odyssey</i> aloud in class
Day 12	<i>evening</i>	Second Exam	One hour study/One hour exam

THIRD WEEK

		WHAT (skill goals/ knowledge goals/concepts/reading)	HOW (activities)
Day 13 Monday	<i>Morning</i>	<ol style="list-style-type: none"> 1. Vocabulary review 2. adjectives 3. <i>Odyssey</i> presentations 	<ol style="list-style-type: none"> 1. Play around the world 2. HQ p. 105 II. odds 3. <i>Odyssey</i> reports
	<i>Afternoon</i>	<ol style="list-style-type: none"> 1. <i>Odyssey</i> line 6 2. Pre-Socratics 3. prelude to the Persian War 4. <i>Odyssey</i> 	<ol style="list-style-type: none"> 1. memorize together as a class 2. Pre-Socratics activity: match quotes with philosophers 3. lecture, timeline handout 4. finish <i>Odyssey</i> reports, keep reading <i>Odyssey</i>
	<i>Evening</i>	<ol style="list-style-type: none"> 1. Persian War packets 2. HQ p. 106 III. 6-12 3. Unit 4 flashcards 	
Day 14	<i>Morning</i>	<ol style="list-style-type: none"> 1. review 2. review purpose clauses 3. predicate position of adjectives 4. present and past conditionals 	<ol style="list-style-type: none"> 1. correct exams individually 2. worksheet 3. Adjective dating game 4. HQ exercises in groups
	<i>Afternoon</i>	<ol style="list-style-type: none"> 1. Memorize line 7 of the <i>Odyssey</i> proem 2. <i>Odyssey</i> 3. Geometric and Archaic Greek art 4. Persian war 	<ol style="list-style-type: none"> 1. memorize together in class 2. finish presentations, read together as a class 3. slides 4. work in groups to prepare presentations
	<i>Evening</i>	Peloponnesian War packet –teams for Trivia HQ Sentences	
Day 15	<i>Morning</i>	<ol style="list-style-type: none"> 1. vocab review 2. Persian War presentations 3. future conditional sentences, 4. Peloponnesian War 	<ol style="list-style-type: none"> 1. around the world with Unit 4 vocab 2. groups present their research 3. HQ Drills IV.9-12; V.1-6 4. time to read packets, study with groups
	<i>afternoon</i>	<ol style="list-style-type: none"> 1. Peloponnesian War 2. line 8 of the <i>Odyssey</i> 3. Thucydides, Pericles' Funeralary Oration 	<ol style="list-style-type: none"> 1. brief lecture on events leading up to the war, Peloponnesian War Trivia game in teams 2. memorize as a class 3. read aloud and discuss as a class

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	<i>evening</i>	HQ p. 107, Ex. I.1-9 study for quiz Plato, <i>Republic</i> 1, “Allegory of the Cave”	
Day 16	<i>Morning</i>	Quiz (conditional sentences) 1. Aristotle – <i>Poetics</i> 2. <i>Odyssey</i> 17, 22-24	1. presentation on the perfect tragedy 2. read aloud with class
	<i>afternoon</i>	1. Plato, <i>Republic</i> 2. work on skit for closing ceremonies	1. Discuss dialogue of book 1; draw the stages of the allegory of the cave 2. work as a group on practicing staging and lines
	<i>Evening</i>	Party – movie, "O Brother Where Art Thou?"	
Day 17	<i>morning</i>	1. National Greek Exam 2. Balderdash closing ceremony meet with parents – have bibliography to hand parents	