

FOREIGN LANGUAGE DEPARTMENT

NILES TOWNSHIP HIGH SCHOOLS

DISTRICT 219

SKOKIE, ILLINOIS 60077

CURRICULUM GUIDE

**HEBREW 2 & 2HONROS
LAYH03 / LAYH09**

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COURSEBOOK DESCRIPTIONS

HEBREW 2 (LAYH03)

Grade Weight: 3

Two Semesters, two credits

Open to all students who qualify.

Prerequisite: Hebrew 1 or previous knowledge of Hebrew and Recommendation of Hebrew instructor.

This is a continuation of the first-year course. Emphasis is placed on developing the student's Hebrew vocabulary and sentence structure for practical purposes and improving their reading and writing skills. Students listen to tapes and are encouraged to do independent reading. Students study Hebrew and Israeli culture through songs, discussions, films and field trips.

HEBREW 2 HONORS (LAYH09)

Grade Weight: 4

Two semesters, two credits

Open to all qualified students.

Prerequisite: Hebrew 1 or and recommendation of Hebrew Instructor.

An accelerated course designed for advanced students with an appropriate background. Achievement goals are higher than those for a standard second year course. Emphasis is placed on fluency of speech, greater listening and reading comprehension, and new areas of language structure. The readings include short stories, articles on current Israeli events – as well as readings in Hebrew culture and history. Individualized reading and oral presentations geared to the student's ability and interest are part of the curriculum.

TEXTS AND MATERIALS

Required Text:

Hebrew from Scratch: Part 1 (English and Hebrew Edition)

Publisher: Academon (January 1, 2001)

Language: English, Hebrew

ISBN-10: 9653501127

ISBN-13: 978-9653501126

EXPLANATORY NOTES

RATIONALE AND EXPLANATION OF THIS CURRICULUM GUIDE

This guide contains material that will be helpful to you as you teach Hebrew 2/2 Honors. During the year, instructors teaching this course will meet to discuss how the implementation of the syllabus is progressing. If we find that changes need to be made, we will agree on those changes and implement them in all sections of the course during the following year.

OVERALL STRUCTURE OF THIS CURRICULUM GUIDE

The guide consists of the following sections:

TEXTS AND MATERIALS- Both student and teacher materials are listed here.

LEARNING OUTCOMES-Outcomes are listed by semester and are divided into the following language acquisition skills: reading, vocabulary, verbs, usage, listening, and speaking.

SPEAKING

Deliver **two** 5 minute oral presentations in Hebrew each quarter.
(Reports will be based on vocabulary and or cultural topics presented as part of the required coursework.)

WRITING

Submit **three** journal entries or written summaries of required literary selections (e.g. short stories, poetry) each six week grading period.

READING

Beyond the required reading selections, read **two** additional selections per grading period and respond in writing to comprehension questions.

CLASSROOM TESTING PROCEDURES

VOCABULARY—In regular level classes, students write sentences using new vocabulary words. In the honors section, students write a short narrative incorporating new vocabulary words.

READING—All students are required to manipulate (in new contexts) the vocabulary and structures presented in reading selections. Honors students are also responsible for responding to detailed content question on assigned readings.

LEARNING OUTCOMES- HEBREW 2/2 HONORS FALL SEMESTER

- I Over-arching Reading Target:** I can comprehend (at a literal level) a passage of either fiction or non-fiction, containing structures and vocabulary presented in the course.
- I can manipulate (in new contexts) the vocabulary and structures presented in reading selections.
 - I can respond to detailed content questions on assigned readings. (Honors)
 - I can respond in writing to comprehension questions on its content. (Honors)
- II Over-arching Vocabulary Target:** I can recognize and use vocabulary found in *Hebrew from Scratch Part 1*
- I can write sentences using new vocabulary words.
 - I can write a short narrative paragraph incorporating new vocabulary words. (Honors)
- III Over-arching Verb Target:** I can recognize and use a variety of verbs.
- I can recognize and use the conjugation of the PIEL verbs in the present tense and infinitive form.
 - I can recognize and use the conjugation of the HIFIL verbs in the present tense and infinitive form.
 - I can recognize and use the conjugation of the HITPAEL verbs in present tense and infinitive form.
- IV Over-arching Usage Target:** I can recognize and use grammatical structures.
- I can recognize and use nominal clauses with agreement in gender and number.
 - I can recognize and use the cardinal number 11-20 in masculine and feminine.
 - I can recognize and use the word “kol” with a plural definite noun to mean “all” (e.g. “all the children”).
 - I can differentiate between “every/each,” “all the ...” “everything” and “everybody” (plural as opposed to everybody in singular).
 - I can recognize and use an indefinite construct state (smichut) with or without an adjective.
- V Over-arching Writing Target:** I can write summaries of required literary selections each grading period. (Honors)
- VI Over-arching Listening Target:** I can respond to comprehension questions based on a listening passage commensurate in difficulty with the outcomes for Hebrew 2/2 Honors.
- VII Over-arching Culture Target:** I can recognize the specific cultural nuances and customs particular to the Hebrew world appearing in *Hebrew from Scratch Part I*
- VIII Over-arching Speaking Target:** I can communicate orally commensurate in difficulty with the targets of the Hebrew 2/2 Honors learning targets.

LEARNING OUTCOMES- HEBREW 2/2 HONORS SPRING SEMESTER

- I Over-arching Reading Target:** I can comprehend (at a literal level) a passage of either fiction or non-fiction, containing structures and vocabulary presented in the course.
- I can manipulate (in new contexts) the vocabulary and structures presented in reading selections.
 - I can respond to detailed content questions on assigned readings. (Honors)
 - I can respond in writing to comprehension questions on its content. (Honors)
- II Over-arching Vocabulary Target:** I can recognize and use vocabulary found in *Hebrew from Scratch Part I*
- I can write sentences using new vocabulary words.
 - I can write a short narrative paragraph incorporating new vocabulary words. (Honors)
- III Over-arching Verb Target:** I can recognize and use a variety of verbs.
- I can recognize and use present and past tenses of the PAAL SHORT VERBS whose middle letter of the root is dropped in the present and past tenses (past pal irr.)
 - I can recognize and use the regular complete “PAAL SHLEMIM” verbs in the past tense (the intact verbs where no letter of the root is dropped, e.g. to write, to study, to go, etc.)
- IV Over-arching Usage Target:** I can recognize and use grammatical structures.
- I can recognize and use a definite construct state (smichut) with or without an adjective.
 - I can recognize and use a definite construct state (smichut) as the subject of a nominal clause (e.g. “The school is new”).
 - I can recognize and use a definite construct state (smichut) as the object of the sentence including the preposition “et” (e.g. “I see the orange tree”).
 - I can recognize and use the ten forms of the preposition “to” (to me, for me, to you/for you etc.)
 - I can recognize and use the concept “to have/have not, (there is to .../ there is not to...) with pronouns.
 - I can recognize and use the conjugated form of the preposition “of” meaning possession with pronouns (mine, his, hers, etc.)
- V Over-arching Writing Target:** I can write summaries of required literary selections each grading period.
- VI Over-arching Listening Target:** I can respond to comprehension questions based on a listening passage commensurate in difficulty with the outcomes for Hebrew 2/2 Honors.
- VII Over-arching Culture Target:** I can recognize the specific cultural nuances and customs particular to the Hebrew world appearing in *Hebrew from Scratch Part I*.

VIII Over-arching Speaking Target: I can communicate orally commensurate in difficulty with the targets of the Hebrew 2/2 Honors learning targets.

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Addendum:

Culture: I can recognize the specific cultural nuances and customs particular to the Hebrew world appearing in **Hebrew from Scratch Part I.**

- Past Jewish and Israeli history
- The Holocaust
- The modern times and the State of Israel
- People and languages
- Government of the State of Israel
- Religions
- Israeli education system
- Sports and entertainment

Speaking: I can communicate orally commensurate in difficulty with the targets of the Hebrew 2/2 Honors learning targets.

- Tell about travel in Israel including map reading
 - Describes daily activities, using past tense of Pa'al.
 - Uses verbs in Hitpael (present) to tell about daily functions.
 - Describes people's interests, achievements and problems.
 - Uses possession to relate information about acquaintances.
 - Responds to given situations using imperatives.
 - Uses interrogative expressions to get to tourist attractions.
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- **HONORS** students deliver two 5 minute presentations each grading period. (Reports are based on vocabulary and or cultural topics presented as part of the required coursework.)

