

Descriptions of Target Student Abilities: First-Year Hebrew
Hebrew Language Objectives, 2008

<p>Interpersonal Abilities</p> <p>Students will be able to engage in interactions with speakers of Hebrew for a variety of purposes and in a variety of contexts, establishing relationships with others, providing and obtaining basic information, expressing feelings and emotions, and expressing opinions.</p>	<p>Hebrew 128A</p> <p>Acquire familiarity with Hebrew Language sound system and structure and use basic communication skills in simulated situations.</p> <p>At the end of the quarter, students are expected to be able to:</p>	<p>Hebrew 128B</p> <p>Gain better control over communicative skills addressed in the previous quarter with greater sophistication and complexity of expression, and growing sociolinguistic appropriateness. Expand their repertoire of simulated situations to include new and more complex tasks.</p> <p>Communication becomes more other-oriented and students engage in simple interactions such as presenting themselves, interviewing and taking part in simulated situations with native speakers.</p> <p>At the end of the quarter, students are expected to be able to:</p>	<p>Hebrew 128C</p> <p>Gain better control over communicative skills addressed in the previous quarter with greater sophistication and complexity of expression, and growing sociolinguistic appropriateness. Expand their repertoire to include a broader range of conversation topics and tasks.</p> <p>Students engage in more complex tasks and conversations with Hebrew speakers (e.g. asking more follow-up questions, sustaining a conversation on a certain topic, etc.)</p> <p>At the end of the quarter, students are expected to be able to:</p>
	<ul style="list-style-type: none"> • Meet, greet and introduce themselves and other classmates • Name their immediate world: family, place of origin, activities, personal interests, major possessions, food, likes and dislikes, daily activities and academic schedule • Using mostly memorized phrases, describe familiar places such as the classroom and student living space (room, dorm, family home, city/town). • Participate effectively in simulated tasks such as ordering in a restaurant, purchasing basic needs, giving and requesting information about housing • Understand and carry out short and simple phone conversations with a sympathetic listener (one accustomed to dealing with language learners), using formulaic phrases studied in class • List the names of the Hebrew months, major Jewish holidays and major historical events 	<ul style="list-style-type: none"> • Become acquainted with other speakers (native or non-native) of the language • In interactions with others: <ul style="list-style-type: none"> ○ apologize and give explanations ○ ask for favors ○ offer assistance ○ give instructions and advice • Exchange information with classmates or a sympathetic listener about familiar topics, e.g. weather, sports, trips, clothes, school and travel experiences. Students begin to create original simple sentences while occasionally using memorized phrases. • Participate in simulated tasks such as: scheduling and canceling appointments, buying clothes, planning trips, buying bus/train/movie tickets • Leave a message in Hebrew on an answering machine using mostly formulaic language • Describe, using mostly learned phrases and expressions information related to holidays, Israeli music, art and culture 	<ul style="list-style-type: none"> • Make comparisons (including cultural comparisons), clarify and restate information, talk about their own interests and occupations and also those of the community. Students use some memorized phrases learned in class but mostly produce original and longer sentences. • Give opinions, express (lack of) agreement, share doubts in longer and semi-connected sentences understood by sympathetic listeners • Express emotions such as sympathy, admiration, appreciation, anger, surprise or good wishes, as well as give and respond to complaints • Participate in simulated situations related to lifestyle, health and wellbeing, aspirations and future plans, using mostly longer and connected sentences • Initiate and sustain short phone conversations with a sympathetic listener, as well as leave messages, related to topics studied in class]

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<p>Interpersonal Abilities (cont.)</p>	<ul style="list-style-type: none"> Use communicative skills such as stalling and hesitating in a culturally appropriate manner and ask for help in managing their basic language skills 	<ul style="list-style-type: none"> Speak about their own progress in some Hebrew, naming what they can do in the language 	<ul style="list-style-type: none"> Share information and inquire about significant holidays, major writers and cultural and political events of the Hebrew-speaking world Become aware of the role of self-monitoring in language development and describe their own progress in simple sentences
<p>Interpretive Abilities</p> <p>During the first quarter, will read and listen to a variety of oral and written texts relating primarily to their own lives and the classroom as a community.</p> <p>Students will manifest their understanding of both oral and written texts, using English as necessary to demonstrate that understanding.</p> <p>During the first year the students will increasingly be aware of cultural differences by meeting Israelis from the community and from Israel, listen to Israeli music, be exposed to authentic text from the news, street signs, documents, websites, etc., read one novel translated from Hebrew to English and view TV shows and featured movies in Hebrew with English subtitles.</p>	<p>Hebrew 128A</p> <ul style="list-style-type: none"> Gain familiarity with the Hebrew alphabet (script) and with the diacritical and non-diacritical systems Understand simple announcements, instructions and conversations in likely everyday encounters related to topics studied in class Understand main ideas or identify the topics of authentic ads or short (50-word) texts related to everyday situations Search the web to identify websites related to topics studied in class Translate to English a text of 50-100 words created for this level 	<p>Hebrew 128B</p> <ul style="list-style-type: none"> Understand and react to simple exchanges about travel, family, friendship Identify expressions, word choices and cultural choices in films, video/audio clips, etc. Understand simple reports on less personal and more general topics such as biographies, travel or places and follow more complex directions Follow the main stream of events in simple narrations (of ~100 words) Understand the main ideas of simple and short (100-word) authentic texts including literary selections and songs Find basic information online related to topics studied in class, e.g. restaurant menus, train schedules, apartments for rent, etc. Translate to English a text of 150-200 words created for this level of broader lexical and syntactic complexity 	<p>Hebrew 128C</p> <ul style="list-style-type: none"> Identify the main idea and some significant details of informative reports such as weather reports, travel reports, news headlines, television programming or advertisements Understand extended conversations about school, travel, daily life, surrounding environment, health problems, occupations and employment, major topics related to Israel or the Jewish world (holidays, Jewish communities, Israeli culture) Recognize cohesive devices and organization of written texts Be able to use the internet to compare information on Hebrew and non-Hebrew sites Discern the main and supporting ideas of short texts including literary selections and lyrics Find information online about a research topic (an Israeli writer, recent event, etc) Translate to English an authentic text of 100 words from different styles (e.g. modern Hebrew ads, short reports, simple descriptions, simple stories).

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			<ul style="list-style-type: none"> • Read and translate with some support a short biblical text in Hebrew (30 words)
<p>Presentational Abilities</p> <p>Students will be able to present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</p>	<p>Hebrew 128A</p> <ul style="list-style-type: none"> • Master writing in the Hebrew alphabet (cursive) • Present a list summarizing group work in class • Write a one page text using mostly formulaic language and simple sentences on issues related to personal life (school, daily activities, etc.) • Prepare short reactions or points of interest in selected reading and activities • Prepare a 3-5 minute oral project (presentation, skit, video) about some area of personal interest related to the course material and answer questions about the prepared presentation topic 	<p>Hebrew 128B</p> <ul style="list-style-type: none"> • Write a 1.5 page simple composition on personal past experiences which could be understood by a sympathetic reader. Use basic cohesive devices such as “at first, then, next, etc.” • Prepare and present short oral reports (of 5-8 minutes in length) on familiar and personal topics, present personal opinions about the topic and answer questions • Write short and simple emails, notes, ads and announcements • Participate successfully in a Creative Writing Workshop. Write a short and simple description and/or short and simple poem 	<p>Hebrew 128C</p> <ul style="list-style-type: none"> • Develop a 2-page written composition on memorable experiences. Explain and describe plans for a celebration, leisure activities, travel, school, etc. in simple sentences and using more frequently a wider variety of cohesive devices. Edit for errors based on the material taught in class • Prepare a 10-minute oral project on less personal topics such as cultural, political or social events. Quote others in and answer questions about the project. • Write formal letters using phrases and structures studied in class • Write short emails and notes with more ease • Participate successfully in a Creative Writing Workshop. Write a short and simple story (1 page) using present and past tenses