

FOREIGN LANGUAGE DEPARTMENT

NILES TOWNSHIP HIGH SCHOOLS

DISTRICT 219

SKOKIE, ILLINOIS 60077

CURRICULUM GUIDE

**HEBREW 3 and 3 Honors
(LAYH05 and LAYH11)**

Prepared by:

**Edith Belkind
Edmund Murphy, Director**

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District 219 ensures equal opportunities regardless of race, sex, color, national origin, religion, age or handicap.

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COURSEBOOK DESCRIPTION

HEBREW 3 (LAYH05)

Grade Weight:4

Two semesters, two credits.

Open to sophomores, juniors, seniors

PREREQUISITE: Hebrew 2, evaluation and/or recommendation of instructor.

This course is an extension of second-year Hebrew. Continuous attention is given to conversation, vocabulary and reading comprehension. Students are introduced to selections of modern Hebrew literature, poetry, songs and newspapers. Israeli culture is experienced through food sampling, discussions about holidays, and the character of the Israeli "Sabra".

HEBREW 3 Honors (LAYH11)

Grade weight: 5

Two semesters, two credits

Open to qualified students

Prerequisite: Hebrew 3 or 3H evaluation /and recommendation of instructor.

An accelerated course designed for advanced students. Achievement goals are higher than those for the regular level third year course. The main objectives are to broaden the students' ability to speak, read more complex texts, and be able to write compositions. Students will read regularly revised Israeli literature, and newspaper articles.

TEXTS AND MATERIALS

Required Text

Lessons in Modern Hebrew Edna Amir Coffin, Ann Arbor
The University of Michigan Press

Supplementary packets include vocabulary, grammar exercises and reading passages compiled and written by Edith Belkind.

EXPLANATORY NOTES

RATIONALE AND EXPLANATION OF THIS CURRICULUM GUIDE

This guide contains the topics, grammar points, sentence structures and culture units taught in Hebrew 3/3H. Teachers who will teach Hebrew 3/3H and find that changes or additions are necessary, should discuss it with the previous Hebrew instructors of the course and the department chairperson, so that changes, once agreed upon, could be implemented in all sections of the course during the following year..

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

SYLLABUS – The syllabus is divided into six grading periods and integrates text, packets, and reading material.

SAMPLE UNIT PLAN AND WEEKLY ASSIGNMENTS – A brief unit plan demonstrates how the various components of this course can be organized. .

The assignment sheet is an example of using a theme to practice language skills. The weekly plan could help estimate the amount of time needed to complete a unit.

SAMPLE TEST This document will approximate the amount and level of item difficulty and test length that may be used in this class.

2. THE SYLLABUS AS A GUIDE

The detailed syllabus outlines the units, the vocabulary and the grammar for the third year Hebrew and follows the order of the chapters in the book. The instructor of Hebrew 3/3H is not obliged to adhere precisely to the same order delineated here, but needs to teach all chapters since the chapters include all outcomes which will be tested at the end of the semesters.

3. PCA's AND OUTCOMES - The outcomes have been delineated by semester and will be tested in January and June.

DIFFERENTIATE BETWEEN HEBREW 3 AND 3 Honors

Students enrolled in Hebrew 3 Honors will be required to complete the following additional activities that will not be required of their non-honor counterparts.

SPEAKING

Deliver a five minute oral presentation in Hebrew each six week grading period. Reports will be based on vocabulary and or cultural topics studied in the course.

WRITING

Submit three journal entries or written summaries related to the topic studied in the course.

READING

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

CLASSROOM TESTING PROCEDURES

In regular level classes, students write sentences using new vocabulary words. In the honor section, students write a short narrative incorporating the new vocabulary. Also, honor students are expected to answer 100% of the items to get an A, whereas regular level students have a choice and are expected to answer 80-90% of the test items to get an A.

Learning Targets – Hebrew 3/3Honors (1st Semester)

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. I can skim and scan a text for information using contextual clues.

- I can manipulate (in new contexts) the vocabulary and structures presented in reading selections.
- I can read two additional selections per grading period and respond in writing to comprehension questions on its content. (Honors level)
- I can respond to detailed content questions on assigned readings. (Honors level)

Over-arching Vocabulary Target: I can recognize and use vocabulary found in Lesson in Modern Hebrew Chapters 13-14 (pp. 351-414).

- I can recognize and use vocabulary found in the drill and enrichment packet for Lessons 13-14.

Over-arching Verb Target: I can recognize and use a variety of verbs.

- I can recognize and use the verb “to cost” in the present, past and future tense.
- I can recognize and use present tense of the verb “to be able to”
- I can recognize and use the verbs in the Hif’il conjugation in the present and past tense.
- I can recognize and use the verb “to be” in the past, and future tense.
- I can recognize and use the verb “to have” in the past and future tense.
- I can recognize and use verbs “to help”, “to earn”, “to receive”, “to conclude and “to hope” in the present and past tense.
- I can recognize and use the verb “to be born” in the past tense.

Over-arching Usage Target: I can recognize and use grammatical structures.

- I can recognize and use the indefinite construct phrase with preposition particle.
- I can recognize and use definite construct phrase with the preposition particle.
- I can recognize and use the construct phrase with adjectives according to gender and number.
- I can recognize and use the expression for age and birthdays.
- I can recognize and use cardinal numbers 100-100,000.
- I can recognize and use the Gregorian calendar.
- I can recognize and use the Hebrew calendar.

Over-arching Cultural Target: I can recognize the specific cultural nuances and customs particular to the Hebrew world.

Over-arching Listening Target: I can respond to comprehension questions based on a listening passage commensurate in difficulty with the outcomes of the course.

Over-arching Speaking Target: I can speak about various topics.

Learning Outcomes – Hebrew 3 and 3 Honors (2nd Semester)

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.

- I can skim and scan a text for information using contextual clues.
- I can manipulate (in new contexts) the vocabulary and structures presented in reading selections.
- I can read two additional selections per grading period and respond in writing to comprehension questions on its content. (Honors level)
- I can respond to detailed content questions on assigned readings. (Honors level)

Over-arching Vocabulary Target: I can recognize and use vocabulary found in Lesson in Modern Hebrew chapters 15-16 and vocabulary found in the supplementary packets.

- I can recognize and use professions in the arts and entertainment.

Over-arching Verb Target: I can recognize and use a variety of verbs.

- I can recognize and use the future tense of the intact verbs (Paal Sh'lemim) in the Ef'ol conjugation.
- I can recognize and use the future tense of the intact verbs (Paal Shlemin) in the Efahl conjugation.
- I can recognize and use the future tense of the Lamed Hey verbs.
- I can recognize and use the future tense of the Ayin Vav verbs.
- I can recognize and use the future tense of the Pay Yud verbs.
- I can recognize and use the past, present and the future of the various semantic differences between the verbs “to tell” as in telling a story, short statement and “to speak”.

Over-arching Usage Target: I can recognize and use grammatical structures.

- I can recognize and use the time adverbs always, often, sometimes, seldom and never.
- I can recognize and use the differences between the time elements how long/for how long.
- I can recognize and use the time expressions this week, last week, and next week.
- I can recognize and use the differences in the time clauses when, after/before and after that/ before that.
- I can recognize and use expressions that are used to present consecutive actions: first, afterwards/then.
- I can recognize and use dates using the months of the Hebrew calendar.

Over-arching Cultural Target: I can recognize the specific cultural nuances and customs particular to the Hebrew world.

Over-arching Listening Target: I can respond to comprehension questions based on a listening passage commensurate in difficulty with the outcomes of the course.

Over-arching Speaking Target: I can speak about various topics.

Addendum

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

- a. Recognizes the facts of the history and development of the Hebrew language.
- b. Learns about the reviver of the Hebrew Language, Eliezer Ben Yehuda.
- c. Discusses differences in eating habits in Israel and the U.S.A.
- d. Discusses and compares Israeli and American diet.
- e. Compares milestones in Israelis and Americans life
- f. Compares leisure time activities and entertainment in Israel and in the U.S.A
- g. Army service in Israel.
- h. The history of Israel's wars.
- i. The peace process.

Speaking : I can speak about various topics.

- Participate in oral discourse using a few sentences that form a short paragraph.
- Asks others information about friends and family.
- Asks information about daily schedule.
- Asks information about school personnel.
- Narrates and describes events
- Retells a story.
- Describes celebrating a holiday.
- Gives instructions on how to prepare a dish.
- Describes a person.
- Reports on or summarizes cultural information disseminated in class.
- Tells about the struggle of the Hebrew Language
- Discusses for and against Hebrew as an official language of the state of Israel.
- Report on the life of Eliezer Ben Yehuda.
- Participate in oral discourse using a few sentences that form a short paragraph.
- Asks information about plans for the weekend.
- Finds out information about movies, plays and concerts.
- Narrates and describes events .
- Summarizes a movie, T.V program.
- Critiques a movie, play or concert.
- Describes herself/himself in 10 years.
- Discusses current events in Israel.
- Asks series of questions for a variety of purposes
- Seeks information about Israel's wars.
- Obtains students' opinions about movies, plays and concerts.
- Reports on or summarizes cultural information disseminated in class.
- Compares/contrasts cultural differences on topics discussed in class.

Hebrew 3/3H

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Holidays a. Rosh Hashana b. Hebrew months-Hebrew calendar c. Succot	All the benchmarks from proceeding sections and also 28.D.2a Write about a familiar topic using appropriate grammar, punctuation and capitalization. 28.A.3a Comprehend main message of simple oral and audio presentation with assistance from resources.	Holiday packet
The Hebrew Language a. history of modern Hebrew . b. Eliezer Ben Yehuda	All the benchmarks from proceeding sections and also 29.D.4 Compare and contrast influences of historical figures and events and their impact on the development of their countries. 28. D. 3b Presents findings from research on unfamiliar topics. 29.D.3 Identify key historical figures and events associated with areas where the target language is spoken and explain their influence. 28.B.5a Discuss and defend a position on an issue in a discussion.	Hebrew Language packet
Lesson 13 a. Tastes b. Food-dishes c. Restaurants and menus	All benchmarks from preceding section and also: 30.A.3d Use the target language to identify diet, nutrition and physical fitness issues in areas where the target language is spoken. . 29.A.3 Demonstrate selected customs manners and traditions in societies associated with the target language.	a. Pg. 351-352,. 370, 357 b. Pg. 386-388 c. Pg.356, 357, 382-385
Lesson 14 a. Friends b. Describing people	All benchmarks from preceding section.	a. Friend packet. b. Pgs. 398-401 c. Pgs. 394-395

c. Plans for the future d. Age numbers and dates		d. Pgs 407-412
Lesson 15 a. Leisure and entertainment b. Movies, theater, concerts and museum c. Ancient theater	All benchmarks from preceding section also 29.C.3c Create simple print and/or non-print media messages in the target language modeled on media examples (e.g. advertisements, posters, television, radio, brochures, websites.).	a. Leisure and Entertainment packet Pg. 415-416 b. Leisure and Entertainment packet c. Leisure and Entertainment packet
Lesson 16 a. The Israeli Army b. The kings of Israel c. Napoleon's conquest of Israel.	All benchmarks from preceding section.	a. Israeli Army packet b. Pgs. 442-447 c. Pg. 474

Culture themes, benchmarks and activities
Hebrew 3/3H

Theme	Benchmarks using Illinois standards	Activities
Beginning of the year holidays a. Rosh Hashana b. Yom Kippur c. Succot	29.A.3 Demonstrate selected customs, manners and traditions in societies associated with the target language	Holiday packet
a. History of the Hebrew Language b. Development of the Hebrew Language c. The revival of the Hebrew Language/ Eliezer Ben Yehuda	29.A.3 29.D.4 Compare and contrast the influences of historical figures and events and their impact on the development of their countries.	a. Articles, Hebrew Language packet b. Articles c. Articles, Hebrew Language packet, Word Maker
Chapter 13 a. Eating habits in Israel b. Diet in Israel.		a. Discussion, “Shalom Alechem Vedio a. Discussion, review ads in Israeli newspapers and internet
Chapter 14 a. Friendships	29.A.3 Demonstrate selected custom, manners and traditions in societies associated with the target language.	a. Discussion
Chapter 15 Art and entertainment in Israel a. Leisure time in Israel b. Famous artists		a. Newspapers b. Famous artists’ biographies
Chapter 16 The Israeli Army a. Service in the Israeli Army b. Israel’s wars c. The peace process		a. Golani (movie) b. Research c. Research

Hebrew 3/3H

KEY: LMH=Lessons In Modern Hebrew
AM =additional material AUD=audio program

FIRST SEMESTER

LESSON (vocabulary)	<u>MATERIAL TO BE COVERED</u> verbs/usage/culture	LMH	AM	AUD
Introductions	How I feel past tense verbs parts of the day, school schedule daily Schedule telling time school personnel		1-2 3 74, 77 75 74 72	
Holidays in Tishre	Rosh Hashana Succot		1-4 1-2	
Hebrew Language	history verb groups Eliezer Ben Yehuda		5 3, 6 8	
Lesson 13	restaurants and menus Construct Phrase tastes verb to cost (present, past, future) Hif'il breakfast in a kibbutz preparing an Israeli salad restaurant ads restaurant reviews market in Israel folklore stories	356, 357, 386-389 359-369 370 375-377 379-381 382-385		Shalom Alechem internet internet 28-30 4, 38
Lesson 14	friendship descriptions possession (present, past, future) Pi'el verbs expressing age numbers 100-1000,000 Hebrew days and months Israel in 1950	398-401 400-404 406 407 408-409 409-411, 472-473 394-395	1-2	

SECOND SEMESTER

LESSON (vocabulary)	MATERIAL TO BE COVERED verbs/usage/culture	LMH	AM	AUD
Lesson 15	artists at the movies American movies Theater ancient theater future verbs Ef'ol future verbs Ef'al future Lamed Hay future Lamed Hay guttural future Ayin Vav future Pay Yud tell, say, speak	 421-424 425-427 427-428 429-430 431-433 434-435 435-440	1-3 5-16 18 19-23 23-26 7-12 13-18 23-24 2-5	
Chapter 16	The Israeli Army Yom Kippur war the kings of Israel Napoleon in Israel time adverbs how long/for how long time expressions time sequence ordinal numbers review Golani	 442-447 474 474 449-452 453-458 459-466 467-468 469-471 477-486	Blood and Water Telephone conv. video	

SYLUBUS – HEBREW 3/3H 1st Semester
(Chapter reference are to Lessons in Modern Hebrew and
additional material packets)

<u>1st Semester</u>	<u>Topics Covered</u>
	Introductions- feelings Scholl Daily schedule Holidays in Tishre Hebrew Language Eliezer Ben Yehuda Verb groups recognition
Chapter 13	Tastes Preparing Israeli dishes Restaurants and menus Verb to cost in present, past and future Verb “to be able to” Hif’il conjugation Verb to be in the past, present and future Verb “to have” in the past, present and future
Chapter 14	Folklore stories about food Friendship Describing people Plans for the future Age numbers and dates Hebrew calendar Irregular present tense verb conjugations Irregular past tense verb conjugations

SYLUBUS – HEBREW 3/3H 2nd Semester
(Chapter reference are to Lessons in Modern Hebrew and
additional material packets)

<u>2nd Semester</u>	<u>Topics covered</u>
Chapter 15	Artists Movies theaters, concerts and museums The ancient theater Future tense Ef'ol and Ef'al conjugation Future tense Lamed Hay conjugation Future tense Ayin Vav conjugation
Chapter 15	The Israeli Army Golani Brigade Future tense of Pey Yud Past, present and future of semantic differences between the verb to tell
Chapter 16	Time adverbs How long/for how long Time expressions
Chapter 16	The kings of Israel Napoleon's conquests Time clauses Consecutive actions Ordinal numbers

Sample Unit Plan

The Hebrew Language and its founder Eliezer Ben-Yehuda

1. Discuss the development of the Hebrew language from biblical time to modern time.
2. Debating for and against Hebrew as an official language of Israel.
3. Analyze passages of different Hebrew language styles.
4. Eliezer Ben Yehuda's biography
5. Learn words that Eliezer Ben Yehuda "invented".
6. Song: "I dream in Spanish- but speak Hebrew"
6. View the movie about Eliezer Ben Yehuda's life.

Reading

The History of Modern Hebrew.
The life of Eliezer Ben Yehuda.

Writing

Write a letter to a friend after your visit to Eliezer Ben Yehuda's house in Yaffo.
Etamr, Ben Yehuda's first son, writes about his life in the Ben Yehuda household.
Make up new Hebrew words.

Speaking

Debate having Hebrew the official language of Israel.
Write and act a scene from Ben Yehuda's life.



<u>DATE</u>	<u>CLASS</u>	<u>HOMEWORK</u>
<u>Monday</u> March 11	Review artist and related verbs. Reading p. 12. American movies –write about them. P. 18. Tell your movie to a friend.	Write 10 questions and 10 answers based on American movies page 18 art package
<u>Tuesday</u> March 12	Page 423 and 426 class drill. Future Lamed Hay page 428. Drill page 429. Write a conversation giving instructions using future Lamed Hay	Study for Lamed Hay quiz. Page 430 3.a.III.7. Write with vowels
<u>Wednesday</u> March 13	Quiz future Lamed Hay. A visit to a museum – vocabulary needed- dictionaries. Drill conversations page 23	Use at least 5 verbs in Lamed Hay future and 5 in other future groups to write instructions mom gives. Start with “When you”.
<u>Thursday</u> March 14	Reading page 20 art packet. Review art vocabulary – play bingo. Review Afol, Afal, and other Paal future groups.	Study for a future verb quiz- Conjugation and verb meaning. Pay attention to the vowels. Write about your plans for the future. Use at least 10 verbs in the future.
Friday March 15	<u>Future verbs quiz</u> <u>Reading page 9</u> <u>future packet.</u>	Rewrite page 9 student using you feminine