

**FOREIGN LANGUAGE DEPARTMENT  
NILES TOWNSHIP HIGH SCHOOLS  
DISTRICT 219  
SKOKIE, ILLINOIS 60077**

**CURRICULUM GUIDE  
HEBREW 4 and 4 Honors**

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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.**

## **TABLE OF CONTENTS**

|                                                         |          |
|---------------------------------------------------------|----------|
| Coursebook Description.....                             | p. 3     |
| Texts and Materials.....                                | p. 4     |
| Explanatory Notes.....                                  | p. 5-6   |
| Learning Outcomes.....                                  | p. 7-9   |
| Vocabulary Benchmarks and Corresponding Activities..... | p. 10-11 |
| Grammar Benchmarks and Corresponding Activities.....    | p. 12-16 |
| Culture Benchmarks and Corresponding Activities.....    | p. 17-20 |
| Technology Standards and Corresponding Activities.....  | p. 21    |
| Summary Chart of Course Topics.....                     | p. 22-25 |
| Sample Syllabus.....                                    | p. 26    |

## **COURSEBOOK DESCRIPTION**

### **Hebrew 4**

Grade Weight: 4

Two Semesters, two credits.

Open to all students who qualify.

**PREREQUISITE:** Hebrew 3 or Hebrew 3 Honors or recommendation of instructor.

Skills developed in the first three years are expanded upon. Listening comprehension writing, grammar/verb structure identification, and extensive reading are the main course objective. Students are introduced to the writings of Hebrew authors and non fiction selection on cultural topics and contemporary history and current events. Verb conjugations and preposition conjugation are reviewed and expanded. Listening to Israeli broadcasts, tapes, recordings and the reading of both literature and newspapers comprise course activities. In addition, students study Hebrew and Israeli culture through songs, discussion, films, reading and field trips.

### **Hebrew 4 Honors**

Grade Weight: 5

Two semesters, two credits.

**PREREQUISITE:** Hebrew 3 or Hebrew 3 Honors or recommendation of instructor.

This course emphasizes the mastery of reading comprehension and oral expression. Students study works of various literary periods (Biblical, Talmudic, classical and modern), develop an appreciation and understanding of the writers, and improve literary analytical skills. Study of the Holocaust is followed by the reading of a novel of this period. Hebrew culture and Israeli current events are presented and discussed by the students.

## **TEXTS AND MATERIALS**

### **REQUIRED TEXTS:**

**Hebrew 4**

**Ivrit Min Haatchala**

**Hebrew 4 Honors**

Shana Lelo Ketz

Lamatchil Newspaper

Yanshoof

## **EXPLANATORY NOTES**

### 1. **RATIONALE AND EXPLANATION OF THIS CURRICULUM GUIDE**

This guide contains material that will be helpful to you as you teach Hebrew 4 and /or Hebrew 4 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.

### 2. **OVERALL STRUCTURE OF THIS CURRICULUM GUIDE**

The guide consists of the following sections:

**TEXTS AND MATERIALS** – All required materials are listed in this section.

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

**VOCABULARY, GRAMMAR, CULTURE AND TECHNOLOGY**

**BENCHMARKS AND CORRESPONDING ACTIVITIES:** Here the different components of the course are shown as to how they relate to the benchmarks of the Illinois standards. Corresponding pages for activities in the textbook are given.

**SAMPLE SYLLABUS** - A sample syllabus is given. Classwork and homework throughout the year integrates the texts, workbook and reading materials. The sample syllabus will help instructors who are new to the course approximate the amount and level of work that a typical student can accomplish on a nightly basis.

**SUMMARY CHART OF COURSE TOPICS** - This chart summarizes the topics taught in class and shows the divisions according to marking periods. Page numbers are given for easy reference. re. There are a few readings per chapter and the instructor should make a goal of having the students read at least one per chapter.

4. **COMMON FINAL ASSESSMENTS (CFA's) AND OUTCOMES** – The outcomes have been delineated by semester and will be tested in January and June.
5. **THE READING OUTCOME** - Please note that reading is an outcome for both semesters, and that students will be tested in this area both in January and June on the CFA. Course readings will be chosen from Ivrit Min Hahatchala (book 2). The honors students will read the novel Year Without End. and selected articles from the newspaper "Lamathchil".
6. **CULTURE COMPENENT** – The teaching of culture will be based primarily on teacher prepared materials and required and optional literary works. Ivrit Min Hahatchala textbook provides many readings rich in cultural information and a slang section in each chapter.
7. **LISTENING** – Videos, newscasts and listening selection from the book will be used in class to build and improve listening proficiency as well as presentations by guest speakers.

8. 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 this course; they are listed in the **Guide**.
9. WRITING – Students will be required to write essays based on stories read in class, personal experiences, and current events. There are writing exercises provided in the book Ivrit Min Hahatchala which the instructor may want to utilize as he/she sees fit. The honors students will also be writing journals and reflections when reading the novel.
10. VOCABULARY– The **Curriculum Guide** contains a reference for the pages where the vocabulary taught can be found. Some of the vocabulary will be an expansion on topics learned in previous years. In addition, the honors students will learn additional vocabulary to help improve their vocabulary and comprehension.
11. **DUPLICATION OF MATERIAL FOUND IN THIS CURRICULUM GUIDE**  
Instructors should feel free to duplicate any portion of this document for distribution to students.

**LEARNING OUTCOMES –Hebrew 4 and 4 Honors**  
**First Semester**

- I Over-arching Reading Target:** I can read and comprehend fiction and non-fiction selections (including authentic texts.)
- I can read and comprehend short fiction
- II Over-arching Vocabulary Target:** I can recognize and use vocabulary contained in Ivrit Min Hahatchala2.
- I can recognize and use vocabulary contained in chapters 1-8.
- III Over-arching Verb Target:** I can recognize a variety of verbs.
- I can recognize and use Paal verbs Shlemin.
  - I can recognize and use Paal Pay Ayin verbs.
  - I can recognize and use the negative imperative forms.
  - I can recognize and use the Piel future forms.
  - I can recognize the difference between Afol and Afal verbs.
  - I can recognize and use Paal Lamed Hay verbs in the future
  - I can recognize and use verbs in the subjunctive
  - I can recognize and use Hifeel Pay Non and Ayin Vav verbs in the future.
  - I can recognize and use the future of Paal Pay Alef verbs.
  - I can recognize and use present subjunctive forms with noun clauses and adjective clauses.
  - I can recognize and use conditional.
- IV Over-arching Listening Target:** I can respond to comprehension questions based on a listening passage commensurate in difficulty with the outcomes of this course.
- V Over-arching Speaking Target:** I can participate actively in oral discourse, using strings of sentences that begin to resemble short, organized paragraphs rather than simple, disjointed sentences.
- VI Over-arching Cultural Target:** I can recognize the specific cultural nuances and customs particular to the Hebrew world.

\* Note: Honor section students will be expected to show a higher level of mastery of the above outcomes.

**LEARNING OUTCOMES HEBREW 4 and 4 Honors**  
**Second Semester**

- I Over-arching Reading Target:** I can read and comprehend fiction and non-fiction selections (including authentic texts.)
- II Over-arching Vocabulary Target:** I can recognize and use vocabulary contained in Ivrit Min Hahatchala.
- I can recognize and use vocabulary contained in chapter 9-14.
- III Over-arching Verb Target:** I can recognize a variety of verbs.
- I can recognize and use Final Adverb and Final Clause.
  - I can recognize and use Paal Pay Yod in the future.
  - I can recognize and use preposition “in” in conjugation
  - I can recognize and use future of reflexive verbs Hitpael.
  - I can recognize and use present Hitpael stem change verbs.
  - I can recognize and use passive participle of Paal Lamed Hay Yood.
  - I can recognize and use prepositions in conjugation.
  - I can recognize and use prepositions.
  - I can recognize and use the future of Hifeel Sh’lemim.
  - I can recognize and use present of Nif’al verbs.
  - I can recognize and use nouns + possessive suffixes.
  - I can recognize and use of Concessive Conjunction and Concessive Clause.
- IV Over-arching Listening Target:** I can respond to comprehension questions based on a listening passage commensurate in difficulty with the outcomes of this course.
- V Over-arching Speaking Target:** I can participate actively in oral discourse, using strings of sentences that begin to resemble short, organized paragraphs rather than simple, disjointed sentences.
- VI Over-arching Cultural Target:** I can recognize the specific cultural nuances and customs particular to the Hebrew world.

\* Note: Honor section students will be expected to show a higher level of mastery of the above outcomes.

### **Addednum:**

**Speaking Target:** I can participate actively in oral discourse, using strings of sentences that begin to resemble short, organized paragraphs rather than simple, disjointed sentences.

- Responds in detail to personal questions regarding oneself, family classmates.
- Asks others for information about themselves, family, occupation, education, recreation and pastimes.
- Describes the action (activities) depicted in a set of visual stimuli.
- Narrates and describes events using all verb groups of past tense.
- Recounts a sequence of events that had happened to him/her or to someone else.
- Summarizes a movie, T.V. program, book, magazine article, et al.
- Discusses a familiar situation/topic (perhaps school related) and expresses an opinion in simple, factual terms.
- Discusses plans for a future event.
- Asks series of questions for a variety of purposes.
- Seeks factual information.
- Elicits the opinion of teacher and classmates.
- Clarifies the statements and opinions of teacher and classmates on a variety of topics ( e.g. literary analysis).
- Reports on or summarizes cultural information disseminated in class.
- Compares/contrasts cultural differences when given a specific concept from the instructor.

Hebrew 4/4 Honors Vocabulary themes, benchmarks and activities:

| Theme                                                                                        | Benchmarks using Illinois standards                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Pages with activities in text:                                 |
|----------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------|
| Chapter 4:<br>Geography of Israel. Mystic places in Israel.<br>The origin of the color blue. | 28.A.4 Comprehend details of oral and audio presentations unsupported by visual aids.<br>28.B.3a Respond to open-ended questions and initiate communication in various situations.<br>28.B.4a Engage in extended conversations in a variety of situations.<br>28.B.3b Produce language with improved pronunciation, intonation and inflection.<br>28.B.2c Comprehend gestures and body language often used in everyday interaction in the target language.<br>28.C.4a Comprehend key vocabulary as well as the main message of complex written materials without the help of visuals.<br>28.C.3b Compare word use, phrasing and sentence structures of the target language with those used in one or more other languages.<br>28.D.3a Write compositions and reports with a specific focus, supporting details, logical sequence and conclusion.<br>28. a. 2b Follow instructions in the target language, given one step at a time. | Text pages 81, 85,92<br><br>97<br><br>Create a travel brochure |
| Chapter 5:<br>Education<br>Sleep theory                                                      | All benchmarks from preceding section.<br>28.D.3b                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Text Pages 110-111, 112,116<br><br>119                         |
| Chapter 6:<br>History of the Alef Bet.<br>Body Language in different cultures.               | All benchmarks from preceding section.<br>28.D.3c Presents a simple original poem or story based on a model.<br>28.B.4c Recognize and use nonverbal cues in various formal and informal settings.<br>.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Text pages 128-129<br>143                                      |
| Chapter 7:<br>Holocaust                                                                      | All benchmarks from preceding sections.<br>29.D.1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Text pages 159-160, 163-164,<br>166                            |

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|------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------|
| Chapter 8:<br>Coming of age rituals.<br>The meaning of culture                                                   | All benchmarks from preceding sections.                                                                                                                                                                                                                                                                                              | Text pages 171,173,177<br>184                                     |
| Chapter 9:<br>Family relationships.<br>Economics and loneliness                                                  | All the benchmarks from preceding sections                                                                                                                                                                                                                                                                                           | Text pages 203-204<br>Pages 205, 210                              |
| Chapter 10:<br>Personality traits<br>Human relations                                                             | All the benchmarks from preceding sections                                                                                                                                                                                                                                                                                           | Text pages 227,228,232, 233,<br>234<br>Text pages 222             |
| Chapter 11:<br>Animals<br>Food and nutrition                                                                     | All the benchmarks from preceding sections<br>29.D.1 Recognize important people and events in the history of areas where the target language is spoken.<br>30.A.4d Use the target language to describe and compare daily diet, nutrition and physical fitness regimens in areas where the target language is spoken.                 | Test pages 247, 248, 250, 251,<br>253, 258<br>Text pages 262, 263 |
| Chapter 12:<br>History- Roman occupation<br>and the destruction of the<br>Second Temple.<br>The story of Masadda | All the benchmarks from preceding sections.<br>29.D. 2 Use simple history vocabulary to identify historical concepts and trends (e.g., rise and fall of the Roman Empire, French Revolution).<br>29.D.4 Compare and contrast the influences of historical figures and events and their impact on the development of their countries. | Text pages 281<br><br>Pages 282, 285                              |
| Chapter 13:<br>Dreams<br>Standing in line                                                                        | All the benchmarks from preceding sections.                                                                                                                                                                                                                                                                                          | Text pages 309-310,<br>Pages 313, 314, 317, 318-319,<br>320, 321  |

Grammar themes, benchmarks, and activities  
Hebrew 4/4 Honors

| Theme                                                                                                                                 | Benchmarks using Illinois standards                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Activities in text and workbook               |
|---------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------|
| Chapter 4:<br>a. Ayin Vav group future<br>b. Ayin Vav imperative and negative imperative.<br>c. Causal Conjunction and Causal Clause. | 28.A.1a Recognize basic language patterns.<br>28.A.1b Respond appropriately to simple commands in the target language.<br>28.A.2a Comprehend illustrated stories, audiovisual programs, or websites.<br>28.A.2b Follow instructions in the target language, given one step at a time for a wide range of activities.<br>28.A.3a Comprehend main messages of simple oral and audio presentations with assistance from resources.<br>28.B.1a Respond to and ask simple questions with prompts.<br>28.B.1b Imitate pronunciation, intonation, and inflection, including sounds unique to the target language.<br>28.B.2a Pose questions spontaneously in structured situations.<br>28.B.2b Produce language using proper pronunciation, intonation, and inflection.<br>28.C.1a Recognize the written form of familiar spoken language and predict meaning of key words in a simple story, poem or song.<br>28.C.1b Infer meaning of cognates from context.<br>28.C.2a Comprehend written classroom directions, read simple passages, infer meaning of cognates, and recognize loan words.<br>28.C.2b Decode new vocabulary using contextual clues and drawing on words and phrases from prior lessons.<br>28.D.1a Copy/write words, phrases, and simple sentences.<br>28.D.2a Write on familiar topics using appropriate grammar, punctuation, and capitalization.<br>28.D.2b Present a simple written or oral report on familiar topics.<br>28.A.4 Comprehend details of oral and audio presentations unsupported by visual aids. | Text:<br>Page 90<br>Page 94<br><br>Page 80-84 |

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|            | <p>28.B.3a Respond to open-ended questions and initiate communication in various situations.</p> <p>28.B.4a Engage in extended conversations in a variety of situations.</p> <p>28.B.3b Produce language with improved pronunciation, intonation and inflection.</p> <p>28.B.2c Comprehend gestures and body language often used in everyday interaction in the target language.</p> <p>28.C.4a Comprehend key vocabulary as well as the main message of complex written materials without the help of visuals.</p> <p>28.C.3b Compare word use, phrasing and sentence structures of the target language with those used in one or more other languages.</p> <p>29.A.1 Use common forms of courtesy, greeting, and leave-takings appropriate to the time of day and relationship.</p> <p>28.A.3b Follow instructions in the target language as given in multi-step segments for assignments and activities in and out of the classroom.</p> <p>28.B.3a Respond to open ended questions and initiate communication in various situations.</p> <p>28.B.3b Produce language with improved pronunciation, intonation, and inflection.</p> <p>28.C.3b Compare word use, phrasing and sentence structures of the target language with those used in one or more other languages.</p> <p>28.D.3c Present a simple, original poem or story based on a model.</p> <p>28.A.4 Comprehend details of oral and audio presentations unsupported by visual aids.</p> <p>28.B.4b Express differences of meaning using proper pronunciation , intonation and inflection.</p> <p>28.B.4c Recognize and use nonverbal cues in various formal and informal settings.</p> <p>28.C.4a Comprehend key vocabulary as well as the main message of complex written materials without the help of visuals.</p> <p>28.C.4b Demonstrate understanding of written materials by organizing information and concepts (e.g., outlines, flow charts).</p> <p>28.D.4c Present a short original piece (e.g., essay, story, poem) on a given theme with some guidelines.</p> <p>29.A.4 Demonstrate target language expressions and levels of formality (e.g., age, social status) appropriate for entry-level work and social situations.</p> |       |
| Chapter 5: | All benchmarks from preceding section.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Text: |

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|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------|--------------------------------------------------------------------------------------------------|
| a. Paal Afʿol<br>b. Paal future Pay Gronit<br>c. Paal Afʿal<br>d. Suffixes of feminine nouns<br>e. Preposition for in conjugation                                                                                       |                                         | page 109<br>page 111<br>page 114<br>Page 122<br><br>Page 123                                     |
| Chapter 6:<br>a. Time Clause<br>b. Piel future<br>c. preposition without in conjugation<br>d. particles in, the, and, as, when, to, from                                                                                | All benchmarks from preceding sections. | Text:<br>Page 129-132<br>Page 133-136<br>Page 140-141<br><br>Page 145                            |
| Chapter 7:<br>a. To be –future tense<br>b. Paal Lamed Hay-Yod future<br>c. Paal Lamed Hay-Yod Pay Gronit – future<br>d. As in conjugation<br>e. Verbs in subjunctive<br>f. Paal Pay Alef – future<br>g. Hifʿel Pay Noon | All benchmarks from preceding sections. | Text<br>Page 148-149<br>Page 151<br><br>Page 152<br><br>Page 154-156<br><br>Page 158<br>Page 165 |
| Chapter 8:<br>a. Final Adverb<br>b. Final Clause<br>c. Paal Pay Yod - future<br>d. ” In” in conjugation<br>e. Construct State                                                                                           | All benchmarks from preceding sections. | Text<br>Page 169-170, 172<br>Page 174-175<br>Page 180-182<br>Page 182<br>Page 188                |

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|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------|------------------------------------------------------------------------------------------------------|
| Chapter 9:<br>a. Reflexive verbs. Hitpael – future .<br>b. Hitpael stem change<br>c. Passive participle- “Paool”<br>d. Passive participle “Paool” Lamed Hay<br>e. To give – past<br><br>f. Bymyself in conjugation<br>e. Homograpahs | All benchmarks from preceding sections. | Page 203<br><br>Page 204<br>Page 207<br><br>Page 208<br><br>Page 211<br>Page 214<br><br>Page 218-219 |
| Chapter 10<br>a. Between in conjugation Hifeel Sh’lemim future<br>b. Linking verbs<br>c. Dictionary skills                                                                                                                           | All benchmarks from preceding sections. | Page 222-223<br><br>Page 235-237<br>Page 230<br>Page 241                                             |
| Chapter 11:<br>a. Nif’al verbs – present<br>b. Nif’al – past<br>c. Nif’al –future<br>d. Prepositions- to, in , in conjugation                                                                                                        | All benchmarks from preceding sections. | Page 244<br><br>Page 255-256<br>Page 267<br>Page 264                                                 |
| Chapter 12:<br>a. Noun + possessive suffixes<br>b. Personal pronouns<br>c. Next to in conjugation                                                                                                                                    | All benchmarks from preceding sections. | Page 27-274<br><br>Page 275<br>Page 283                                                              |

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|------------------------------------------------------------------------------------------------------------------------|------------------------------------------------|-----------------------------------------------------|
| <p>Chapter 13:</p> <p>a. Review prepositions in conjugation</p> <p>b. Concessive Conjunction and Concessive Clause</p> | <p>All benchmarks from preceding sections.</p> | <p>Page 304, 306, 308</p> <p>Page 310, 311, 312</p> |
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Hebrew 4/4 Honors - Culture themes, benchmarks and activities

| Theme                                                                                                                                                                                                                                            | Benchmarks using Illinois standards                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Pages with activities in textbook:                                                                       |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------|
| <p>Chapter 4:</p> <ul style="list-style-type: none"> <li>a. Tzfat</li> <li>b. Places in Israel</li> <li>c. Poem “Because with you “</li> <li>d. Messiah</li> <li>e. Car stickers</li> <li>f. Street song</li> <li>e. The city in blue</li> </ul> | <p>29.A.3 Demonstrate selected customs, manners and traditions in societies associated with the target language.</p> <p>29.C.2b Identify sample literary works and their authors representative of the target language.</p> <p>29.D.3 Identify key historical figures (e.g., scientists, mathematicians, inventors, business, leaders) and events associated with areas where the target language is spoken and explain their influence.</p> <p>29.D.4 Compare and contrast the influences of historical figures and events and their impact on the development of their countries.</p> <p>29.E.3 Describe geographical aspects of areas where the target language is spoken.</p> <p>29.C.2a Read, retell and summarize selected literary works.</p> <p>29.C.1b Identify different types of literature (e.g., poetry, short stories, plays, legends) in the target language.</p> <p>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).</p> <p>29.E.2 Use maps, charts digital images, graphs and other geographic representations to describe and discuss the countries where the target language is spoken.</p> | <p>Page 81</p> <p>Page 85</p> <p>Page 88</p> <p>Page 92</p> <p>Page 93</p> <p>Page 94</p> <p>Page 97</p> |
| <p>Chapter 6:</p> <ul style="list-style-type: none"> <li>a. The culture of traveling</li> <li>b. Birthday party</li> <li>c. It’s Great That You Came Home</li> </ul>                                                                             | <p>29.A.3 Demonstrate selected customs, manners and traditions in societies associated with the target language.</p> <p>29.C.2a Read, retell and summarize selected literary works</p> <p>29.C.1b Identify different types of literature (e.g., poetry, short stories, plays, legends) in the target language.</p> <p>29.C.2b Identify sample literary works and their authors representative of the target language.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <p>Pages 135, 137-139</p> <p>Page 141</p>                                                                |
| <p>Chapter 7:</p>                                                                                                                                                                                                                                | <p>29.A.3 Demonstrate selected customs, manners and traditions in</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                          |

| Theme                                                                                                                                 | Benchmarks using Illinois standards                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Pages with activities in textbook:                                  |
|---------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------|
| a. Museum Yad Vashem<br>b. Yanosh Korzack<br>c. Anna Prank                                                                            | societies associated with the target language.<br>29.C.2a Read, retell and summarize selected literary works<br>29.C.1b Identify different types of literature (e.g., poetry, short stories, plays, legends) in the target language.<br>29.C.2b Identify sample literary works and their authors representative of the target language<br>29.D.3 Identify key historical figures (e.g., scientists, mathematicians, inventors, business leaders) and events associated with areas where the target language is spoken and explain their influence.<br>29.D.4 Compare and contrast the influences of historical figures and events and their impact on the development of their countries.                                                                                                                                                                                                                                                           | Pages 159-160<br>Page 162-164<br>Page 166                           |
| Chapter 8:<br>a. Adam and Eve<br>b. The Sacrifice of Issac<br>c. Life cycle rituals<br>d. Entertainment<br>e. “Tanach” Yehuda Amichai | 29.A.3 Demonstrate selected customs, manners and traditions in societies associated with the target language.<br>29.C.2a Read, retell and summarize selected literary works<br>29.C.1b Identify different types of literature (e.g., poetry, short stories, plays, legends) in the target language.<br>29.C.2b Identify sample literary works and their authors representative of the target language.<br>29.D.3 Identify key historical figures (e.g., scientists, mathematicians, inventors, business leaders) and events associated with areas where the target language is spoken and explain their influence<br>29.D.4 Compare and contrast the influences of historical figures and events and their impact on the development of their countries.<br>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). | Pages 175<br>Pages 174<br>Pages 171-173<br>Page 186-187<br>Page 178 |
| Chapter 9 :<br>a. Social interaction in different periods of Israel’s existence.                                                      | 29.A.3 Demonstrate selected customs, manners and traditions in societies associated with the target language.<br>29.C.2a Read, retell and summarize selected literary works<br>29.C.1b Identify different types of literature (e.g., poetry, short stories, plays, legends) in the target language.<br>29.C.2b Identify sample literary works and their authors                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Page 205, 210                                                       |

| Theme                                                                                                                                   | Benchmarks using Illinois standards                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Pages with activities in textbook:                                       |
|-----------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------|
|                                                                                                                                         | <p>representative of the target language.</p> <p>29.A.5 Analyze and interpret manners and customs within the social, academic and work environments of selected target language societies.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                          |
| <p>Chapter 10 :</p> <p>a. Unusual personalities in Jewish folklore and Jewish humor.</p> <p>b. Greetings for different occasions.</p>   | <p>29.A.3 Demonstrate selected customs, manners and traditions in societies associated with the target language.</p> <p>29.C.2a Read, retell and summarize selected literary works</p> <p>29.C.1b Identify different types of literature (e.g., poetry, short stories, plays, legends) in the target language.</p> <p>29.C.2b Identify sample literary works and their authors representative of the target language.</p>                                                                                                                                                                                                                                                                                                                                           | <p>Page 237-240, 233</p> <p>Page 225</p>                                 |
| <p>Chapter 11:</p> <p>a. Peace efforts in the Middle East.</p> <p>b. News headlines</p> <p>c. Food</p>                                  | <p>29.C.2a Read, retell and summarize selected literary works</p> <p>29.C.1b Identify different types of literature (e.g., poetry, short stories, plays, legends) in the target language.</p> <p>29.C.2b Identify sample literary works and their authors representative of the target language.</p> <p>29.D.4 Compare and contrast the influences of historical figures and events and their impact on the development of their countries.</p> <p>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).</p> <p>29.A.3 Demonstrate selected customs, manners and traditions in societies associated with the target language.</p> | <p>Page 261</p> <p>Page 260</p> <p>Pages 262-263</p>                     |
| <p>Chapter 12:</p> <p>a. Roman occupation of Judea.</p> <p>b. Masada</p> <p>c. Hebrew tongue twisters.</p> <p>d. Jewish life cycle.</p> | <p>29.C.2a Read, retell and summarize selected literary works</p> <p>29.C.1b Identify different types of literature (e.g., poetry, short stories, plays, legends) in the target language.</p> <p>29.C.2b Identify sample literary works and their authors representative of the target language.</p> <p>29.D.4 Compare and contrast the influences of historical figures and events and their impact on the development of their countries.</p> <p>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).</p>                                                                                                                      | <p>Page 281</p> <p>Page 282, 285</p> <p>Page 290</p> <p>Page 277-279</p> |

| Theme                               | Benchmarks using Illinois standards                                                                                                                                                                                                                                                                                                                                                                    | Pages with activities in textbook: |
|-------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------|
|                                     | 29.A.3 Demonstrate selected customs, manners and traditions in societies associated with the target language.                                                                                                                                                                                                                                                                                          |                                    |
| Chapter 13:<br>a. Standing in line. | 29.C.2a Read, retell and summarize selected literary works<br>29.C.1b Identify different types of literature (e.g., poetry, short stories, plays, legends) in the target language.<br>29.C.2b Identify sample literary works and their authors representative of the target language.<br>29.A.3 Demonstrate selected customs, manners and traditions in societies associated with the target language. | Pages 313-314, 318-319, 320, 321   |

National Educational Technology Standards (NETS) and activities  
Hebrew 4/4 Honors

| NETS                                                                                                                                                                                                                                                                                                                                                                                                                               | <b>Activities: AP = audio program; VP = video program; CD ROM; IN = internet activities</b> |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------|
| 1. Basic operations and concepts: <ul style="list-style-type: none"> <li>Students demonstrate a sound understanding of the nature and operation of technology systems.</li> <li>Students are proficient in the use of technology.</li> </ul>                                                                                                                                                                                       | CD ROM; IN                                                                                  |
| 2. Social, ethical, and human issues: <ul style="list-style-type: none"> <li>Students understand the ethical, cultural, and societal issues related to technology.</li> <li>Students practice responsible use of technology systems, information, and software.</li> <li>Students develop positive attitudes toward technology uses that support lifelong learning, collaboration, personal pursuits, and productivity.</li> </ul> | CD ROM; IN                                                                                  |
| 3. Technology Productivity Tools: <ul style="list-style-type: none"> <li>Students use technology tools to enhance learning, increase productivity, and promote creativity.</li> <li>Students use productivity tools to collaborate in constructing technology-enhanced models, preparing publications, and producing other creative works.</li> </ul>                                                                              | AP; VP; CD ROM; IN                                                                          |
| 4. Technology communications tools: <ul style="list-style-type: none"> <li>Students use a variety of media and formats to communicate information and ideas effectively to multiple audiences.</li> </ul>                                                                                                                                                                                                                          | Student-created videos; IN                                                                  |
| 5. Technology research tools: <ul style="list-style-type: none"> <li>Students use technology to locate, evaluate, and collect information from a variety of sources.</li> <li>Students use technology tools to process data and report results.</li> <li>Students evaluate and select new information resources and technological innovations based on the appropriateness to specific tasks.</li> </ul>                           | IN                                                                                          |
| 6. Technology problem-solving and decision-making tools: <ul style="list-style-type: none"> <li>Students use technology resources for solving problems &amp; making informed decisions.</li> <li>Students employ technology in the development of strategies for solving problems in the real world.</li> </ul>                                                                                                                    | IN                                                                                          |

## First Semester/ Hebrew 4/4 Honors /Chapters 4-5

| <b>Hebrew 4-4 Honors: CURRICULUM</b>                                            |                                                                                                                                                                               |                                                                                 |                                                                                                         |
|---------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------|
| <b><u>Chapter in</u></b><br><b><u>Ivrit Min</u></b><br><b><u>Haatchala:</u></b> | <b><u>MATERIAL TO BE COVERED</u></b><br><b><u>verbs/usage/culture</u></b>                                                                                                     | <b><u>Text Pgs.</u></b><br><b><u>(Ivrit Min</u></b><br><b><u>Haatchala)</u></b> | <b><u>Selected readings from</u></b><br><b><u>Lamatchil and Yanshoof</u></b><br><b><u>(honors):</u></b> |
|                                                                                 |                                                                                                                                                                               |                                                                                 | Articles from Lamatchil newspaper and Yanshoof will be assigned to Hebrew 4 Honors students weekly.     |
| <b>Chapter 4</b>                                                                | *Ayin Vav future<br>Ayin Vav imperative & negative imperative<br>Vocabulary<br>Causal conjunction and Causal Clause<br>Places in Israel                                       | 89, 90<br>94<br><br>98<br>80-84<br><br>85                                       |                                                                                                         |
|                                                                                 | Messiah<br>The color blue                                                                                                                                                     | 92<br>97                                                                        | Additional readings<br><br>Pesek Zman #3 pages 192-200 (Hebrew 71)                                      |
| <b>Chapter 5</b>                                                                | Paal Afol<br>Paal future Pay Gronit<br>Paal Afal<br>Vocabulary<br>Suffixes of feminine nouns<br>Preposition "for" in conjugation<br>Tracking students<br>Parents and children | 109<br>111<br>114<br>126<br>122<br>123<br>110-112, 126<br>124                   |                                                                                                         |
| <b>Pesek Zman</b>                                                               | <b>Hebrew 4 Honors</b>                                                                                                                                                        | 100-108                                                                         |                                                                                                         |

## First Semester / Hebrew 4/4 Honors /Chapters 6-7

### Hebrew 4-4 Honors: CURRICULUM

| <b>Chapters in<br/>Ivrit Min<br/>Haatchala<br/>Chapter 6</b> | <b><u>MATERIAL TO BE COVERED</u><br/><u>verbs/usage/culture</u></b> | <b><u>Text Pgs.</u><br/><u>(Ivrit Min</u><br/><u>Haatchala)</u></b> | <b><u>Selected readings from</u><br/><u>Lamatchil and the novel Shana</u><br/><u>Lelo Ketz (honors Hebrew 71):</u></b> |
|--------------------------------------------------------------|---------------------------------------------------------------------|---------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------|
|                                                              | Time Clause                                                         | 129-132                                                             |                                                                                                                        |
|                                                              | Piel futre                                                          | 133-136                                                             |                                                                                                                        |
|                                                              | Preposition "without" in<br>conjugation                             | 140                                                                 |                                                                                                                        |
|                                                              | Particles in, the, and, as, when                                    | 145                                                                 |                                                                                                                        |
|                                                              | Vocabulary                                                          | 146                                                                 |                                                                                                                        |
|                                                              | The culture of traveling                                            | 135, 137-139                                                        |                                                                                                                        |
| Chapter 7                                                    | To be future                                                        | 148-149                                                             |                                                                                                                        |
|                                                              | Paal Lamed Hay                                                      | 151                                                                 |                                                                                                                        |
|                                                              | Paal Lamed Hay Yod future                                           | 152                                                                 |                                                                                                                        |
|                                                              | As in conjugation                                                   | 154-156                                                             |                                                                                                                        |
|                                                              | Verbs in subjunctive                                                | 158                                                                 |                                                                                                                        |
|                                                              | Paal Pay Alef future                                                | 165                                                                 |                                                                                                                        |
|                                                              | Holocaust                                                           | 162-166                                                             |                                                                                                                        |
|                                                              | Vocabulary                                                          | 167                                                                 |                                                                                                                        |

### REVIEW FOR THE FINAL/CFA

## Second Semester/Hebrew 4-Honors/Chapters 8-10

### Hebrew 8-81: CURRICULUM

| <u>Chapter in</u><br><u>Ivrit Min</u><br><u>Haatchla</u> | <u>MATERIAL TO BE COVERED</u><br><u>verbs/usage/culture</u>     | <u>Text Pgs.</u><br><u>Ivrit Min</u><br><u>Haatchal</u> | <u>Optional Readings</u> Articles from Lamatchil newspaper and Yanshoof will be assigned to Hebrew 4 Honors students. |
|----------------------------------------------------------|-----------------------------------------------------------------|---------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------|
| <b>Chapter 8</b>                                         | Fianl Adverb                                                    | 169-170-,<br>172                                        |                                                                                                                       |
|                                                          | Fianl Clause                                                    | 174-175                                                 |                                                                                                                       |
|                                                          | Pay Non future                                                  | 180                                                     |                                                                                                                       |
|                                                          | Paal Pay Yod- future                                            | 180-182                                                 |                                                                                                                       |
|                                                          | Conjugation of preposition "in"                                 | 182                                                     |                                                                                                                       |
|                                                          | Life cycle rituals                                              | 171-173                                                 |                                                                                                                       |
|                                                          | Construct State                                                 | 188                                                     |                                                                                                                       |
| <b>Chapter 9</b>                                         | Reflexive verbs Hitpael future                                  | 203                                                     |                                                                                                                       |
|                                                          | Hitpael stem change                                             | 204                                                     |                                                                                                                       |
|                                                          | Passive participle- Paool                                       | 207                                                     |                                                                                                                       |
|                                                          | Passive participle- Paool Lamed Hay                             | 208                                                     |                                                                                                                       |
|                                                          | To give- Past tense                                             | 211                                                     |                                                                                                                       |
|                                                          | By myself in conjugation                                        | 214                                                     |                                                                                                                       |
|                                                          | Homographs                                                      | 218-219                                                 |                                                                                                                       |
|                                                          | Social interactions in different periods of Israel's existence. | 205, 210                                                |                                                                                                                       |
|                                                          | Vocabulary                                                      | 220                                                     |                                                                                                                       |
| <b>Chapter 10</b>                                        | Between in conjugation                                          | 222-223                                                 |                                                                                                                       |
|                                                          | Hifeel Sh'lemim future                                          | 235-237                                                 |                                                                                                                       |
|                                                          | Linking verbs                                                   | 230                                                     |                                                                                                                       |
|                                                          | Dictionary skills                                               | 241                                                     |                                                                                                                       |
|                                                          | Vocabulary                                                      | 242                                                     |                                                                                                                       |
|                                                          | Unusual personalities in Jewish folklore and humor              | 237-240, 233                                            |                                                                                                                       |
| Pesek Zman                                               | <b>Hebrew 4 Honors</b>                                          | 192-200                                                 |                                                                                                                       |



## Second Semester/Hebrew 4-Honors /Chapters 11-13

| <b><u>Chapter in Ivrit</u></b><br><b><u>Min Haatchala</u></b> | <b><u>MATERIAL TO BE COVERED</u></b><br><b><u>verbs/usage/culture</u></b>                                                                                  | <b><u>Text Pgs. Ivrit</u></b><br><b><u>Min Haatchal</u></b>               | <b><u>Optional Readings</u></b>                                                        |
|---------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------|----------------------------------------------------------------------------------------|
| <b>Chapter 11</b>                                             | Nif'al verbs present tense<br>Nif'al verbs past<br>Nif'al verbs future<br>Prepositions in conjugation<br>Vocabulary<br>Peace efforts in the Middle East    | 224<br>225-256<br>267<br>264<br>270<br>261                                | Articles from amatchil newspaper and Yanshoof will be assigned to the students weekly. |
| <b>Chapter 12</b>                                             | Food<br>Animal's behavior<br>Noun+ possessive suffixes<br>Personal pronouns<br>Next to in conjugation<br>Vocabulary<br>Roman occupation of Judea<br>Masada | 262-263<br>247,248-253<br>272-274<br>275<br>283<br>291<br>281<br>282, 285 | Additional readings<br>Pesek Zman #4<br>pages 293-303<br>(Hebrew 81)                   |
| Chapter 13                                                    | Review prepositions in conjugation<br>Concessive conjugation and concessive Clause<br>Vocabulary<br>Standing in line                                       | 304,306,308<br>310,311, 312<br>322<br>313-314, 318-319,320, 321           |                                                                                        |

REVIEW FOR THE FINAL/CFA

# SAMPLE SYLLABUS:



| DATE                                  | CLASS                                                                                                                                                                                                             | HOMEWORK                                                                                                                      |
|---------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------|
| <b>Monday</b><br>September 11         | Reasons for visiting Israel. Causal Conjunction and Causal Clause practice. Drill page 80. Geography of Israel. Place locations.                                                                                  | <b>Write about a place you would like to visit in Israel and explain why you would like to visit this place.</b>              |
| <b>Tuesday</b><br><b>September 12</b> | Review Causal Conjunction and Causal Clause. Exchange reading assignment. Express direction using north of, south of etc. Practice locations page 85. Dictionary skills find words related to directions page 85. | Page 82-84 ex. 3                                                                                                              |
| <b>Wednesday</b><br>September 13      | Review colors. The city Tzfat-reading page 81. Check comprehension (oral and written). Practice retelling the story of Tzfat.                                                                                     | Page 82 ex. B. Practice telling the story of Tzfat. Prepare a card with 10 new key vocabulary words to use in the lab.        |
| <b>Thursday</b><br>September 14       | Language Lab. Tell the story of Tzfat.                                                                                                                                                                            | <b>Write a summary of the story of Tzfat found on page 81. Study for Tzfat and Causal Conjunction and Causal Clause quiz.</b> |
| Friday<br>September 15                | Tzfat and Causal Conjunction and Causal Clause quiz. Because of in conjugation page 86                                                                                                                            | Page 87 ex. 7                                                                                                                 |