

CURRICULUM GUIDE

Hebrew 1

Course Description

In this course the students will practice all language learning skills: listening, reading, speaking and writing. The students will learn basic Hebrew grammar concepts that will facilitate understanding and production of both spoken and written language. Cultural topics focus on the history of the language, lifestyle in Israel, and current events.

District 219
Niles Township High Schools
Skokie, Illinois

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This guide may be changed at any time at the sole discretion of the Board of Education and/or the Superintendent, whichever has appropriate jurisdiction, subject only to mandatory collective bargaining requirements.

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COURSEBOOK DESCRIPTION

HEBREW 1 FIRST SEMESTER

Grade Weight:3
One semester, one credit.
Open to all students.

PREREQUISITE: None

In this course the students will practice all language learning skills: listening, reading, speaking and writing. The students will learn basic Hebrew grammar concepts that will facilitate understanding and production of both spoken and written language. Cultural topics focus on the history of the language, lifestyle in Israel, and current events.

HEBREW 1 SECOND SEMESTER

Grade Weight:3
Two semesters, two credits.
Open to all students.

PREREQUISITE: Completion of Hebrew 1 First Semester

In this course students will practice the four basic language skills: listening, reading, writing and speaking. Students will learn basic sentence structures in Hebrew, and understand the Hebrew verb system and its conjugation patterns in the present tense. Students will practice the verb patterns in their written and oral work. Class activities include composing dialogues, writing questions based on given text, completing written exercises, writing short summaries and giving short oral presentations related to the lessons' themes. Visual aids will be used to prompt, reinforce and review the course material. Cultural topics focus on Israel's geography and famous people in modern Israel

TEXTS AND MATERIALS

Required Text:

Hebrew from Scratch by Shlomit Chayat, Sara Israeli, Hilla Kobliner, and Noam Nadav

EXPLANATORY NOTES

RATIONALE AND EXPLANATION OF THIS CURRICULUM GUIDE

This guide contains the topic, grammar points, sentence structures and culture units taught in Hebrew 2. Teachers who will teach Hebrew 2 and find that changes or additions are necessary, should discuss it with the previous Hebrew instructors of the course and the department chairperson.

1. **OVERALL STRUCTURE OF THIS CURRICULUM GUIDE**

The guide consists of the following sections:

TEXTS AND MATERIALS – Student and teacher materials are the same.

LEARNING TARGETS – Targets are listed by semester and are divided into the following language acquisition skills: reading, vocabulary, verbs, usage, listening, and speaking.

2. **THE SYLLABUS AS A GUIDE**

The detailed syllabus outlines the units, the vocabulary and the grammar for the second semester and follows the order of the chapters in the book. The instructor of Hebrew 2 is not obliged to follow the same order, but needs to teach all chapters since the chapters include all outcomes which will be tested at the end of the semesters.

3. **CRITERION REFERENCED TESTS (C.R.T.'s) AND OUTCOMES** - The outcomes have been delineated by semester and will be tested in June.

4. **SPEAKING** – The Foreign Language Department has agreed to make oral proficiency one of its goals and to that end, has adopted a set of oral proficiency outcomes for each level of instruction. In this course, emphasis will be placed on correct pronunciation.

LEARNING TARGETS – Fall Semester

- I. **Over-arching Reading Target:** I can comprehend (at literal level) a passage of either fiction or non-fiction, containing structures and vocabulary presented in the course.
 - a. I can comprehend (at literal level) a passage of either fiction or non-fiction, containing structures and vocabulary presented in the course.
 - b. I can skim and scan a text for information using contextual clues.
 - c. I can distinguish details from the general meaning of the text
- II **Over-arching Vocabulary Target:** I can recognize and use vocabulary found in *Hebrew from Scratch, Part I*
 - a. I can recognize and use vocabulary from perquisite chapters
 - b. I can recognize and use vocabulary from Chapters 1
 - c. I can recognize and use vocabulary from Chapters 2
 - d. I can recognize and use vocabulary from Chapters 3
- III **Over-arching Verb Target:** I can recognize and use present tense of verbs covered in *Hebrew from Scratch, Part I*.
 - a. I can recognize and use present tense conjugated “compete verbs,” the Paal verb group Shlemim, according to gender and number agreement.
 - b. I can recognize and use the present tense conjugation verbs of the root classification ending with the letter Hay (Lamed Hay)
 - c. I can recognize and use the present tense conjugation verbs of the root classification ending with Ayin (Lamed Ayin)
 - d. I can recognize and use the present tense conjugation of the Piel verb group.
 - e. I can recognize and use the present tense conjugation verbs of the root classification Ayin Vav.
- IV **Over-arching Usage Target:** I can recognize and use grammatical structures.
 - a. I can recognize and use patterns of negation in present tense.
 - b. I can recognize and use “equational” sentences without the verb “to be”.
 - c. I can recognize and use gender and number in nouns.
 - d. I can recognize and use personal pronouns (subject pronouns).
 - e. I can maintain agreement between nouns, adjectives and verbs.
 - f. I can recognize and use the definite article.
 - g. I can place adjectives correctly in noun phrases.
 - h. I can recognize simple commands.
 - i. I can recognize and use question words.
 - j. I can recognize and use the conjunctions *but* and *and*.
 - k. I can recognize and use the prepositions *in, to, from, in the, from the* and *to the*.

- l. I can recognize and use the expression *yesh* and *ein* to express “there is” and “there is not”.
 - m. I can recognize structures to express possession with the preposition *shel*.
 - n. I can recognize and use demonstrative pronouns, maintaining agreement in number and gender.
- V **Over-arching Culture Target:** I can recognize specific cultural nuances and customs particular to the Hebrew world.
- VI **Over-arching Listening Target:** I can respond to comprehension questions based on a listening passage commensurate in difficulty with the outcomes for Hebrew 1.
 - a. I can respond to informative questions based on the vocabulary of Hebrew 1.
- VII **Over-arching Speaking Target:** I can speak on a variety of topics commensurate in difficulty with the Hebrew 1 learning outcomes.

LEARNING TARGETS – Spring Semester

- I. **Over-arching Reading Target:** I can comprehend (at literal level) a passage of either fiction or non-fiction, containing structures and vocabulary presented in the course.
- a. I can comprehend (at literal level) a passage of either fiction or non-fiction, containing structures and vocabulary presented in the course.
 - b. I can skim and scan a text for information using contextual clues.
 - c. I can distinguish details from the general meaning of the text
- II. **Over-arching Vocabulary Target:** I can recognize and use vocabulary found in *Hebrew from Scratch, Part I*
- e. I can recognize and use vocabulary from Chapter 4
 - f. I can recognize and use vocabulary from Chapter 5
 - g. I can recognize and use vocabulary from Chapter 6
 - h. I can recognize and use vocabulary from Chapter 7
- III. **Over-arching Verb Target:** I can recognize and use present tense of verbs covered in *Hebrew from Scratch, Part I*.
- a. I can recognize and use present tense conjugated “compete verbs,” the Paal Shlemim, according to gender and number agreement.
 - b. I can recognize and use the present tense conjugation verbs of the root classification ending with the letter Hay (Lamed Hay)
 - c. I can recognize and use the present tense conjugation verbs of the root classification ending with Ayin (Lamed Ayin)
 - d. I can recognize and use the present tense conjugation of the Piel verb group.
 - e. I can recognize and use the present tense conjugation verbs of the root classification Ayin Vav.
 - f. I can recognize and use infinitive structures correctly, i.e. *I like to eat, He wants to dance.*
 - g. I can change a conjugated verb into the infinitive form.
- IV. **Over-arching Usage Target:** I can recognize and use grammatical structures.
- o. I can recognize and use the particle “et” with definite direct object.
 - p. I can place adjectives correctly in noun phrases.
 - q. I can recognize and use a combination of a noun with a pronoun and an adjective.
 - r. I can recognize and use casual sentences.
 - s. I can recognize and use the numbers 1-100.
 - t. I can maintain agreement between numbers and nouns.
- V. **Over-arching Culture Target:** I can recognize specific cultural nuances and customs particular to the Hebrew world.

- VI **Over-arching Listening Target:** I can respond to comprehension questions based on a listening passage commensurate in difficulty with the outcomes for Hebrew 1.
- a. I can respond to informative questions based on the vocabulary of Hebrew 1.
- VII **Over-arching Speaking Target:** I can speak on a variety of topics commensurate in difficulty with the Hebrew 1 learning outcomes.

Addendum:

Culture: I can recognize specific cultural nuances and customs particular to the Hebrew world.

- The history of the Hebrew language.
- Hebraic influences in the U.S.A.
- Influences of Hebrew on the English language.
- Israeli school schedule.
- Current events.

Speaking: I can speak on a variety of topics commensurate in difficulty with the Hebrew 1 learning outcomes.

- I can greet people.
- I can introduce oneself.
- I can say where people are from.
- I can express likes and dislikes.
- I can describe classes and class objects.
- I can ask questions using who, what, where, when, where to.
- I can talk about the sports one likes to play.
- I can describe the weather.
- I can describe a city or town using adjectives in the book.
- I can ask for objects in the class using command masculine and feminine form.
- I can talk about professional choices.
- I can talk about school subjects.
- I can describe personality traits of family or class member using adjectives in the book.

Vocabulary Themes, Benchmarks and Activities: Fall Semester

Theme	Benchmarks using Illinois Standards	Activities in text
Hebrew Alphabet consonants and vowel system. a. Greetings b. Personal information c. Describing weather d. Classroom objects e. Sports f. Commands using classroom objects.	28.A.1a Recognize basic language patterns. 28.A.1b. Respond appropriately to simple commands in the target language 28.A.2b Follow instructions in the target language, given one step at a time for a wide range of activities. 28.B.1a Respond to and ask simple questions with prompt. 28. B. 1b Imitate pronunciation, intonation, and inflection, including sounds unique to the target language. 28. B. 2a Pose questions spontaneously in structured situations. 28.B.2b Produce language using proper pronunciation, intonation, and inflection. 28.C.1b Infer meaning of cognates from context. 28.C.2a Decode new vocabulary using contextual clues and drawing on words and phrases from prior lessons. 28.D.1a Copy/write words. Phrases, and simple sentences. 28.D.2a Write on familiar topics using appropriate grammar, punctuation and capitalization. 28.D.2b Present a simple written or oral report on familiar topics. 29.A.1 Use common forms of courtesy, greeting, and leave-taking appropriate to the time of day and relationship	Page 1-26 a. Pre-text workbook p. 1-3 b. Pre-text workbook p.4, p. 15-17 c. Pre-text workbook p. 5-7 d. Pre-text workbook p. 10-12 e. Pre-text workbook p. 19-20 f. Pre-text workbook p.20-23 g. Pre-text workbook p. 21 h. Letter recognition software.
Lesson 1 a. Work place b. School c. Greeting	28.A.1a Recognize basic language patterns. 28.A.1b. Respond appropriately to simple commands in the target language. 28.A.1b. Respond appropriately to simple commands in the target language. 28.B.1a Respond to and ask simple questions with prompt. 28. B. 2a Pose questions spontaneously in structured situations.	a. Page 58-59 b. Page 73 c. Page 71-72

	28.B.2b Produce language using proper pronunciation, intonation, and inflection. 28.B.2c Comprehend gestures and body language often used in everyday interaction in the target language. 28.C.1b Infer meaning of cognates from context. 28. C.2b Decode new vocabulary using contextual clues and drawing on words and phrases from prior lessons. 28.D.1a Copy/write words. Phrases, and simple sentences. 28.D.2a Write on familiar topics using appropriate grammar,	
Lesson 2 a. Work b. Going places c. Greeting	All benchmarks from preceding section.	a. Page 58-59 b. Page 69 c. Page 71-72
Lesson 3 a. Countries and nationalities b. School subjects	All benchmarks from preceding section and also 28. D.2b Present a simple written or oral report on familiar topics.	a. Page 81 b. Page 80
Lesson 4 a. Guests and visitors b. Adjectives describing places and people.	All benchmarks from preceding section and also: 28. D.1b Describe people, activities and objects from school. 28. D. 2c Present an original production (e.g., TV commercials, ads, skits, songs) using known vocabulary and grammatical structures.	a. Page 103 b. Page 105

Vocabulary Themes, Benchmarks and Activities: Spring Semester

Theme	Benchmarks using Illinois Standards	Activities in text
a. Media b. Nationalities c. Professions	All benchmarks form sections in Hebrew 1 28.D.1b Imitate pronunciation, intonation and inflection including sounds unique to the target language. 29.C.1c Identify primary media sources in the target language	Chapter 5 a. p. 129, p. 148 b. p. 139 c. p. 140
a. Meeting places b. Parts of the day c. Places in town d. Geography of Israel	All benchmarks form preceding sections in Hebrew 1 29.E.1 Identify and use simple geography vocabulary of the target language. 28.D.2C Present an original production (e.g. TV commercials, ads, skits, songs) using known vocabulary and grammatical structure.	Chapter 6 a. p. 152-153 b. p. 175 c. p. 154 d. maps
a. Family members b. Getting acquainted c. Adjectives (describing people)	28.D.2b Present a simple written or oral report on familiar topic. 28.C.1a Recognize the written form of familiar spoken language and predict meaning of key words in a simple story, poem or song. 28.D.1b Describe people, activities and objects from school and home.	Chapter 7 a. 188-189 200-201 b. 180-182 c. 179
a. Feelings b. Events in the past	All benchmarks form preceding sections. 28.C.2b decode new vocabulary using contextual clues and drawing on words and phrases from prior lessons. 29.D.1 Recognize important people and events in the history of areas where the target language is spoken.	Chapter 8 a. 221-223 b. 204-205 224-225

Grammar themes, benchmarks, and activities: Fall Semester

Theme	Benchmarks using Illinois Standards	Activities in text
a. Hebrew alphabet b. Hebrew sound system c. Stress intonation d. Hebrew script	28.A.1a Recognize basic language patterns. 28.A.1b. Respond appropriately to simple commands in the target language 28. B.1a Responds to and ask simple questions with prompt. 28. B. 1b Imitate pronunciation, intonation, and inflection, including sounds unique to the target language. 28. B.2a Pose questions spontaneously in structured situations. 28.B.2b Produce language using proper pronunciation, intonation, and inflection. 28. C. 1b Infer meaning of cognates from context. 28. C.2b Decode new vocabulary using contextual clues and drawing on words and phrases form prior lessons. 28.D.1a Copy/write words. Phrases, and simple sentences. 29.A.1 Use common forms of courtesy, greeting, and leave-taking appropriate to the time of day and relationship.	a. Page 105 b. Page 6-8 c. Page 9-10 d. Page 36 e. Letter recognition software
Lesson 1 a. Gender and numbers in nouns. b. Independent pronouns c. Gender agreement d. Definite article e. Negation Lesson 2 a. Verb conjugation in present tense. b. Verbs with final radical “Hah”	All benchmarks form preceding section, and also: 28.A.2b Follow instructions in the target language, given one step at a time for a wide range of activities. 28. B.1a Responds to and ask simple questions with prompt. 28. B. 1b Imitate pronunciation, intonation, and inflection, including sounds unique to the target language. 28.B.2b Produce language using proper pronunciation, intonation, and inflection. 28.C.1b Infer meaning of cognates form context. 28. D.1b Describe people, activities and objects from school. All benchmarks form preceding section, and also: 28.C. 2a Comprehend written classroom directions, read simple passages, infer meaning of cognates and recognize loan words.	a. Page 45-46 b. Page 47 c. Page 47-50 d. Page 51 e. Page 52 a. Page 60-65 b. Page 66-68 c. Page 70

c. Verb to be		
Lesson 3 a. Equational and verbal sentences. b. Verbs in the present with final radical “Ayin” c. The definite direct object particle “et”. d. Conjunction and.	All benchmarks form preceding section, and also: 28.d.2a Write on familiar topics using appropriate grammar, punctuation and capitalization. 28.D.2b Present an original production (eg.,TV commercials, ads, skits, songs) using known vocabulary and grammatical structures.	a. Page 84-86 b. Page 89-90 c. Page 95-97 d. Page 92-95
Lesson 4 a. Adjectives in noun phrases b. Adjectives as predicates c. Interrogative Pronouns. d. Piel verbs present tense conjugation e. Demonstrative Pronouns feminine, masculine, plural.		a. Page 105- 107 b. Page 108-109 c. Page 110-112 d. Page 113-114 e. Page 115-119

Grammar themes, benchmarks, and activities: Spring Semester

Theme	Benchmarks using Illinois Standards	Activities in text
Chapter 5 a. Prepositions form, to , in b. Derived nouns c. Verb conjugation in present final radical "Alef" d. Verb conjugation in present middle radical "Vav".	All bench marks from preceding sections of vocabulary.	a. p. 132-138 b. p. 139 c. p. 141-143 d. 143-145
Chapter 6 a. Questions words "yes" "no" answers. b. Question words indication location c. Adjectives of proximity d. Nifal verb conjugation in the present e. Using one, several and many	All bench marks from preceding sections of vocabulary	a. p. 156-159 b. p. 160-161 c. p. 161-163 d. 165-171 e. p. 172-174
Chapter 7 a. Formal introductions b. To know/to recognize c. Pronoun suffixes attached to singular nouns d. Possessive Particle in conjugation	All bench marks from preceding sections of vocabulary.	a. p. 181-184 b. p. 183-184 c. p. 185 d. p. 186 e. p. 191-196 f. p. 196-199

e. Particle “that” f. Conjugation of Direct Object Particle “et”		
Chapter 8 a. Past tense in root classification “Sh’lemim” b. Past tense root classification “Lamed Hay” c. Past tense root classification “Lamed Alef” d. Past tense root classification “Ayin Vav”		a. 208-210 b. p. 211-215 c. p. 216-218 d. p. 219-220

Culture themes, benchmarks and activities: Fall Semester

Theme	Benchmarks using Illinois standards	Activities
a. History of the Hebrew Language b. Hebraic influences in the U.S.A		a. Articles b. Articles
Chapter 2 Leisure in Israel	29.A.3 Demonstrate selected custom, manners and traditions in societies associated with the target language..	a. Newspapers b. Internet c. Discussion
Chapter 3 a. School system in Israel	29.A.3 Demonstrate selected custom, manners and traditions in societies associated with the target language.	Discussion a. Contact a school in Israel
Chapter 4 a. Hospitality in Israel	29.A.3 Demonstrate selected custom, manners and traditions in societies associated with the target language.	a. Discussion b. Comparison

Culture Themes, Benchmarks and Activities: Spring Semeste

Theme	Benchmarks using Illinois standards	Activities
Chapter 5 Media in Israel: newspapers, radio, television. Famous people in Israel's history.	29.D.1	Examining authentic material.
Chapter 6 Geography of Israel Study of major cities in Israel.	29.E.3 29.E.2	Reviewing travel brochures. Planning a trip to Israel. Writing a commercial to promote tourism to Israel.
Chapter 7 Interpersonal relationships	29.A.3	Discussion focusing on the differences between Israel and the U.S.A
Holidays. Following the Jewish calendar	29.A.3	Hand outs

