

DIATHEMATIKON PROGRAMMA
CROSS-THEMATIC CURRICULUM FRAMEWORK
FOR ANCIENT GREEK LANGUAGE AND LITERATURE
(Translated/Original texts)

1. Teaching/learning aim

Present social, political, financial and cultural developments point towards a more general rather than a specialized education. Consequently, the role of school education is to assist the holistic and balanced development of individuals as well as their development as free and democratic citizens both of their own country and of the European Union.

In an educational system with the above orientation, the teaching of Ancient Greek Language and Literature is of paramount importance as its main aim is the study of human nature and antiquity. The educational and humanistic aim of this subject can be achieved through the in-depth understanding and interpretation of the ancient Greek texts with the simultaneous study of ancient Greek language. The study of ancient Greek texts can also reinforce the pupils' critical thinking abilities and assist their development as free and responsible individuals. The study of human nature is based on the understanding of the attitudes, activities and struggles of the ancient Greeks, who sought to discover the truth and acquire knowledge of the world at large, thus laying the foundations of civilization through their engagement and achievements in science and art.

However, the special character of the subject lies in the fact that it studies human activity, aiming to delve into and interpret the intellectual works of the ancient Greeks, through the study of their literary works either in their original ancient Greek language or in their translated modern Greek version.

Through the study of texts of Ancient Greek Language and Literature pupils will:

- become familiar with the intellectual works of the ancient Greeks, which modern Greek culture is unbreakably connected with, and which laid the foundations for the development of Greek-Roman and western European civilization;

- come into contact with a wide range of texts that project the ancient world and are representative of the ancient Greek cultural and literary tradition (including the genres, the writers and the ideological trends of the time). This provides a holistic, realistic and interesting picture of the ancient world and its links with today's reality and human needs;

· discover and appreciate the literary value of the works of ancient Greek writers through their exposure to the original ancient Greek texts and their translated modern Greek versions. The translated texts should maintain the value of the original texts, whilst being new literary texts themselves.

2. Content Guiding Principles, General Goals, Indicative Fundamental Cross-thematic Concepts

a) Ancient Greek Language (Original Ancient Greek texts)

Grade	Content Guiding Principles	General Goals (Knowledge, skills, attitudes and values)	Indicative Fundamental Cross-thematic Concepts
1 st 2 nd 3 rd	<p>Acquisition of the basic elements of ancient Greek language at linguistic and semantic-vocabulary levels</p> <p>Parallel and combined teaching of grammar and syntax aiming for a better understanding of language phenomena</p> <p>Comparative study and parallel teaching of ancient and modern Greek linguistic</p>	<p>Pupils should:</p> <p>become gradually familiar with various levels of ancient Greek language (linguistic: grammar-syntax, semantics, text comprehension);</p> <p>be introduced to the basic grammatical and structural elements of ancient Greek language and compare and contrast them with those of modern Greek;</p> <p>become familiar with ancient Greek texts—mainly with those of the Attic dialect—and enhance their understanding of them through linguistic commentary without resorting to any content interpretations;</p>	<p>Space-time</p> <p>Change</p> <p>Evolution</p> <p>Similarity-Difference</p> <p>Interaction</p> <p>Conflict</p> <p>Culture</p> <p>Tradition</p> <p>Organization-Communication</p> <p>Individual-Society</p> <p>Dependence</p> <p>System</p>

	<p>elements (progression from synchronic to diachronic study), wherever possible</p> <p>A brief presentation of various issues (national, political, social, religious, etc) of the everyday life and culture of the ancient Greeks</p> <p>Familiarization with and comprehension of simple, easy to understand and interesting ancient Greek texts and their translated modern Greek versions</p> <p>The comprehension and translation of gradually longer extracts of ancient Greek narrative (3rd grade)</p>	<p>develop an interest in ancient Greek culture through the study of a wide range of texts on various topics (national, political, social, religious, philosophical, poetic, etc);</p> <p>realize and appreciate the diachronic value of Greek language and its role both as a vehicle and a generator of the ideas and values of Greek culture;</p> <p>practice interpreting and translating long extracts of ancient Greek narrative (3rd grade).</p>	
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b) Ancient Greek Literature (in Modern Greek translation)

Grade	Content Guiding Principles	General Goals (Knowledge, skills, attitudes and values)	Indicative Fundamental Cross-thematic Concepts
1st	<p>Homer's epics</p> <p>I. The Odyssey (Anthology text-book)</p> <p>'Nostos' (a longing for returning home), 'hubris' (excessive pride leading to downfall)- 'nemesis' (divine retribution)- 'tisis' (retaliation), values and attitudes (hospitality, friendship,</p>	<p>Pupils should:</p> <p>understand Odysseus's devotion to 'nostos' (returning home) and the value of human struggle for the achievement of their goals; also, gods' anthropomorphism and myth in its poetic transformation;</p> <p>appreciate the literary value of Homer's epics, in which a whole world with its culture, values, social and political organization is represented.</p>	<p>Culture</p> <p>Change</p> <p>Evolution</p> <p>Space-time</p> <p>Migration</p> <p>Communication</p>
2nd	<p>Homer's epics</p> <p>II. The Iliad (Anthology text-book)</p> <p>War, 'minis' (ire), honor, 'omilia' (contact with 'hetaeroi'- friends, companions- or spouses), friendship, death, gods' anthropomorphism</p>	<p>understand and appraise the actions and attitude of the hero and the world-culture represented in the Iliad;</p> <p>realize and interpret the fierceness of war and human tragedy;</p> <p>appreciate the transformation of the Trojan myth into an epic, with Achilles' s 'minis' (ire) as its main theme;</p> <p>discover similarities and differences between the Iliad and the Odyssey.</p>	<p>Clash</p> <p>Individual-Group</p> <p>Space-Time</p> <p>Culture</p> <p>System</p> <p>Interaction</p> <p>Freedom</p> <p>Communication</p>

	<p>Ancient Greece. The place and the people (Anthology textbook)</p> <p>The public and private life of the ancient Greeks; their everyday life within a specific time and place; their occupation with science and technology (youth education, the position of adolescents in society, clothing, toilet/make up, symposia, foods and drinks, professions and occupations, music, technology, medicine, etc)</p>	<p>become familiar with, understand, and interpret the ancient Greeks' actions and attitudes regarding public affairs; the way they dealt with matters and problems of everyday life within a specific time and place; compare and contrast these with their own personal experiences;</p> <p>be informed about the sciences developed by the ancient Greeks and their technological achievements;</p> <p>acquire geographical, historical and literary knowledge of places connected with the ancient Greeks' life.</p>	<p>Culture Tradition Space-time Change Evolution Human-made Environment Individual-Society System Equality-Inequality</p>
3 rd	<p>Drama (tragedy-comedy)</p> <p>Euripides's 'Eleni'</p> <p>A different version of the Eleni related myth, the futility of war and human resourcefulness</p>	<p>realize that 'tragedy is the child of democracy';</p> <p>realize the differences between drama and other literary genres, the special features of theatrical playscripts, the potential of different stage performances and productions of the same play</p> <p>develop an understanding (by elaborating on the myth) of the situations, the line of thinking, the morals ('ethos') and the discourse of the myth, and ap-</p>	<p>Democracy Idol Name-Body Ignorance-Knowledge Stranger Culture Peace-War Life-Death Truth-Lie Change</p>

		<p>praise the heroes' endeavor to realize their position in the world and how they can change it, and also understand their relationship with the gods;</p> <p>realize what accounts for the appeal of tragedy to people, regardless of place, time, or educational status considerations.</p>	
	<p>Aristophanes' 'Ornithes' (Birds)</p> <p>People's escape from the difficulties of the world and into the kingdom of fables; the foundation of the birds' town somewhere between the sky and the earth, between gods and humans (Nefelokokkyghia)</p>	<p>conceive or even create a comic situation resorting to conscious 'conduct of humor';</p> <p>perceive and enjoy the playful character of the texts, the brainwaves of playful imagination, sophisticated parody, and humor, through which, however, the institutions of the time are severely criticized;</p> <p>realize the special features of 'popular' discourse, which is opposed to 'power' discourse and which highlights current political and social developments. This can be done through the study of the language of comedy (to the extent that the translated version of the text permits).</p>	<p>Reality- Imagination Justice Individual- Society Culture God-Human</p>
	<p>The Anthology text-book of Philosophical texts)</p> <p>Texts of Ancient</p>	<p>acquire essential knowledge of the history of the ancient Greek philosophical thinking and speculate on the questions that it posed concerning man and the world;</p>	<p>Knowledge Science Art World-human being</p>

	<p>Greek philosophy, which shaped modern thinking on ethical, practical, socio-political and philosophical issues</p>	<p>develop an understanding of the ancient Greek world and its influence on the modern world through their exposure to philosophical texts;</p> <p>realize the dialectic nature and the timeless value of ancient Greek philosophical thinking.</p>	<p>Individual- Society Law Regime Culture</p>
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