

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

**During the second year of language study, students will build on the interpersonal, interpretive and presentational abilities developed during the first year and will also be able to:**

- **Create with the language, speak and write in connected sentences or sentence strings**
- **Work increasingly with authentic materials and function increasingly in authentic situations/contexts**
- **Become increasingly familiar with culturally appropriate response**
- **Produce increasing degrees of accuracy in oral and written production**

<b>Interpersonal Abilities</b>	<b>Hebrew 129A</b>	<b>Hebrew 129B</b>	<b>Hebrew 129C</b>
<p>Throughout second year, students carry out all communicative tasks of previous quarters with greater sophistication, confidence and ease. They vary language with growing appropriateness according to the relative formality or informality of their interlocutor.</p> <p>When discussing their peers' work, they are increasingly able to ask and answer questions, summarize and comment with greater elaboration.</p> <p>They are able to self-edit their language more frequently and with greater awareness of accuracy, and seek support and feedback from others.</p>	<p>At the end of the quarter, students are expected to be able to:</p> <ul style="list-style-type: none"> <li>• State their opinions (outlooks, views of events, hopes, fears, doubts) on materials studied in class, including their immediate surroundings as well as a limited variety of more general topics related to their world.</li> <li>• Interact with classroom speakers with growing appropriateness</li> <li>• Clarify and restate information using mostly formulaic language</li> <li>• Self monitor and evaluate language development with instructor support</li> <li>• Initiate and sustain short phone conversations with a native speaker</li> </ul>	<p>At the end of the quarter, students are expected to be able to:</p> <ul style="list-style-type: none"> <li>• Express their opinions in more detail on primarily materials studied in class, as well as on a wider variety of topics related to their and the Hebrew-speaking world.</li> <li>• Interact with classroom speakers as well as on occasion with native speakers in contexts related to materials studied in class</li> <li>• Report, clarify and restate information using short loosely connected sentences</li> <li>• Peer/self monitor and evaluate language development</li> <li>• Initiate and sustain longer phone conversations with a native speaker, as well as leave messages, related to topics studied in class</li> </ul>	<p>At the end of the quarter, students are expected to be able to:</p> <ul style="list-style-type: none"> <li>• State their opinions on major issues related to Israel and the Jewish world, with some supporting arguments</li> <li>• Interact with classroom speakers and increasingly with native speakers on personal and limited general topics</li> <li>• Report, clarify and restate information with greater ease using sentences with some connecting words and subordinate clauses</li> <li>• Set goals for self language development and evaluate with greater ease their progress through peer/self monitoring</li> <li>• Initiate and sustain a phone conversations with a native speaker, as well as leave messages, related to topics studied in class as well as on a variety of other topics</li> </ul>

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<p><b>Interpersonal Abilities, continued</b></p>	<ul style="list-style-type: none"> <li>• Write to classmates via email, texting, short notes</li> <li>• Post comments in online class discussions</li> </ul>	<ul style="list-style-type: none"> <li>• Correspond with classmates and Hebrew-speaking peers via email, texting, short notes and to a limited degree informal letters, or formal letters using formulaic language (e.g. simple resume)</li> <li>• Correspond with an individual or agency to request information</li> <li>• Participate actively in online class discussions and blogs</li> </ul>	<ul style="list-style-type: none"> <li>• Correspond with Hebrew-speaking peers as well as with superiors/professors via email, texting, short notes and informal letters</li> <li>• Write formal correspondence such as: invitations, thank you letters, simple cover letters; continue professional correspondence with a known receiver</li> <li>• Participate actively, with some support, in online discussions and blogs not limited to the class</li> </ul>
<p><b>Interpretive Abilities</b></p>	<p><b>Hebrew 129A</b></p>	<p><b>Hebrew 129B</b></p>	<p><b>Hebrew 129C</b></p>
<p>Throughout the second year, students carry out all interpretive tasks with increasingly greater sophistication, depth and complexity.</p> <p>They develop a more culturally authentic frame of reference and show increasing awareness of language by keeping individual notes on language choice and structures (register, tone, syntax) used in oral and written texts they encounter.</p>	<p>At the end of the quarter, students are expected to be able to:</p> <ul style="list-style-type: none"> <li>• Identify and begin to draw comparisons</li> <li>• Summarize the argument in short texts (150 words) mostly created for this level</li> <li>• Take limited notes on content using some Hebrew for key words or main ideas</li> <li>• Follow and document shifting topics in a conversation</li> </ul>	<p>At the end of the quarter, students are expected to be able to:</p> <ul style="list-style-type: none"> <li>• Draw comparisons</li> <li>• Analyze arguments of short texts (200 words) created for this level</li> <li>• Summarize the argument in short authentic texts (150 words) on topics studied in class</li> <li>• Take more detailed notes on content using progressively more Hebrew</li> <li>• Follow and restate shifting topics in a conversation</li> </ul>	<p>At the end of the quarter, students are expected to be able to:</p> <ul style="list-style-type: none"> <li>• Analyze and make predictions</li> <li>• Anticipate and contrast arguments in short texts mostly created for this level as well as some authentic texts</li> <li>• Summarize and analyze arguments of short authentic texts (150-200 words) such as news reports on a familiar topic, movie reviews or blogs on a familiar event or topic</li> <li>• Take notes mostly in Hebrew</li> <li>• Follow and summarize shifting topics in a conversation</li> </ul>

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<p><b>Interpretive Abilities, continued</b></p>	<ul style="list-style-type: none"> <li>• Follow and identify shifting topics in authentic oral texts (5 minutes) such as news and radio broadcasts, and understand the main ideas</li> <li>• Understand the main ideas and significant details of live oral presentations (5 minutes) by their classmates on topics loosely related to class material</li> <li>• Translate to English a text of 150 words from different styles, e.g. short reports, simple stories, simple descriptions, etc., using an online dictionary for support</li> <li>• With respect to authentic written texts (1 page) of a variety of genres and styles, on topics related to their immediate world:             <ul style="list-style-type: none"> <li>○ summarize the main ideas and supporting data</li> <li>○ answer some fact-based and analytical reading comprehension questions</li> <li>○ locate information and skim to gain a sense of organization and content</li> <li>○ exhibit an understanding of what was read</li> <li>○ synthesize information in charts or outline form</li> </ul> </li> <li>• Begin to research information (using the Internet, newspapers, etc.) on familiar topics related to their immediate world</li> </ul>	<ul style="list-style-type: none"> <li>• Analyze and reflect upon the meaning of short authentic oral texts such as newscasts, documentary and feature films</li> <li>• Identify and understand the main idea and significant details of 10-minute segments of authentic oral texts</li> <li>• Comprehend in greater depth 10-minute presentations by classmates on a wider variety of cultural and social topics</li> <li>• Understand and follow directions given in the course of class oral presentations by native guest speakers</li> <li>• Translate to English more complex texts of 200 words, using an online dictionary for support</li> <li>• With respect to authentic written texts (of 1-1.5 pages) of a variety of genres and styles, on familiar topics:             <ul style="list-style-type: none"> <li>○ analyze the main ideas and supporting data</li> <li>○ answer most fact-based and analytical reading comprehension questions</li> <li>○ place text within a larger related social and cultural context</li> <li>○ represent the sequence of events in narratives</li> <li>○ begin to identify the tone and stance typical of formal, academic writing</li> </ul> </li> <li>• Research information on various cultural topics</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluate the content and style of 10-minute texts such as news, professional presentations, and feature films</li> <li>• Analyze and reflect upon the meaning of 15 minute segments of authentic oral texts</li> <li>• Comprehend 15-minute cultural presentations on unknown topics by native guest speakers</li> <li>• Become increasingly aware of phrases and collocations typical of formal academic language use</li> <li>• Begin to translate to English passages from more formal and academic texts (e.g. book reviews, articles, critical essays) of 200 words in length</li> <li>• With respect to authentic written texts (of 1.5-2.5 pages) of a variety of genres and styles, on a limited number of general topics, e.g. historical events, cultural phenomena, major social issues:             <ul style="list-style-type: none"> <li>○ perform the interpretive functions of the previous quarters</li> <li>○ compare and connect text to other texts of similar social and cultural topics</li> <li>○ make observations and extrapolations</li> <li>○ demonstrate increased understanding of the cultural nuances of meaning in written language</li> <li>○ identify more subtle nuances of tone and stance typical of formal, professional, or academic writing</li> </ul> </li> <li>• Research a wider variety of topics related to their fields of cultural interest</li> </ul>
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<b>Presentational Abilities</b>	<b>Hebrew 129A</b>	<b>Hebrew 129B</b>	<b>Hebrew 129C</b>
<p>Students in the second year use authentic materials to prepare oral and written presentations, on topics ranging from their immediate world to a limited variety of cultural topics. They use computer support (e.g. PowerPoint) in preparation and delivery of their oral presentations. They become aware of and begin to employ appropriate presentational language. Throughout the sequence, they are able to self-edit their written work for high frequency errors.</p>	<p>At the end of the quarter, students will be able to:</p> <ul style="list-style-type: none"> <li>• Carry out all presentational tasks of the previous quarter with greater sophistication, confidence and ease</li> <li>• Give rehearsed presentations, using notes, of 10 minutes in length</li> <li>• Answer questions about the presentation topic</li> <li>• Write a 2-page composition on personal experiences and begin to present opinion and comparisons</li> <li>• Practice writing short fiction (1-2 pages) as part of a creative writing workshop</li> </ul>	<p>At the end of the quarter, students will be able to:</p> <ul style="list-style-type: none"> <li>• Carry out all presentational tasks of the previous quarter with greater confidence, sophistication, ease and precision</li> <li>• Give rehearsed presentations, using less extensive notes, of 10 minutes in length</li> <li>• Answer questions about the presentation topic</li> <li>• Write an essay on personal experiences and topics (2.5-3 pages) using connected sentences and some paragraphs</li> <li>• Practice writing short fiction, including dialogue, as part of a creative writing workshop</li> </ul>	<p>At the end of the quarter, students will be able to:</p> <ul style="list-style-type: none"> <li>• Carry out all presentational tasks of the previous quarter with greater confidence, sophistication, ease and precision</li> <li>• Give rehearsed presentations, using some notes, of 15 minutes in length</li> <li>• Answer questions about the presentation topic</li> <li>• Write a critical essay in mostly paragraph form (5 pages) and cite sources</li> <li>• Practice writing short lyrical poems or prose poems as part of a creative writing workshop</li> </ul>