

CURRICULUM GUIDE

Advanced Hebrew topics

2nd year circle

LAYH17

District 219

Niles Township High Schools

Niles North and Niles West

Skokie, Illinois

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Instructional Materials

Hebrew authentic texts that include stories and poems by contemporary Israeli writers.

Unit 1: Israel in the 1950s:

Aaron Meged, “Yad VaShem”

Eli Amir, “Scape goat”

Zelda, Everyone has a name “

Chaim Chefer, “He didn’t know her name “

Leah Goldberg, A Journey without a name “

Unit 2: Israel in the 1960s:

SY Agnon, “The fable of the goat”

Leah Goldberg, “Dira Lehaskir”

Leah Goldberg, “Pine trees”

Amnon Shamush, “Pictures from elementary school”

Unit 3: Israel in the 1970s:

Savion livrecht, “Apples from the desert”

Rami Kleinstein, “Apples and Dates”

Shinrit Or, “Haleluyah”

Nomi Shemer, “Jerusalem of Gold “

Arik Einstein, “Uf Gozal”

Shmuel Hasifri, “Winter 1973”

Unit 4: Israel in the 1980s:

Saviyon Livrecht, "A cow named Virginia"

"Broken wings" - the theme song

Unit 5: Israel in the 1990s:

Etgar Keret, "The Bus driver that wanted to be God"

Ehud Manor, "Song of peace"

Aviv Geffen, "To Cry for you "

Unit 6: Israel in the 2000s:

Etgar Keret, "Breaking the Pig"

Etgar Keret, "Sparkling Eyes"

"Crying for Ilan Ramon"

Unit 7: Israel, 2010 - present:

Etgar Keret, "Eynaim Nozezot"

Unit 8: Israel on the time line:

Etgar Keret, "Naalaim"

* Pilot Booklets for each decade will be compiled and handed to students.

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Agreed-Upon Elements

- Technology expectations: Projects created by students using internet and power point presentation.
- Types of assessments: written summaries, essays and oral presentations.
- Types of homework assignments: written summaries, essays and grammar exercises related to literature.
- Research, writing, or reading expectations: research authors and poets and writing summaries of texts and answering questions.
- Number and types of labs: Listening comprehension exercises related to text by weekly.
- Grading procedures: students will accumulate points for each assignment and test.
- Types of instructional strategies: lecture, group work and discussion, projects and OPI.
- Expectations for use of equipment: video, projector, computer and overhead projector.
- Group work expectations: students will work in groups of 2-3 on different projects and presentations.

Units of Instruction

Unit Titles:

- What is in a name (Israel in the 1950s)
- The tribulations of immigration (Israel in the 1960s)
- Israel in the 1970s
- From generation to generation: Family conflicts, society conflicts, normalization of a nation (Israel in the 1980s)
- The yearn for peace In art music and movies (Israel in the 1990s)
- Israeli art music and movies reflecting a young modern nation (Israel in the 2000s)
- Mea Shearim - orthodox versus secular life in Israel

* All those topics are reflected in the different decades taught in the curriculum.

Learning Targets

1. **Over-arching Reading Target:** I can comprehend (at a literal level) a passage of prose-fiction or

non-fiction, containing structures and vocabulary presented in the course.

2. Over-arching Vocabulary Target: I can recognize and uses vocabulary contained in texts, poetry and stories.

- I can recognize and use vocabulary from poetry by Zelda, "lekol Ish Yesh Shem "
- I can recognize and use vocabulary from Haim Chefer , "Hu Lo Yada Et Shma "
- I can recognize and use vocabulary from Aharon Meged, " Yad Vashem "
- I can recognize and use vocabulary from Eli Amir , "Tarregol Kaparot "
- I can recognize and use vocabulary from story by SY Agnon, "The Fable f the Goat "
- I can recognize and use vocabulary from Leah Goldberg, "Dira Lehaskir"
- I can recognize and use vocabulary from Leah Goldberg, "Masa Lelo Shem"
- I can recognize and use vocabulary from Amnon Shamush, "Tmunot Mi Beit Sefer Amami "
- I can recognize and use vocabulary from movie "Late Summer Blues "
- I can recognize and use vocabulary from Sayon Livrecht, "Apples from the Desert"
- I can recognize and use vocabulary from Rami Kleintein, "Apples and Dates"
- I can recognize and use vocabulary from song Nomi Shemer, "Jerusalem of Gold"
- I can recognize and use vocabulary from song by Nomi Shemer, " Lu Yehi"
- I can recognize and use vocabulary from song" Winter 73"
- I can recognize and use vocabulary from by Etgar Keret, "The Bus Driver That Wanted to be God "
- I can recognize and use vocabulary from movie " Broken Wings"
- I can recognize and use vocabulary from movie " Time of Favor "
- I can recognize and use vocabulary from movie "The Hitchhikers"
- I can recognize and use vocabulary from story by Saviyon Livrecht, " Pare Al Shem Virginia "
- I can recognize and use vocabulary from theme song of "Broken Wings"
- I can recognize and use vocabulary from song by Ehud Manor, " Song for Peace"
- I can recognize and use vocabulary from song by Arik Einstein, " To Cry for You "
- I can recognize and use vocabulary from story by Etgar Keret, " Sparkling Eyes"

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

- I can recognize and use regular and irregular forms in the present, past and future tense.
- I can recognize and use different active and passive forms of verbs.

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

- I can recognize and use interrogative words.
- I can recognize and use affirmative and negative expressions.
- I can recognize and use possessive pronouns.

5. Over-arching Culture Target: I can recognize cultural topics appearing in movies, stories and poetry

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

7. 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.

Addendum

Culture: I can recognize the following cultural topics appearing in Advanced Hebrew topics:

- Orthodox and Secular conflicts
- Kibbutz and City conflicts
- Important political leaders
- Important Historical events
- The yearn for peace
- Creation of a normalized nation
- Poverty and affluence
- Israel Prize
- Evolving art
- Illegal immigration
- Conflict between Sephardic Jews & Ashkenazi
- Revival of the Hebrew
- Wars leading to Peace
- Poetry turned into popular songs
- Traditions of a new nation

Speaking:

- I can respond in detail to questions related to content of movies and stories
- I can participate actively in oral discourse, using strings of sentences that begin to resemble short, organized paragraphs rather than simple, disjointed sentences.
- I can ask others for information about themselves, family, occupation, education, recreation, pastimes, et al.
- I can describe the action (activities) depicted in a set of visual stimuli.
- I can narrate and describe events using present, past and future tenses.
- I can recount a sequence of events that had happened to him/her or to someone else.
- I can summarize a movie, T.V. program, book, magazine article, et al.
- I can discuss a familiar situation/topic (perhaps school related) and express an opinion in simple, factual terms.
- I can ask series of questions for a variety of purposes.
- I can seek factual information.
- I can elicit the opinion of teacher and classmates.
- I can clarify the statements and opinions of teacher and classmates on a variety of topics (e.g., literary analysis).
- I can report on or summarize cultural information disseminated in class.
- I can compare/contrast cultural differences when given a specific concept from the instructor.
- I can respond in detail to personal questions regarding oneself, family, classmates.
- I can ask others for information about themselves, family, occupation, education, recreation, pastimes, et al.
- I can describe the action (activities) depicted in a set of visual stimuli.
- I can narrate and describe events using indicative tenses.

- I can recount a sequence of events that had happened to him/her or to someone else.
- I can summarize a movie, T.V. program, book, magazine article, et al.
- I can ask series of questions for a variety of purposes.
- I can seek factual information.
- I can elicit the opinion of teacher and classmates.

Key Words/Terms to be Covered

Vocabulary related to stories, poems and movies for each decade.

Timeline for unit

First quarter: Israel in the 1950s, Israel in the 1960s

Second quarter: Israel in the 1970s, Israel in the 1980s

Third quarter: Israel in the 1990s, Israel in 2000s

Fourth quarter: Israel from 2010 – present

Brief Summary of Unit (including curricular context and unit learning targets)

Israel's history and main events as reflected in literature, poetry, media and movies from 1948 to present.

Stage One: Desired Results

- Learning targets that will guide this unit (see above).
- Oral discussion: How are Israel's history, culture and major events reflected in literature, poetry, media and movies of each decade?

Stage Two: Acceptable Evidence

- Act out scenes from movies, create your own poem inspired, by the poetry we learned
- Student will assess presentations in class using rubrics for oral presentations and will self assess using language lab assignments such as Quizlets and Quia tests (on line).
- Create art related to poetry and literature and explain your art to class.

- Quizzes, tests, essays, presentations and summaries.