

DIATHEMATIKON PROGRAMMA
CROSS-THEMATIC CURRICULUM FRAMEWORK
FOR MODERN GREEK LITERATURE

Junior High school

1. Teaching/learning aim

The general aim of teaching Literature in Junior High school is to enhance pupils' learning experiences, develop their communicative ability and assist their emotional development through exposure to and analysis of representative works of significant Greek and foreign authors. Since literary texts are carriers of national, global and cross-cultural values their study broadens the pupils' personal experiences and sensitivity, making them able to actively approach learning, develop their aesthetic perception, critically approach fundamental issues of personal and social life and selectively and responsibly formulate their personal attitudes, beliefs and opinions.

Furthermore, exposure to and analysis of literary texts can enhance pupils' active participation in experiential learning process and assist the development of a long-lasting relationship between pupils and literature. Literature can also help pupils become sensitised to various issues of everyday living, enhance their experience, develop their imagination as well as their language and artistic skills. Finally, through their familiarization with the history and theory of literature pupils develop skills for evaluating literary texts and the quality of literary language.

In this way the value of literature as an educational good that promotes equality between people and between cultures within the framework of humanistic and democratic education is acknowledged, along with the promotion of the particular features of the Hellenic speech and culture.

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

The Program of studies in literature is unified for compulsory education and is governed by common principles and goals according to grade level, which become concrete depending on the texts taught.

The content comprises selected literary texts, folk or scholarly, of famous writers, old, modern or contemporary, in their full or abridged form, from the genres of poetry, prose,

theatre, script and literary essay from modern Greek and foreign literary tradition. The selection should be based on literary criteria.

In Junior High school the content is structured in the 1st and 2nd grades of 10-15 units focusing on humans in relation to nature, social life, tradition, national characteristics, historical continuity, contemporary problems, struggle for life, great values, including love, friendship and other issues relevant to the pupils' age and interests. In the 3rd grade, whereby the nine-year long compulsory education is completed, a historical – philological arrangement of texts in combination with a genre classification is recommended, laying emphasis on the landmarks of our literature. The texts of foreign literature are classified in corresponding periods for comparative reading. Literary texts are anthologized, including poetry and prose, theatrical, folklore and fairy tales, selected for their literary value, the content and their compatibility with the cognitive development of pupils in each class.

Grade	Content Guiding Principles	General Goals (Knowledge, skills, attitudes and values)	Indicative Fundamental Cross-thematic Concepts
1 st 2 nd	Man and Nature City-Countryside	<p>The following general goals should be pursued:</p> <p>creative and free interpretation of literary works;</p> <p>understanding of the different ways that urban settings are represented in literature and the study of the values of the city or the countryside, as they appear in texts;</p> <p>understanding of the relationship among nature, the individual and society;</p> <p>the aesthetic development and emotional involvement of pupils.</p>	<p>Space-Time Development Interaction Natural–Human-made environment Change</p>

1 st	Folk songs	<p>understanding folk songs as literary texts in which a whole world with its civilization, values and socio-political organization is represented;</p> <p>the emergence of the fairy tale as narrative and of its significance as a means of representing the values of society.</p>	<p>The Arts Folk culture Fairy tale-solace Historical memory System Society State Change Oral communication-Writing</p>
1 st 2 nd	Folklore Folk art	<p>the dramatization of the literary texts and the development of an interest in folk theatre;</p> <p>understanding the character of the Hellenic cultural heritage and the need for participation in the procedures of the European Union.</p>	<p>The Arts- folk culture Historical memory System Society State Change Oral communication-writing Individual-Group Tradition- Modernism Greece-West Culture Change</p>
1 st 2 nd	The War of Independence	<p>the development of historical awareness;</p> <p>the study of the way in which specific historical facts of the past are transformed into a literary work;</p>	<p>Space-time Freedom Equality War-peace Conflict Life-death</p>

		the acknowledgement of certain literary works (e.g. Battle-song, Hymn to Freedom) as determining for our national identity and self-knowledge.	Individual-Society Philellenism
1 st 2 nd	Earlier forms of life	the treatment of a literary text as a document of anthropological or ethnographic value, in which behavior codes and experiences from earlier times are recorded, conserved and decoded.	Evolution Transformation Progress Time-space Change Past-Present-Future Old-New
1 st 2 nd	Getting to know our own and other lands Emigration, migration Sports	the development of a positive attitude towards modern multicultural and multinational societies and of the awareness of the equal value of all works of world culture; understanding the phenomenon of emigration and migration through time; The development of an awareness of the fact that we live in a pluralistic world and the continuous effort of understanding ourselves through our familiarization with other systems of values, customs, mentalities; the emergence of the athletic ideal as a means of strengthening ties among nations.	Interaction Cultural exchange Multiculturalism Similarity-Difference Native-Foreigner Xenophobia-Tolerance Collaboration Communication Nation-Globalization Olympic ideal Homeland Repatriation Foreign land

<p>3rd</p>	<p>Introduction to the history of Greek literature from the 9th century AC to the present day: Representative literary works- Foreign literature</p> <p>More specifically: Folk songs and Literature (1000-1600) Cretan literature Modern Greek Enlightenment 19th century up to 1880 a. Memoirs b. The Ionian School c. Phanariotes and the Romantic School of Athens The new Athenian School (1880-1922) Modern Literature a. The 1922 – 1945 period b. Early post-war period</p>	<p>realizing that folk songs are an essential vehicle of traditional values and life-style related to rural societies;</p> <p>familiarization with the basic stylistic patterns of oral folk poetry (e.g. set verses and repeated syntactic structures);</p> <p>awareness of the diachronic value of our cultural heritage;</p> <p>familiarization with major works of modern Greek literature;</p> <p>the study of texts of Modern Greek Enlightenment period that helps to realize their contribution to social and political changes of that era;</p> <p>familiarization with the landmarks of Greek literature;</p> <p>the sensitization and the development of skills necessary for the individual's contribution to the solution of contemporary global social problems (for example, poverty, violence, racism, war, migration, etc.)</p> <p>development of a critical attitude towards totalitarian ideologies and the pursuits of powerful nations;</p> <p>sensitization to issues of style and literature;</p>	<p>Folklore- Tradition Urban-Rural societies Collaboration- Individual action War and Peace Freedom Patriotism Equality and democratic education Personal and social rights Historical awareness Social reform Literary school and System Movements (political, social, art) Imagination and memory Change International peace and coexistence of nations Social rights and religious freedom Labor relations Social structure Post-war society Individual-Group</p>
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	<p>c. Late post-war period and the 70's and 80's generations</p> <p>Literary theories</p> <p>International literature</p>	<p>ary language;</p> <p>awareness of stylistic and other differences between literature and history in relation to the presentation of historical events;</p> <p>familiarization with basic concepts from the theory of literature;</p> <p>realization of the universal character of literary creation;</p> <p>acknowledging the existence of different literary styles and genres worldwide and pointing out the creative communication and exchange of ideas between the literary creations of different cultures.</p>	<p>Humanistic education</p> <p>Comparative literature</p>
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