KINDERGARTEN TO GRADE 6
HEBREW LANGUAGE ARTS

General Learning Outcomes

Students will listen, speak, read, write, view, and represent in Hebrew to explore thoughts, ideas, feelings, and experiences.

1.1   Discover and Explore

	Kindergarten	Grade 1	Grade 2	Grade 3
	By the end of each grade, students will be able to:			
Express Ideas	1. respond to a range of experiences	1. express personal experiences and familiar events	1. make personal observations and talk about them	1. describe personal observations, experiences, and feelings
Consider Others' Ideas	2. participate in a range of experiences, and represent these experiences	2. listen to and acknowledge experiences and feelings shared by others	2. ask for others' ideas and observations to help discover and explore personal understanding	2. consider others' ideas and observations to discover and explore personal understanding
Experiment with Language	3. use a variety of forms to explore and express familiar events, ideas, and information	3. use a variety of forms to explore and express familiar events, ideas, and information	3. use a variety of forms to organize and give meaning to familiar experiences, ideas, and information	3. experiment with language to express feelings, and talk about experiences and events
Express Preferences	4. demonstrate enjoyment of an oral, literary, or media text	4. express preferences for a variety of oral, literary, and media texts	4. explain why an oral, literary, or media text is a personal favourite	4. collect and share favourite oral, literary, and media texts
Set Goals	5. participate in teacher-led group activities; demonstrate reading, writing, and representing* behaviours	5. participate in reading, writing, and representing* activities	5. choose to speak, read, write, and represent* in Hebrew	5. develop a sense of self as Hebrew speaker, reader, writer, and representer*

* Refer to Glossary for examples.

General Learning Outcome 1

Students will listen, speak, read, write, view, and represent in Hebrew to explore thoughts, ideas, feelings, and experiences.

1.1 Discover and Explore

	Grade 4	Grade 5	Grade 6
	By the end of each grade, students will be able to:		
Express Ideas	1. describe and reflect upon personal observations and experiences	1. use personal experiences as a basis for exploring and expressing opinions and understanding	1. use exploratory language to discover own interpretations; share personal responses
Consider Others' Ideas	2. explore connections among a variety of insights, ideas, and responses	2. seek others' viewpoints to build on personal responses and understanding	2. select from others' ideas and observations to develop thinking and understanding
Experiment with Language	3. explore and experiment with a variety of forms of expression for particular personal purposes	3. explore and experiment with a variety of forms of expression for particular personal purposes	3. explore and experiment with a variety of forms of expression for particular personal purposes
Express Preferences	4. collect and explain preferences for particular forms of oral, literary, and media texts	4. review a collection of favourite oral, literary, and media texts; share responses to preferred forms	4. assess collection of favourite oral, literary, and media texts; discuss preferences for particular forms
Set Goals	5. identify areas of personal accomplishment in language learning and use	5. identify and discuss areas of personal accomplishment and areas for enhancement in language learning and use	5. assess personal language use, and set personal goals to enhance language learning and use

General Learning Outcome 1

Students will listen, speak, read, write, view, and represent in Hebrew to explore thoughts, ideas, feelings, and experiences.

1.2   Clarify and Extend

	Kindergarten	Grade 1	Grade 2	Grade 3
	By the end of each grade, students will be able to:			
Develop Understanding	1. recognize connections between new experiences and prior knowledge	1. connect new experiences and information with prior knowledge	1. connect new information, ideas, and experiences with prior knowledge and experiences	1. examine how new experiences, ideas, and information connect to prior knowledge and experiences
Explain Options	2. explore new experiences and ideas	2. describe new experiences and ideas	2. explain new experiences and understanding	2. explain understanding of new concepts
Combine Ideas	3. group ideas and information to make sense	3. group and sort ideas and information to make sense	3. arrange ideas and information to make sense	3. arrange ideas and information in more than one way to make sense for self and others
Extend Understanding	4. wonder about new ideas and observations	4. demonstrate curiosity about ideas and observations to make sense of experiences	4. ask basic questions to make sense of experiences	4. reflect on ideas and experiences to clarify and extend understanding

General Learning Outcome 1

Students will listen, speak, read, write, view, and represent in Hebrew to explore thoughts, ideas, feelings, and experiences.

1.2   Clarify and Extend

	Grade 4	Grade 5	Grade 6
	By the end of each grade, students will be able to:		
Develop Understanding	1. connect new information and experiences with prior knowledge to construct meaning in different contexts	1. reflect on prior knowledge and experiences to arrive at new understanding	1. use prior knowledge and experiences selectively to make sense of new information in a variety of contexts
Explain Options	2. express new concepts and understanding in own words	2. explain personal viewpoints	2. explain and support personal viewpoints; revise previous understanding
Combine Ideas	3. organize ideas and information in ways that clarify and shape understanding	3. experiment with arranging ideas and information in a variety of ways to clarify understanding	3. search for ways to reorganize ideas and information to extend understanding
Extend Understanding	4. ask basic questions to clarify information and develop new understanding	4. ask questions to clarify information and develop new understanding	4. ask a variety of questions to clarify information and develop new understanding

General Learning Outcome 2

Students will listen, speak, read, write, view, and represent in Hebrew to comprehend and respond personally and critically to literary and media texts.

2.1 Use Strategies and Cues

	Kindergarten	Grade 1	Grade 2	Grade 3
	By the end of each grade, students will be able to:			
Prior Knowledge	1. make connections between oral language, texts, and personal experiences	1. make connections between texts, prior knowledge, and personal experiences	1. make connections between texts, prior knowledge, and personal experiences	1. make connections between texts, prior knowledge, and personal experiences
Comprehension Strategies	2. recognize and anticipate meaning from familiar print, symbols, and images in context	2. anticipate meaning; revise understanding based on further information	2. anticipate meaning, recognize relationships, and draw conclusions; use a variety of strategies to confirm understanding	2. set a purpose for listening, reading, and viewing; make and confirm predictions, inferences, and conclusions; reread to check meaning
Textual Cues	3. recognize environmental print, symbols, and images in context; recognize own name and personally familiar words	3. use textual cues to construct and confirm meaning	3. use textual cues to construct and confirm meaning	3. use textual cues to construct and confirm meaning
Cueing Systems	4. recognize that text is organized in specific patterns and that text symbols represent sounds, words, or ideas	4. use syntactic, semantic, and graphophonic cues to construct and confirm meaning	4. use syntactic, semantic, and graphophonic cues to construct and confirm word meaning in context	4. use syntactic, semantic, and graphophonic cues to construct and confirm word meaning in context

General Learning Outcome 2

Students will listen, speak, read, write, view, and represent in Hebrew to comprehend and respond personally and critically to literary and media texts.

2.1 Use Strategies and Cues

	Grade 4	Grade 5	Grade 6
	By the end of each grade, students will be able to:		
Prior Knowledge	1. make and record connections between personal experiences, prior knowledge, and a variety of texts	1. make and record connections between personal experiences, prior knowledge, and a variety of texts	1. make and record connections between personal experiences, prior knowledge, and a variety of texts
Comprehension Strategies	2. confirm or reject inferences, predictions, or conclusions based on textual information; check and confirm understanding by rereading	2. use a variety of comprehension strategies to confirm understanding and self-correct	2. use comprehension strategies appropriate to the type of text and purpose
Textual Cues	3. use textual cues to construct and confirm meaning	3. use textual cues to construct and confirm meaning	3. use textual cues to construct and confirm meaning
Cueing Systems	4. use syntactic, semantic, and graphophonic cueing systems to construct and confirm meaning; use a dictionary to determine word meaning in context	4. use syntactic, semantic, and graphophonic cueing systems to construct and confirm meaning; use a dictionary to determine word meaning in context	4. use syntactic, semantic, and graphophonic cueing systems to construct and confirm meaning; use a dictionary to determine word meaning in context

General Learning Outcome 2

Students will listen, speak, read, write, view, and represent in Hebrew to comprehend and respond personally and critically to literary and media texts.

2.2   Respond to Texts

	Kindergarten	Grade 1	Grade 2	Grade 3
	By the end of each grade, students will be able to:			
Experience Various Texts	1. participate in shared listening, reading, and viewing experiences, using texts from a variety of genres and cultural traditions*	1. participate in shared listening, reading, and viewing experiences, using texts from a variety of genres and cultural traditions*	1. participate in shared listening, reading, and viewing experiences, using texts from a variety of genres and cultural traditions*	1. participate in listening, reading, and viewing experiences, using texts from a variety of genres and cultural traditions*
Connect Self, Texts, and Culture	2. share personal experiences related to oral, literary, and media texts; talk about and represent the actions of people in texts	2. share personal experiences related to oral, literary, and media texts; identify characters' choices and the resulting consequences	2. discuss the experiences and traditions of various communities and cultures portrayed in oral, literary, and media texts	2. describe similarities between experiences and traditions encountered in daily life and those portrayed in oral, literary, and media texts
Appreciate the Artistry of Texts	3. share feelings evoked by oral, literary, and media texts	3. share feelings and moods evoked by oral, literary, and media texts	3. identify and express the feelings of people in oral, literary, and media texts	3. identify words that form mental images and create mood in oral, literary, and media texts

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*   Refer to the Sample List of Text Forms in the Appendix.

General Learning Outcome 2

Students will listen, speak, read, write, view, and represent in Hebrew to comprehend and respond personally and critically to literary and media texts.

2.2   Respond to Texts

	Grade 4	Grade 5	Grade 6
	By the end of each grade, students will be able to:		
Experience Various Texts	1. experience texts from a variety of genres and cultural traditions*	1. experience texts from a variety of genres and cultural traditions; share responses*	1. seek opportunities to experience texts from a variety of genres and cultural traditions; explain preferences for particular types of oral, literary, and media texts*
Connect Self, Texts, and Culture	2. identify similarities and differences between personal experiences and the experiences of people from various cultures portrayed in oral, literary, and media texts	2. identify similarities and differences between personal experiences and the experiences of people from various cultures portrayed in oral, literary, and media texts	2. compare the challenges and situations encountered in own daily life with those experienced by people in other times, places, and cultures as portrayed in oral, literary, and media texts
Appreciate the Artistry of Texts	3. identify mood evoked by oral, literary, and media texts	3. identify descriptive and figurative language in oral, literary, and media texts	3. identify descriptive and figurative language in oral, literary, and media texts; discuss how it enhances understanding of people, places, and actions

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*   Refer to the Sample List of Text Forms in the Appendix.

General Learning Outcome 2

Students will listen, speak, read, write, view, and represent in Hebrew to comprehend and respond personally and critically to literary and media texts.

2.3   Understand Forms and Techniques

By the end of each grade, students will be able to:

	Kindergarten	Grade 1	Grade 2	Grade 3
Forms and Genres	1. distinguish between what is realistic and imaginary in oral, literary, and media forms and texts	1. recognize different oral, literary, and media forms and texts	1. recognize that information and ideas can be expressed in a variety of forms and texts	1. recognize the distinguishing features of a variety of forms and texts
Techniques and Elements	2. develop a sense of story through listening, reading, and viewing experiences	2. identify the beginning, middle, and end of oral, literary, and media texts	2. represent the beginning, middle, and end of oral, literary, and media texts	2. identify the sequence of events in oral, literary, and media texts, the time and place in which they occur and the roles of main characters
Vocabulary	3. demonstrate curiosity about and experiment with sounds, letters, words, and word patterns	3. experiment with parts of words, word combinations, and word patterns	3. explore commonalities in word families to increase vocabulary	3. use knowledge of commonalities in word families to increase vocabulary in a variety of contexts
Experiment with Language	4. appreciate the sounds and rhythms of language	4. appreciate repetition, rhyme, and rhythm in shared language experiences	4. demonstrate interest in the sounds of words, word combinations, and phrases	4. identify examples of repeated sounds and poetic effects that contribute to enjoyment; recognize humour in oral, literary, and media texts
Create Original Texts	5. create original oral and media texts	5. create basic texts to communicate and demonstrate understanding of basic forms	5. create basic texts to communicate and demonstrate understanding of forms and techniques	5. create original texts to communicate and demonstrate understanding of forms and techniques

General Learning Outcome 2

Students will listen, speak, read, write, view, and represent in Hebrew to comprehend and respond personally and critically to literary and media texts.

2.3   Understand Forms and Techniques

	Grade 4	Grade 5	Grade 6
	By the end of each grade, students will be able to:		
Forms and Genres	1. distinguish similarities and differences between various oral, literary, and media forms and texts	1. understand and use a variety of oral, literary, and media forms and texts	1. recognize key characteristics of various oral, literary, and media genres, such as myths, short novels, poetry, drawings, and prints
Techniques and Elements	2. explain connections between events and roles of main characters in oral, literary, and media texts; identify how these connections may influence people's behaviours	2. identify key elements, including plot, setting, and characterization, and techniques such as colour, music, and speed, in oral, literary, and media texts	2. examine key elements and techniques in oral, literary, and media texts
Vocabulary	3. build knowledge of words and word relationships, using a variety of sources	3. expand knowledge of words and word relationships, using a variety of sources	3. identify how and why word structures and meanings change
Experiment with Language	4. recognize how words and word combinations such as word-play, repetition, and rhyme influence or convey meaning; recognize that exaggeration can be used to convey humour	4. recognize how words and word combinations such as word-play, repetition, and rhyme influence or convey meaning; identify ways in which exaggeration is used to convey humour	4. experiment with words and sentence patterns for a variety of purposes
Create Original Texts	5. create original texts to communicate and demonstrate understanding of forms and techniques	5. create original texts to communicate and demonstrate understanding of forms and techniques	5. create original texts to communicate and demonstrate understanding of forms and techniques

General Learning Outcome 3

Students will listen, speak, read, write, view, and represent in Hebrew to manage ideas and information.

3.1 Plan and Focus

	Kindergarten	Grade 1	Grade 2	Grade 3
	By the end of each grade, students will be able to:			
Use Personal Knowledge	1. demonstrate personal knowledge of a topic	1. contribute personal knowledge of a topic to gather information	1. record and share personal knowledge of a topic to identify information needs	1. identify and categorize personal knowledge of a topic to determine information needs
Ask Questions	2. ask commonly used questions to satisfy personal curiosity and information needs in the classroom context	2. ask basic questions to satisfy personal curiosity and information needs	2. ask questions to understand a topic, and identify information needs	2. ask topic-appropriate questions; identify and communicate information needs
Participate in Group Inquiry	3. ask and answer commonly used questions to help satisfy group curiosity and information needs in the classroom context	3. ask and answer basic questions to help satisfy group curiosity and information needs on a topic	3. contribute relevant information and questions to assist in group understanding of a topic or task	3. contribute knowledge of a topic in group discussion to assist in group understanding of a topic or task
Create and follow a Plan	4. listen to and follow simple directions in the classroom context	4. listen actively and follow directions for gathering information and ideas	4. recall and follow directions for accessing and gathering information	4. recall and follow a sequential plan for accessing and gathering information

General Learning Outcome 3

Students will listen, speak, read, write, view, and represent in Hebrew to manage ideas and information.

3.1 Plan and Focus

	Grade 4	Grade 5	Grade 6
	By the end of each grade, students will be able to:		
Use Personal Knowledge	1. categorize personal knowledge of a topic to determine information needs	1. summarize personal knowledge of a topic in categories to determine information needs	1. summarize and focus personal knowledge of a topic to determine information needs
Ask Questions	2. ask general and specific questions on topics, using predetermined categories	2. formulate general and specific questions to identify information needs	2. formulate relevant questions to focus information needs
Participate in Group Inquiry	3. identify relevant personal knowledge of a topic and possible categories of questions and purposes for group inquiry or research	3. share personal knowledge of a selected topic to help formulate relevant questions appropriate to a specific audience and purpose for group inquiry or research	3. contribute to group knowledge of topics to help identify and focus information needs, sources, and purposes for group inquiry or research
Create and follow a Plan	4. select and use a plan for gathering information	4. gather and record information and ideas using a plan	4. create and follow a plan to collect and record information

General Learning Outcome 3

Students will listen, speak, read, write, view, and represent in Hebrew to manage ideas and information.

3.2 Select and Process

	Kindergarten	Grade 1	Grade 2	Grade 3
	By the end of each grade, students will be able to:			
Identify Personal and Peer Knowledge	1. identify self and others as sources of information	1. identify and share basic personal knowledge related to experiences	1. participate in group discussion to generate information on a topic and to identify sources of additional information	1. record and share personal knowledge of a topic
Identify Sources	2. seek information from others in the classroom context	2. seek information from a variety of sources	2. answer questions, using oral, visual, and print information sources	2. access information, using a variety of sources
Evaluate Sources	3. recognize when information answers the questions asked	3. recognize when information answers the questions asked	3. compare gathered ideas and information to personal knowledge	3. match information to inquiry or research needs
Access Information	4. use visual and auditory cues to understand ideas and information	4. use visual and auditory cues to make meaning; understand that library materials have a specific organizational system	4. use visual and auditory cues to make meaning; use the specific library organizational system to locate information and ideas; use titles to locate information	4. use knowledge of visual and auditory cues and organizational devices to locate and gather information and ideas
Make Sense of Information	5. use prior knowledge to make sense of information	5. make and check predictions using prior knowledge and oral, visual, and written text features to understand information	5. make connections between prior knowledge, ideas, and information and oral, visual, and written text features	5. determine main ideas in information using prior knowledge, predictions, connections, and inferences

General Learning Outcome 3

Students will listen, speak, read, write, view, and represent in Hebrew to manage ideas and information.

3.2 Select and Process

	Grade 4	Grade 5	Grade 6
	By the end of each grade, students will be able to:		
Identify Personal and Peer Knowledge	1. record, select, and share personal knowledge of a topic to focus inquiry or research	1. record, select, and share personal knowledge of a topic to focus inquiry or research	1. record personal knowledge of a topic and collaborate to generate information for inquiry or research
Identify Sources	2. answer inquiry or research questions, using a variety of information sources	2. answer inquiry or research questions, using a variety of information sources	2. answer inquiry or research questions, using a variety of information sources
Evaluate Sources	3. review information to determine its usefulness to inquiry or research needs	3. review information to determine its usefulness to inquiry or research needs	3. review information to determine its usefulness to inquiry or research needs
Access Information	4. use knowledge of visual and auditory cues and organizational devices to locate and gather a variety of information and ideas	4. use a variety of tools to access information and ideas; use visual and auditory cues to identify important information	4. use a variety of tools to access information and ideas; use visual and auditory cues to gather important information
Make Sense of Information	5. determine main and supporting ideas using prior knowledge, predictions, connections, inferences, and visual and auditory cues	5. recognize organizational patterns of oral, visual, and written text; skim, scan, and listen for key words and phrases	5. use organizational patterns of oral, visual, and written text to construct meaning; skim, scan, and read closely to gather information

General Learning Outcome 3

Students will listen, speak, read, write, view, and represent in Hebrew to manage ideas and information.

3.3 Organize, Record, and Assess

	Kindergarten	Grade 1	Grade 2	Grade 3
	By the end of each grade, students will be able to:			
Organize Information	1. categorize objects and visuals according to similarities and differences	1. identify and categorize information according to similarities, differences, patterns, and sequences	1. categorize related information and ideas, using a variety of strategies, such as webbing, graphic organizers, and charts	1. organize and explain information and ideas, using a variety of strategies, such as clustering, categorizing, and sequencing
Record Information	2. represent and share information and ideas, and compose with a scribe	2. represent and express key facts and ideas in visual form or with words	2. record key facts and ideas in own words; identify authors and titles of sources	2. record facts and ideas, using a variety of strategies; list authors and titles of sources
Evaluate Information	3. share information gathered on a specific topic	3. use gathered information as a basis for communication	3. examine gathered information to decide what information to share or omit	3. determine whether collected information is adequate for the established purpose
Develop New Understanding	4. participate in information-gathering experiences	4. recall, share, and record information-gathering experiences in visual or text form	4. recall, discuss, and record information-gathering experiences	4. use gathered information and questions to review and add to knowledge

Students will listen, speak, read, write, view, and represent in Hebrew to manage ideas and information.

3.3 Organize, Record, and Assess

	Grade 4	Grade 5	Grade 6
	By the end of each grade, students will be able to:		
Organize Information	1. organize information and ideas in logical sequences, using a variety of strategies	1. organize information and ideas into categories, using a variety of strategies	1. organize information and ideas, using a variety of strategies and techniques
Record Information	2. record facts and ideas, using a variety of strategies; list authors and titles of sources	2. record key words, phrases, and images by subtopics; cite authors and titles of sources appropriately	2. record information in own words; cite authors and titles appropriately and provide publication dates of sources
Evaluate Information	3. examine collected information to identify which categories or aspects of a topic need more information	3. recognize gaps in the information gathered and locate any additional information needed	3. recognize gaps in the information gathered and locate any additional information needed for a particular form, audience, and purpose
Develop New Understanding	4. use gathered information and questions to review and add to knowledge; consider new questions regarding the inquiry or research process and content	4. determine information needs during the inquiry or research process; discuss and assess inquiry or research experiences and skills	4. assess knowledge gained through the inquiry or research process; form personal conclusions and generate new questions for further inquiry or research

General Learning Outcome 4

Students will listen, speak, read, write, view, and represent in Hebrew to enhance the clarity and artistry of communication.

4.1 Generate and Focus

	Kindergarten	Grade 1	Grade 2	Grade 3
	By the end of each grade, students will be able to:			
Generate Ideas	1. share or demonstrate ideas from personal experiences	1. contribute ideas from personal experiences for oral, written, and visual texts	1. generate and contribute ideas on particular topics for oral, written, and visual texts	1. generate and contribute ideas on particular topics for oral, written, and visual texts
Choose Forms	2. participate in shared oral, literary, and media experiences	2. share ideas and experiences, using simple forms* in the classroom context	2. share ideas and experiences, using various forms* for particular audiences	2. use a variety of forms* for particular audiences and purposes
Organize Ideas	3. recognize that ideas expressed in oral language can be represented and recorded	3. organize visuals and familiar print to express ideas and tell stories	3. organize visuals and print to express ideas and tell stories with a beginning, middle, and end	3. order ideas to create a beginning, middle, and end in own oral, written, and visual texts

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* Refer to the Sample List of Text Forms in the Appendix.

General Learning Outcome 4

Students will listen, speak, read, write, view, and represent in Hebrew to enhance the clarity and artistry of communication.

4.1 Generate and Focus

	Grade 4	Grade 5	Grade 6
	By the end of each grade, students will be able to:		
Generate Ideas	1. generate and contribute ideas on particular topics for oral, written, and visual texts, using a variety of strategies	1. focus a topic for oral, written, and visual texts, using a variety of strategies	1. focus a topic for oral, written, and visual texts, using a variety of strategies
Choose Forms	2. use a variety of forms* for particular audiences and purposes	2. use a variety of forms* for particular audiences and purposes	2. use a variety of forms* for particular audiences and purposes
Organize Ideas	3. develop and arrange ideas in own oral, written, and visual texts, using organizers	3. develop and arrange ideas in own oral, written, and visual texts, using a variety of organizers	3. use listening, reading, and viewing experiences as models for organizing ideas in own oral, written, and visual texts

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*   Refer to the Sample List of Text Forms in the Appendix.

General Learning Outcome 4

Students will listen, speak, read, write, view, and represent in Hebrew to enhance the clarity and artistry of communication.

4.2 Enhance and Improve

	Kindergarten	Grade 1	Grade 2	Grade 3
	By the end of each grade, students will be able to:			
Appraise Own and Others' Work	1. participate in the sharing of own creations and those of others	1. talk about own creations and those of others, using basic, commonly used expressions	1. talk about own creations and those of others, using commonly used expressions	1. share own stories and creations with peers, and respond to questions or comments
Revise Content	2. express lack of understanding	2. ask basic questions to clarify meaning	2. retell to clarify ideas	2. revise own ideas to accommodate new ideas and information
Enhance Legibility	3. trace and copy letters; recognize letter keys on the keyboard	3. form recognizable letters; use letter keys and basic keys on the keyboard	3. strive for consistency in letter size and shape; print letters in the correct direction; explore and use the keyboard to produce text	3. print or write legibly using a style that is consistent in alignment, shape and spacing; demonstrate basic keyboarding skills
Enhance Artistry	4. use familiar words to describe ideas	4. use familiar words or simple sentences to describe ideas	4. experiment with words and sentence patterns, with support	4. experiment with words and simple sentence patterns
Enhance Presentation	5. use visuals to express ideas, feelings, and information	5. use familiar words with visuals to express ideas, feelings, and information	5. combine illustrations and simple written texts to express ideas, feelings, and information	5. combine illustrations and written texts to express ideas, feelings, and information

General Learning Outcome 4

Students will listen, speak, read, write, view, and represent in Hebrew to enhance the clarity and artistry of communication.

4.2   Enhance and Improve

	Grade 4	Grade 5	Grade 6
	By the end of each grade, students will be able to:		
Appraise Own and Others' Work	1. share own stories and creations in various ways, and obtain feedback from others	1. share own stories and creations in various ways, and give support and offer feedback to peers, using pre-established criteria	1. share own stories and creations in various ways with peers, and give support and offer feedback to peers, using pre-established criteria
Revise Content	2. revise to focus on main ideas and relevant information	2. revise to create an interesting impression and check for sequence of ideas	2. revise for content, organization, and clarity
Enhance Legibility	3. write legibly, using a handwriting style that is consistent in alignment, shape and spacing; experiment with the use of templates and familiar software when composing and revising	3. write legibly, and use word processing when composing and revising	3. write legibly and at a pace appropriate to context and purpose when composing and revising; select and use a variety of design elements, such as spacing, graphics, titles, and headings, when appropriate
Enhance Artistry	4. select from a range of word choices, and use simple sentence patterns to communicate ideas and information	4. choose descriptive language and sentence patterns to clarify and enhance ideas	4. choose descriptive language, and use varied sentence lengths and structures to clarify and enhance ideas
Enhance Presentation	5. prepare neat and organized compositions, reports, and charts that engage the audience	5. prepare organized compositions and reports, using sound effects and visuals, such as graphs, charts, and diagrams, that engage the audience	5. prepare organized compositions, presentations, reports, and inquiry or research projects, using templates or pre-established organizers

General Learning Outcome 4

Students will listen, speak, read, write, view, and represent in Hebrew to enhance the clarity and artistry of communication.

4.3 Attend to Conventions

	Kindergarten	Grade 1	Grade 2	Grade 3
	By the end of each grade, students will be able to:			
Grammar and Usage	1. check for completeness of work, with guidance	1. check for completeness of work and add details, with guidance	1. check for completeness of work and add details	1. edit for complete sentences
Spelling	2. connect sounds with letters	2. spell familiar words	2. spell familiar words, using basic strategies and resources; know spelling conventions	2. spell familiar words, using a variety of strategies and resources; know spelling conventions
Capitalization and Punctuation	3. recognize some basic writing conventions	3. know and use basic writing conventions	3. know and use basic writing conventions when editing and proofreading	3. know and use basic writing conventions when editing and proofreading

General Learning Outcome 4

Students will listen, speak, read, write, view, and represent in Hebrew to enhance the clarity and artistry of communication.

4.3   Attend to Conventions

	Grade 4	Grade 5	Grade 6
	By the end of each grade, students will be able to:		
Grammar and Usage	1. edit for complete sentences and to eliminate unnecessary repetition of words	1. edit to eliminate sentence fragments and run-on sentences	1. edit to eliminate sentence fragments and run-on sentences
Spelling	2. know spelling conventions, using a variety of strategies, resources, and spelling patterns when editing and proofreading	2. understand and know spelling conventions, using a variety of spelling patterns when editing and proofreading; predict the spelling of unfamiliar words, using a variety of resources to confirm correctness	2. know and apply spelling conventions, using appropriate strategies and patterns when editing and proofreading; use a variety of resources to determine the spelling of common exceptions
Capitalization and Punctuation	3. know and use writing conventions when editing and proofreading	3. know and use writing conventions, and apply these conventions when editing and proofreading	3. know and apply writing conventions in sentences, titles, headings, salutations, and addresses when editing and proofreading

General Learning Outcome 4

Students will listen, speak, read, write, view, and represent in Hebrew to enhance the clarity and artistry of communication.

4.4   Present and Share

	Kindergarten	Grade 1	Grade 2	Grade 3
	By the end of each grade, students will be able to:			
Share Ideas and Information	1. use illustrations and other materials to share information and ideas	1. share information and ideas in a brief presentation to a familiar audience, and use illustrations and other materials to aid the presentation	1. share information and ideas on a topic with a familiar audience, and clarify information by responding to basic questions	1. share information and ideas on a topic with a familiar audience, and clarify information by responding to questions
Effective Oral and Visual Communication	2. express and represent ideas through various media and forms	2. share information and ideas with a group	2. present information and ideas using appropriate volume, intonation, and non-verbal cues	2. present information and ideas using appropriate volume, intonation, and non-verbal cues
Attentive Listening and Viewing	3. demonstrate active listening and viewing behaviours	3. demonstrate active listening and viewing behaviours	3. demonstrate appropriate audience behaviours	3. demonstrate appropriate audience behaviours

General Learning Outcome 4

Students will listen, speak, read, write, view, and represent in Hebrew to enhance the clarity and artistry of communication.

4.4 Present and Share

	Grade 4	Grade 5	Grade 6
	By the end of each grade, students will be able to:		
Share Ideas and Information	1. present information and ideas on a topic to engage a familiar audience, using a pre-established plan, and use print and nonprint aids to enhance the presentation	1. prepare and share information on a topic, using print and nonprint aids to engage and inform a familiar audience	1. prepare and share information on a topic, using print, audiovisual, and dramatic forms to engage the audience
Effective Oral and Visual Communication	2. describe and explain information and ideas to a particular audience, and select and use appropriate volume, intonation, and nonverbal cues	2. use gestures and facial expression to enhance oral presentations; use emphasis and appropriate pacing; arrange the presentation space to focus audience attention	2. use appropriate volume, phrasing, intonation, presentation space, and nonverbal cues such as body language and facial expression to enhance communication
Attentive Listening and Viewing	3. demonstrate appropriate audience behaviours	3. show respect for the presenter through active listening and viewing behaviours	3. demonstrate critical listening and viewing behaviours, and show respect for the presenter

Areas of Experience

Kindergarten	Grade 1	Grade 2	Grade 3
■ Holidays: ראש השנה יום כפור סכות שמחת תורה חנוכה ט״ו בשבט פורים פסח יום העצמאות ל״ג בעומר שבועות שבת	■ Holidays: ראש השנה יום כפור סכות שמחת תורה חנוכה ט״ו בשבט פורים פסח יום העצמאות ל״ג בעומר שבועות שבת	■ Holidays: ראש השנה יום כפור סכות שמחת תורה חנוכה ט״ו בשבט פורים פסח יום העצמאות ל״ג בעומר שבועות שבת	■ Holidays: ראש השנה יום כפור סכות שמחת תורה חנוכה ט״ו בשבט פורים פסח יום העצמאות ל״ג בעומר שבועות שבת
■ colours ■ body parts ■ family members ■ animals ■ clothing ■ school routines ■ numbers (1–10) ■ days of the week ■ environment: weather ■ information and communication technology ■ any other areas that meet the needs and interests of the students	■ colours ■ body parts ■ numbers (1–20) ■ Hebrew months ■ days of the week ■ environment: weather and seasons (basic) ■ clothing ■ my school ■ school routines ■ my family ■ my house ■ information and communication technology ■ any other areas that meet the needs and interests of the students	■ self and family ■ numbers (1–100 f.) ■ body parts ■ clothing ■ calendar ■ environment: weather and seasons ■ my school ■ school routines ■ basic feelings and needs (I'm cold, hungry, etc) ■ information and communication technology ■ any other areas that meet the needs and interest of the students	■ personal identity: self, family, feelings ■ numbers (1-20 m. and f., 1–1000 f. counting) ■ hygiene and daily routines ■ community ■ environment: weather, plants ■ food and nutrition ■ the land of Israel: symbols and landmarks ■ Biblical history: creation to pre-Abraham ■ information and communication technology ■ any other areas that meet the needs and interest of the students

Areas of Experience

Grade 4	Grade 5	Grade 6
■ Holidays: ראש השנה יום כפור סכות שמחת תורה חנוכה ט״ו בשבט פורים פסח יום השואה יום הזכרון יום העצמאות ל״ג בעומר יום ירושלים שבועות שבת	■ Holidays: ראש השנה יום כפור סכות שמחת תורה חנוכה ט״ו בשבט פורים פסח יום השואה יום הזכרון יום העצמאות ל״ג בעומר יום ירושלים שבועות שבת	■ Holidays: ראש השנה יום כפור סכות שמחת תורה חנוכה ט״ו בשבט פורים פסח יום השואה יום הזכרון יום העצמאות ל״ג בעומר יום ירושלים שבועות שבת
■ friendship ■ personal identity: physical characteristics, emotions, hobbies ■ environment: the relationship between people and the environment ■ connections to the land of Israel: geography and people ■ Biblical history: Abraham ■ information and communication technology ■ any other areas that meet the needs and interests of the students	■ lunar and solar calendars ■ personal identity development: feelings, names (nicknames), physical attributes, inner self (likes, dislikes) ■ environment: a person's responsibility to the environment ■ the land of Israel: geography and people ■ Biblical history: Jacob and sons ■ information and communication technology ■ any other areas that meet the needs and interests of the students	■ personal identity: development of identity within the global community ■ environment: environmental preservation ■ the land of Israel: geography, people and history ■ Biblical history: Moses ■ information and communication technology ■ any other areas that meet the needs and interests of the students

General Learning Outcome 5

Students will listen, speak, read, write, view, and represent in Hebrew to celebrate and build community.

5.1 Develop and Celebrate Community

	Kindergarten	Grade 1	Grade 2	Grade 3
	By the end of each grade, students will be able to:			
Share and Compare Responses	1. represent and draw stories about self and family	1. tell and draw about self and family	1. tell, draw, and write about self, family, and community	1. record ideas and experiences, and share them with others
Relate Texts to Culture	2. listen actively to stories and demonstrate curiosity	2. listen to stories from oral, literary, and media texts from various communities	2. explore similarities among stories from oral, literary, and media texts from various communities	2. examine ideas within stories from oral, literary, and media texts from various communities
Appreciate Diversity	3. connect aspects of stories to personal feelings and experiences	3. connect aspects of stories and characters to personal feelings and experiences	3. connect aspects of stories and characters to personal feelings and experiences	3. connect situations portrayed in oral, literary, and media texts to personal experiences
Celebrate Special Occasions	4. contribute to group stories using rhymes, rhythms, symbols, pictures, and drama to create and celebrate	4. share ideas and experiences through conversation, puppet plays, dramatic scenes, and songs	4. participate in shared language experiences to celebrate individual and class achievements	4. acknowledge and celebrate individual and class achievements

General Learning Outcome 5

Students will listen, speak, read, write, view, and represent in Hebrew to celebrate and build community.

5.1 Develop and Celebrate Community

	Grade 4	Grade 5	Grade 6
	By the end of each grade, students will be able to:		
Share and Compare Responses	1. understand relationships between own ideas and experiences and those of others	1. acknowledge differing responses to common experiences	1. compare personal ways of responding and thinking with those of others
Relate Texts to Culture	2. discuss ideas within stories from oral, literary, and media texts from various communities	2. discuss ideas, events, and figures within stories from oral, literary, and media texts from various communities	2. explore cultural representations in oral, literary, and media texts from various communities
Appreciate Diversity	3. connect portrayals of individuals or situations in oral, literary, and media texts to personal experiences	3. connect the experiences of individuals in oral, literary, and media texts to personal experiences	3. connect the insights, thoughts, feelings, and experiences of individuals in oral, literary, and media texts to personal experiences
Celebrate Special Occasions	4. use language appropriate in tone and form when participating in classroom and school activities	4. select and use language appropriate in tone and form to recognize and honour people and events	4. select and use appropriate language and forms to acknowledge special events and honour accomplishments in and beyond the school

General Learning Outcome 5

Students will listen, speak, read, write, view, and represent in Hebrew to celebrate and build community.

5.2 Encourage, Support, and Work with Others

	Kindergarten	Grade 1	Grade 2	Grade 3
	By the end of each grade, students will be able to:			
Co-operate with Others	1. participate in group activities	1. work in partnerships and groups	1. co-operate in small groups	1. co-operate in a variety of partnership and group structures
Work in Groups	2. demonstrate attentiveness in group activities	2. take turns sharing information and ideas	2. take roles and contribute related ideas and information in whole class and small group activities	2. take roles and ask others for their ideas, and express interest in their contributions
Use Language to Show Respect	3. recognize variations in language use in a school context	3. recognize that individuals adjust language use for different situations	3. adjust own language use for different situations	3. show consideration for those whose ideas, abilities, and language use differs from their own
Evaluate Group Process	4. help others and ask others for help	4. find ways to be helpful to others	4. acknowledge achievements of others	4. understand how class members help each other

General Learning Outcome 5

Students will listen, speak, read, write, view, and represent in Hebrew to celebrate and build community.

5.2 Encourage, Support, and Work with Others

	Grade 4	Grade 5	Grade 6
	By the end of each grade, students will be able to:		
Co-operate with Others	1. appreciate that everyone in a group has to work together to achieve group tasks and act accordingly	1. distinguish between on-task and off-task ideas and behaviours in a group, and stay on task	1. assist group members to maintain focus and complete tasks
Work in Groups	2. take roles and share responsibilities as a group member	2. assume the responsibilities for various group roles	2. select and assume roles to assist in the achievement of group goals
Use Language to Show Respect	3. appreciate variations in language use in a variety of contexts in the immediate community	3. demonstrate sensitivity to appropriate language use when communicating orally	3. demonstrate sensitivity to appropriate language use and tone when communicating orally
Evaluate Group Process	4. show appreciation and offer constructive feedback to peers, and seek support from group members	4. assess group process, using checklists, and determine areas for development	4. assess own contributions to group process, set personal goals for enhancing work with others, and monitor group process, using checklists

Students will use Hebrew confidently and competently in a variety of situations for communication, personal satisfaction, and further learning.

6.1 Linguistic Elements

By the end of each grade, students will be able to:

	Kindergarten	Grade 1	Grade 2	Grade 3
Sound-Symbol System	1. listen to, begin to identify, and produce the basic sounds of the Alef Bet	1. listen to, identify, and produce the basic sounds of the Alef Bet and the vowels; connect sounds to the appropriate symbols	1. use the Alef Bet sound system orally and in writing; recognize and use the numerical value of the Alef Bet	1. accurately use, orally and in writing, the Alef Bet sound system
Vocabulary	2. repeat and recognize basic vocabulary and expressions used in familiar situations	2. use simple vocabulary and expressions in a variety of situations	2. experiment with and use vocabulary and expressions in a variety of contexts in the classroom and school environment	2. use vocabulary and expressions appropriately in various contexts in the classroom and school environment
Grammatical Features	3. imitate basic grammatical structures commonly used in familiar situations	3. imitate and experiment with basic grammatical structures used in a variety of structured situations	3. use and apply basic grammatical structures used in the classroom and school environment to new, structured situations with teacher guidance	3. use and apply grammatical structures to new, structured situations with teacher guidance
Mechanical Features*	4. imitate simple, basic Hebrew mechanical features e.g., דפוס, כתב, נקודות	4. imitate and experiment with basic Hebrew mechanical features	4. experiment with and use basic Hebrew mechanical features	4. use basic Hebrew mechanical features
Discourse Features*	5. imitate simple, basic Hebrew discourse features in oral interactions in the classroom	5. imitate and experiment with basic Hebrew discourse features in oral interactions in the classroom	5. experiment with and use basic Hebrew discourse features in oral, written, and visual texts	5. use basic Hebrew discourse features in oral, written, and visual texts

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*   Refer to Glossary in the Appendix for definition and examples.

General Learning Outcome 6

Students will use Hebrew confidently and competently in a variety of situations for communication, personal satisfaction, and further learning.

6.1   Linguistic Elements

	Grade 4	Grade 5	Grade 6
By the end of each grade, students will be able to:			
Sound-Symbol System	1. use orally and in writing, the Alef Bet sound system, in syllables and words, without vowels, in familiar context	1. accurately use orally and in writing, all elements of the sound-symbol system, without vowels, in familiar context	1. consistently and independently use all elements of the sound-symbol system, without vowels, in familiar context
Vocabulary	2. experiment with and use vocabulary and expressions in a variety of classroom and school contexts	2. use vocabulary and expressions appropriately in classroom, school, and community contexts	2. recognize that one word may have multiple meanings, and recognize that various words and expressions may express the same idea
Grammatical Features	3. use basic grammatical structures; apply and adapt grammatical structures in a variety of structured situations with teacher guidance	3. use grammatical structures; apply and adapt grammatical structures in a variety of situations with teacher guidance	3. use grammatical structures; apply and adapt grammatical structures in a variety of situations with teacher guidance, and sometimes independently
Mechanical Features	4. correctly use basic Hebrew mechanical features and explore their use for effect	4. use basic Hebrew mechanical features correctly and apply these features for effect	4. use basic Hebrew mechanical features effectively
Discourse Features*	5. use basic Hebrew discourse features in oral, written and visual texts, and explore their use for effect	5. use basic Hebrew discourse features in oral, written, and visual texts, and apply these features for effect	5. use basic Hebrew discourse features in oral, written, and visual texts, and apply these features independently for effect

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*   Refer to Glossary in the Appendix for definition and examples.

Terms Used to Describe the Grammatical Features

Language Exposure

This term is used to describe situations the students encounter in daily routines, written text, and speech. For example, the use of the definite article "ה".

Modelled Situations

This term is used to describe learning situations where a model of specific linguistic elements is consistently provided and immediately available. Students in such situations will have an emerging awareness of the linguistic elements and be able to apply them in very limited situations. Limited fluency and confidence characterize student language.

Structured Situations

This term is used to describe learning situations where a familiar context for the use of specific linguistic elements is provided and students are guided in their use. Students in such situations will have increased awareness and emerging control of the linguistic elements, and be able to apply them in familiar contexts with teacher guidance. Student language is characterized by increasing fluency and confidence.

Independent Situations

This term is used to describe learning situations where students use specific linguistic elements in a variety of contexts with limited teacher guidance. Students in such situations will have consistent control of the linguistic elements and be able to apply them in a variety of contexts with limited teacher guidance. Fluency and confidence characterize student language.

Language Exposure: This term is used to describe situations the students encounter in daily routines, written text, and speech. For example, the use of the definite article "ה".

Grammatical Features

Expose, in everyday classroom routines, the following grammatical elements:

Kindergarten	Grade 1	Grade 2	Grade 3
Pronouns	**Pronouns** ■ personal pronouns: אני, אתה, את, הוא ,היא ,אנחנו אתם, אתן, הם, הן ■ definite article (ה) ■ demonstrative pronoun, אלה , used independently ■ interrogatives: (why) מי, מה,איפה, למה כמה, מתי, לאן, איך, איזה	**Pronouns** ■ personal pronouns: אני, אתה, את, הוא ,היא ,אנחנו אתם, אתן, הם, הן ■ possessives: שלי, שלו, שלנו ■ demonstrative pronoun, אלה , used independently ■ interrogatives: (why) מי, מה,איפה, למה כמה, מתי, לאן, איך, איזה	**Pronouns** ■ inflection of possessives: שלכם, שלכן, שלהם, שלהן ■ interrogatives: כמה, (why) מי, מה,איפה, למה מתי, לאן, איך, איזה **Nouns** ■ ordinal numbers e.g., ...ראשון, שני ■ plural, dual e.g., יומיים, פעמיים ■ noun inflection e.g., העיניים שלי = עיניי **Particles** ■ conjunction גם ■ prepositions בַּ = ה + בְּ לַ = ה + לְ ■ inflection of preposition: "ל" לכם, לכן, להם, להן
Nouns ■ gender ■ singular/plural	**Nouns**	**Nouns** ■ ordinal numbers e.g., ...ראשון, שני	
Particles	**Particles** ■ conjunction "ו"	**Particles** ■ conjunction גם ■ prepositions בַּ = ה + בְּ לַ = ה + לְ	

(continued)

Language Exposure: This term is used to describe situations the students encounter in daily routines, written text, and speech. For example, the use of the definite article "ה".

Grammatical Features

Expose, in everyday classroom routines, the following grammatical elements:

Kindergarten	Grade 1	Grade 2	Grade 3
	Verbs	**Verbs** ■ verbs in בנין פעל (past)	**Verbs** ■ verbs in בנין פעל (past)
	Patterns/Syntax ■ demonstrative pronoun, אלה , used independently	**Patterns/Syntax** ■ noun and adjective agreement ■ simple verb sentences (past) e.g., אני הלכתי ■ verb sentences with infinitive e.g., אני רוצה לאכול גלידה. ■ demonstrative word, used independently: אלה ■ past tense of "יש" e.g., היה לי ספר היו לי ספרים	**Patterns/Syntax** ■ comparative, superlative יותר, הכי ■ past tense of "יש" e.g., היה לי ספר היו לי ספרים
	Expressions ■ סיימתי ■ expression of time	**Expressions** ■ סיימתי ■ expression of time	**Expressions** ■ סיימתי ■ expression of time

Language Exposure: This term is used to describe situations the students encounter in daily routines, written text, and speech. For example, the use of the definite article "ה".

Grammatical Features

Expose, in everyday classroom routines, the following grammatical elements:

Grade 4	Grade 5	Grade 6
Pronouns	**Pronouns**	**Pronouns**
■ inflection of pronouns "את " אותי,אותך, אותך, אותו, אותה, אותנו, אתכם, אתכן, אותם, אותן	■ inflection of pronouns "את " אותי,אותך, אותך, אותו, אותה, אותנו, אתכם, אתכן, אותם, אותן	■ inflection of pronouns "את " אותי,אותך, אותו, אותה, אותנו, אתכם, אתכן, אותם, אותן
	■ interrogative מאין	■ interrogative מאין
Nouns	**Nouns**	**Nouns**
■ ordinal numbers e.g., ...ראשון, שני	■ ordinal numbers e.g., ...ראשון, שני	■ ordinal numbers e.g., ...ראשון, שני
■ plural, dual e.g., יומיים, פעמיים	■ plural, dual e.g., יומיים, פעמיים	■ plural, dual e.g., יומיים, פעמיים
Particles	**Particles**	**Particles**
■ conjunction גם	■ conjunction גם	■ conjunction גם
■ בַ = ה + בְ לַ = ה + לְ	■ בַ = ה + בְ לַ = ה + לְ	■ בַ = ה + בְ לַ = ה + לְ
■ inflection of preposition "ל" לי, לךָ, לָך, לו,לה, לנו, לכם, לכן, להם, להן		■ inflection of prepositions e.g., ... איתי, איתך, איתָך, איתו ....ממני, ממך, ممֵך, ממנו

Language Exposure: This term is used to describe situations the students encounter in daily routines, written text, and speech. For example, the use of the definite article "ה".

Grammatical Features

Expose, in everyday classroom routines, the following grammatical elements:

Grade 4	Grade 5	Grade 6
Verbs	**Verbs**	**Verbs**
▪ verbs in בניין פעל (past)	▪ verbs in בניין פיעל, present and past	▪ verbs in בניין פיעל, future tense: introduction to the prefix letters of איתן
Patterns/Syntax	**Patterns/Syntax**	**Patterns/Syntax**
▪ causal clause, using כאשר	▪ causal clause, using כאשר	▪ causal clause, using כאשר
Expressions	**Expressions**	**Expressions**
▪ סיימתי	▪ סיימתי	▪ סיימתי
▪ expression of time	▪ expression of time	▪ expression of time

Modelled Situations: This term is used to describe learning situations where a model of specific linguistic elements is consistently provided and immediately available. Students in such situations will have an emerging awareness of the linguistic elements and be able to apply them in very limited situations. Limited fluency and confidence characterize student language.

Grammatical Features

Use, in **modelled** situations, the following grammatical elements:

Kindergarten	Grade 1	Grade 2	Grade 3
Pronouns	**Pronouns** ■ personal pronouns אני, אתה, את, הוא, היא, אנחנו ■ possessives של, שלי ■ interrogatives כן/לא מי, מה, איפה	**Pronouns** ■ personal pronouns אני, אתה, את, הוא, היא, אנחנו ■ possessives שלו, שלה, שלנו ■ interrogatives מי, מה, איפה, כמה, למה (why)	**Pronouns** ■ personal pronouns אני, אתה, את, הוא, היא, אנחנו אתם, אתן, הם, הן ■ possessives שלי, שלך, שלך, שלו, שלה, שלנו ■ interrogatives מי, מה, איפה, כמה, למה (why), מתי ■ definite article " הַ "
Nouns ■ colours ■ cardinal numbers ■ themes	**Nouns** ■ gender ■ singular/plural ■ nouns and adjectives: גדול, קטן, טוב, רע, יפה, שמח, עצוב, חדש, שמות הצבעים ■ gendered cardinal numbers 1–10	**Nouns** ■ noun and adjective agreement	**Nouns** ■ noun inflection e.g., העיניים שלי = עיניי
Particles	**Particles** ■ prepositions אל, ב, על, תחת, על-יד, אחרי, לפני	**Particles** ■ conjunction " ו "	**Particles** ■ inflection of preposition: " ל " לי, לך, לך, לו, לה, לנו

(continued)

Modelled Situations: This term is used to describe learning situations where a model of specific linguistic elements is consistently provided and immediately available. Students in such situations will have an emerging awareness of the linguistic elements and be able to apply them in very limited situations. Limited fluency and confidence characterize student language.

Grammatical Features

Use, in **modelled** situations, the following grammatical elements:

Kindergarten	Grade 1	Grade 2	Grade 3
Verbs	**Verbs**	**Verbs** • verbs in בניין פעל (present) • word families • roots • infinitives	**Verbs** • verbs in בניין פעל (present) • word families • roots • infinitives
Patterns/Syntax	**Patterns/Syntax** • simple noun sentence e.g., זה ספר • simple verb sentence (present) e.g., אני הולך • interrogatives and responses • demonstrative words, used independently and attributively זה,זאת, הזה, הזאת	**Patterns/Syntax** • simple verb sentences (present) e.g., אני הולך • complex verb sentences e.g., אני הולך הביתה • complex noun sentences • demonstrative words, used independently and attributively זה,זאת, הזה, הזאת • יש	**Patterns/Syntax** • nouns and verbs in a sentence • compound sentences for contrast (אבל) • compound sentences using " ו " • verb sentences with infinitive e.g., אני רוצה לאכול גלידה • demonstrative words, used independently and attributively זה,זאת, הזה, הזאת • יש
Expressions • related to classroom routines	**Expressions** • יש לי, אין לי • time expression e.g., עכשיו, היום	**Expressions**	**Expressions**

Modelled Situations: This term is used to describe learning situations where a model of specific linguistic elements is consistently provided and immediately available. Students in such situations will have an emerging awareness of the linguistic elements and be able to apply them in very limited situations. Limited fluency and confidence characterize student language.

Grammatical Features

Use, in **modelled** situations, the following grammatical elements:

Grade 4	Grade 5	Grade 6
Pronouns	**Pronouns**	**Pronouns**
▪ personal pronouns אֲנִי, אַתָה, אַת, הוּא, הִיא, אֲנַחְנוּ, אַתֶם, אַתֶן, הֵם, הֵן	▪ personal pronouns אֲנִי, אַתָה, אַת, הוּא, הִיא, אֲנַחְנוּ, אַתֶם, אַתֶן, הֵם, הֵן	▪ personal pronouns אֲנִי, אַתָה, אַת, הוּא, הִיא, אֲנַחְנוּ, אַתֶם, אַתֶן, הֵם, הֵן
▪ inflection of pronoun "אֵת" (first and second person singular) אוֹתִי , אוֹתְךָ	▪ possessives שֶׁלִי, שֶׁלְךָ, שֶׁלָךְ, שֶׁלוֹ, שֶׁלָה, שֶׁלָנוּ, שֶׁלָכֶם, שֶׁלָכֶן,שֶׁלָהֶם שֶׁלָהֶן,	▪ interrogatives מִי, מַה,אֵיפֹה, לָמָה (why) כַּמָה, מָתַי, לְאָן, לָמָה (מַה דַעְתְךָ?)
▪ interrogatives מִי, מַה,אֵיפֹה, לָמָה (why) כַּמָה, מָתַי, לְאָן, לָמָה (מַה דַעְתְךָ?)	▪ interrogatives מִי, מַה,אֵיפֹה, לָמָה (why) כַּמָה, מָתַי, לְאָן, לָמָה (מַה דַעְתְךָ?)	
Nouns	**Nouns**	**Nouns**
▪ nouns and number agreement, general rule, e.g., שְׁלֹשָׁה סְפָרִים ▪ cardinal numbers: hundreds and thousands ▪ noun inflection, e.g., הָעֵינַיִם שֶׁלִי = עֵינַי	▪ nouns and number agreement, exceptions e.g., שְׁלֹשָׁה כְּסָאוֹת	
Particles	**Particles**	**Particles**
▪ inflection of preposition "לְ" לִי, לְךָ, לָךְ, לוֹ,לָה, לָנוּ, לָכֶם, לָכֶן, לָהֶם, לָהֶן	▪ inflection of preposition "לְ" לִי, לְךָ, לָךְ, לוֹ,לָה, לָנוּ, לָכֶם, לָכֶן, לָהֶם, לָהֶן	▪ inflection of prepositions: (first and second person singular) e.g., אִתִי, אִתְךָ, אִתָךְ מִמֶנִי, מִמְךָ, מִמֵךְ

(continued)

Modelled Situations: This term is used to describe learning situations where a model of specific linguistic elements is consistently provided and immediately available. Students in such situations will have an emerging awareness of the linguistic elements and be able to apply them in very limited situations. Limited fluency and confidence characterize student language.

Grammatical Features

Use, in **modelled** situations, the following grammatical elements:

Grade 4	Grade 5	Grade 6
Verbs • verbs in בניין פעל, present • verbs in בניין פעל, past first person (אני) only **Patterns/syntax** • comparative, superlative יותר, הכי	**Verbs** • verbs in בניין פעל, present and past • imperative clause with infinitive e.g., לקום , לשבת **Patterns/Syntax** • simple verb sentences in past tense • past tense of " יש " e.g., היה לי ספר היו לי ספרים	**Verbs** • verbs in בניין פיעל, present and past • verbs in בניין פעל, future tense: introduction to the prefix letters of איתן , **Patterns/Syntax** • imperative clause with infinitive in classroom routines e.g., לקום, לשבת, לפתוח • past tense of " יש " e.g., היה לי ספר היו לי ספרים
Expressions	**Expressions** • time expressions אחר-כך, היום,מחר, אתמול, קודם, עכשיו	**Expressions**

Structured Situations: This term is used to describe learning situations where a familiar context for the use of specific linguistic elements is provided and students are guided in their use. Students in such situations will have increased awareness and emerging control of the linguistic elements, and be able to apply them in familiar contexts with teacher guidance. Student language is characterized by increasing fluency and confidence.

Grammatical Features

Use, in **structured** situations, the following grammatical elements:

Kindergarten	Grade 1	Grade 2	Grade 3
	Pronouns ■ personal pronoun אני ■ interrogatives כן/לא מי , מה, איפה	**Pronouns** ■ personal pronouns אני, אתה, את, הוא, היא, אנחנו ■ possessives של,שלי ■ interrogatives כן/לא כן/לא מי, מה, איפה, כמה	**Pronouns** ■ personal pronouns אני, אתה, את, הוא, היא, אנחנו,אתם, אתן, הם, הן ■ possessives שלו,שלה,שלנו ■ interrogatives מי, מה, איפה, כמה, למה (why) , מתי ■ definite article "הַ"
	Nouns ■ gender e.g., יֶלֶד, יַלְדָּה ■ singular/plural ■ cardinal numbers 1–10 f.	**Nouns** ■ gender ■ singular/plural ■ nouns and adjectives: גדול, קטן, טוב, רע, יפה, שמח, עצוב, חדש, שמות הצבעים ■ cardinal numbers 1–100 f. (orally)	**Nouns** ■ noun and adjective agreement
	Particles	**Particles** ■ prepositions אל, ב, על, תחת,על-יד, אחרי, לפני ■ conjunction "וְ"	**Particles**

(continued)

Structured Situations: This term is used to describe learning situations where a familiar context for the use of specific linguistic elements is provided and students are guided in their use. Students in such situations will have increased awareness and emerging control of the linguistic elements, and be able to apply them in familiar contexts with teacher guidance. Student language is characterized by increasing fluency and confidence.

Grammatical Features

Use, in **structured** situations, the following grammatical elements:

Kindergarten	Grade 1	Grade 2	Grade 3
	Verbs	**Verbs**	**Verbs** ▪ verbs in בנין פעל (present) ▪ word families ▪ roots ▪ infinitives
	Patterns/Syntax ▪ simple sentences (written and orally)	**Patterns/Syntax** ▪ simple noun sentences e.g., זה ספר. ▪ simple verb sentences (present) e.g., אני הולך ▪ interrogatives and responses ▪ demonstrative words, used independently and attributively זה,זאת, הזה, הזאת	**Patterns/Syntax** ▪ nouns and verbs in a sentence ▪ simple verb sentences (present) ▪ complex verb sentences, with adverbs and/or multiple verbs ▪ verb sentences with infinitive ▪ complex noun sentences, with adjectives ▪ compound sentences using "ו" ▪ demonstrative words, used independently and attributively זה ,זאת, אלה, הזה, הזאת, האלה
	Expressions ▪ יש לי ,אין לי ▪ classroom routines	**Expressions** ▪ יש לי ,אין לי ▪ איך אומרים? ▪ time expressions e.g., עכשיו, היום, איזה יום	**Expressions** ▪ יש לי ,אין לי ▪ איך אומרים? ▪ time expressions e.g., עכשיו, היום, איזה יום

Structured Situations: This term is used to describe learning situations where a familiar context for the use of specific linguistic elements is provided and students are guided in their use. Students in such situations will have increased awareness and emerging control of the linguistic elements, and be able to apply them in familiar contexts with teacher guidance. Student language is characterized by increasing fluency and confidence.

Grammatical Features

Use, in **structured** situations, the following grammatical elements:

Grade 4	Grade 5	Grade 6
Pronouns	**Pronouns**	**Pronouns**
■ possessives	■ interrogatives	■ interrogatives
שלו ,שלה , שלנו	כמה, מתי, (why) מי, מה,איפה, למה	כמה, מתי, (why) מי, מה,איפה, למה
■ definite article "הַ"	לאן, למה (מה דעתך?), איזה, איך	לאן, למה (מה דעתך?), איזה, איך
	■ definite article "הַ"	■ definite article "הַ"
Nouns	**Nouns**	**Nouns**
	■ nouns and number agreement, general rule, e.g. שלשה ספרים	■ nouns and number agreement, general rule, e.g. שלשה ספרים
	■ cardinal numbers: hundreds and thousands	■ cardinal numbers: hundreds and thousands
	■ noun inflection e.g., העיניים שלי = עיניי	■ noun inflection e.g., העיניים שלי = עיניי
Particles	**Particles**	**Particles**
■ inflection of "ל"	■ inflection of preposition "את" (first and second person)	■ inflection of preposition "את"
לי, לְךָ, לָךְ, לו,לה, לנו, לכם, לכן, להם, להן	אותי, אותך, אותָך, אותנו, אתכם, אתכן	אותי, אותך, אותָך, אותו, אותה, אותנו, אתכם, אתכן, אותם, אותן
	■ inflection of preposition "ל"	
	לי, לְךָ, לָךְ, לו,לה, לנו, לכם, לכן, להם, להן	

(continued)

Structured Situations: This term is used to describe learning situations where a familiar context for the use of specific linguistic elements is provided and students are guided in their use. Students in such situations will have increased awareness and emerging control of the linguistic elements, and be able to apply them in familiar contexts with teacher guidance. Student language is characterized by increasing fluency and confidence.

Grammatical Features

Use, in **structured** situations, the following grammatical elements:

Grade 4	Grade 5	Grade 6
Verbs	**Verbs**	**Verbs**
▪ verbs in פעל, present ▪ infinitives	▪ verbs in בנין פעל, present and past ▪ infinitives	▪ verbs in בנין פיעל, present and past ▪ verbs in בנין פעל, future tense: introduction to the prefix letters of איתן
Patterns/Syntax	**Patterns/Syntax**	**Patterns/Syntax**
▪ compound sentences for contrast (אבל) ▪ compound sentences for adding, using "ו" ▪ comparative, superlative יותר, הכי ▪ demonstrative words, used independently זה, זאת, אלה ▪ יש	▪ comparative, superlative יותר, הכי	▪ comparative, superlative יותר, הכי ▪ imperative clause with infinitive in classroom routines לקום, לשבת, לפתוח .e.g
Expressions	**Expressions**	**Expressions**
	▪ time expressions ,היום,מחר, אתמול, קודם, אחר-כך עכשיו	▪ time expressions ,היום,מחר, אתמול, קודם, אחר-כך עכשיו

Independent Situations: This term is used to describe learning situations where students use specific linguistic elements in a variety of contexts with limited teacher guidance. Students in such situations will have consistent control of the linguistic elements and be able to apply them in a variety of contexts with limited teacher guidance. Fluency and confidence characterize student language.

Grammatical Features

Use, in **independent** situations, the following grammatical elements:

Kindergarten	Grade 1	Grade 2	Grade 3
	Pronouns ■ personal pronoun אֲנִי ■ interrogatives כֵּן/לֹא מָה	**Pronouns** ■ personal pronoun אֲנִי ■ interrogatives מִי, מָה, אֵיפֹה	**Pronouns** ■ personal pronouns אֲנִי, אַתָּה, אַתְּ, הוּא, הִיא, אֲנַחְנוּ ■ interrogatives מִי, מָה, אֵיפֹה, מָתַי, כַּמָּה, לָמָּה (why) ■ possessives שֶׁל, שֶׁלִּי
	Nouns ■ cardinal numbers 1–10 f.	**Nouns** ■ cardinal numbers 1–20 f. (orally)	**Nouns** ■ gender ■ singular/plural ■ nouns and adjectives: גָּדוֹל, קָטָן, טוֹב, רַע, יָפֶה, שָׂמֵחַ, עָצוּב, חָדָשׁ, שְׁמוֹת הַצְּבָעִים ■ cardinal numbers 1–100 f. (orally)
	Particles	**Particles** ■ prepositions עַל, בְּ ■ conjunction "וְ"	**Particles** ■ prepositions אֶל, בְּ, עַל, תַּחַת, עַל־יָד, אַחֲרֵי, לִפְנֵי ■ conjunction "וְ"

(continued)

Independent Situations: This term is used to describe learning situations where students use specific linguistic elements in a variety of contexts with limited teacher guidance. Students in such situations will have consistent control of the linguistic elements and be able to apply them in a variety of contexts with limited teacher guidance. Fluency and confidence characterize student language.

Grammatical Features			

Use, in **independent** situations, the following grammatical elements:

Kindergarten	Grade 1	Grade 2	Grade 3
	Verbs	**Verbs**	**Verbs**
	Patterns/Syntax ■ simple verb sentences (orally)	**Patterns/Syntax** ■ simple noun sentence ■ simple verb sentence in present tense, orally and written	**Patterns/Syntax** ■ simple noun sentence ■ simple verb sentence (present) ■ demonstrative words, used independently זה, זאת
	Expressions ■ יש לי ■ classroom routines (basic)	**Expressions** ■ יש לי ■ time expressions (calendar) ■ בן כמה/בת כמה ■ classroom routines	**Expressions** ■ יש לי, אין לי ■ איך אומרים? ■ time expressions e.g., עכשיו, היום, איזה יום?

Grammatical elements, which the student is able to use independently and consistently, are to be maintained for the duration of the student's bilingual programming.

Independent Situations: This term is used to describe learning situations where students use specific linguistic elements in a variety of contexts with limited teacher guidance. Students in such situations will have consistent control of the linguistic elements and be able to apply them in a variety of contexts with limited teacher guidance. Fluency and confidence characterize student language.

Grammatical Features

Use, in **independent** situations, the following grammatical elements:

Grade 4	Grade 5	Grade 6
Pronouns	**Pronouns**	**Pronouns**
■ personal pronouns אני, אתה, את, הוא, היא, אנחנו, אתם, אתן, הם, הן	■ possessives שלי,שלה,שלנו	
Nouns	**Nouns**	**Nouns**
■ noun and adjective agreement		
Particles	**Particles**	**Particles**
	■ inflection of preposition " ל " לי, לְךָ, לָךְ, לוֹ,לָה, לנו, לכם, לכן, להם, להן	
Verbs	**Verbs**	**Verbs**
■ verbs in בנין פעל , present ■ word families ■ roots	■ verbs in בנין פעל (present) ■ verbs in past בנין פעל , first person only	■ infinitives
Patterns/Syntax	**Patterns/Syntax**	**Patterns/Syntax**
■ nouns and verbs in a sentence ■ complex verb sentences (present) ■ complex noun sentences	■ compound sentences for contrast (אבל) ■ compound sentences using " ו "	■ verb sentences in the past ■ verb sentences with infinitive

Grammatical elements, which the student is able to use independently and consistently, are to be maintained for the duration of the student's bilingual programming.

General Learning Outcome 6

Students will use Hebrew confidently and competently in a variety of situations for communication, personal satisfaction, and further learning.

6.2   Language Competence

	Kindergarten	Grade 1	Grade 2	Grade 3
	By the end of each grade, students will be able to:			
Listening	1. listen to and understand simple oral sentences in a classroom environment	1. listen to and understand simple oral sentences in a variety of familiar contexts	1. listen to and understand a series of oral sentences or a short oral presentation on a familiar topic in structured situations	1. listen to and understand a short oral presentation on a familiar topic in structured and unstructured situations
Speaking	2. repeat and create simple oral phrases in the classroom environment	2. produce, orally, simple sentences in a structured situation	2. produce, spontaneously and with guidance, simple oral sentences in a variety of familiar contexts	2. produce, sometimes spontaneously and/or with guidance, a series of interrelated ideas on a familiar topic
Reading	3. recognize letters and their corresponding sounds; recognize some familiar words	3. recognize and understand simple words and sentences in a structured situation	3. read and understand a series of sentences or a short text on a familiar topic	3. read and understand a series of interrelated ideas on a familiar topic
Writing	4. copy words and names	4. write simple words and sentences in a structured situation	4. write simple words and sentences on familiar topics in a structured situation	4. produce, sometimes spontaneously and/or with guidance, a simple text on a familiar topic in a structured situation
Viewing	5. view and respond to familiar events and/or representations in the classroom context	5. view and understand simple, familiar events, and/or representations in the classroom context	5. view and understand simple, familiar events, and/or representations	5. view and understand simple events and/or representations
Representing	6. imitate and/or create simple representations of familiar ideas, events, and information	6. create simple representations of familiar ideas, events, and information	6. use a variety of forms to create simple representations of ideas, events, and information	6. use a variety of forms to create representations of ideas, events, and information

General Learning Outcome 6

Students will use Hebrew confidently and competently in a variety of situations for communication, personal satisfaction, and further learning.

6.2 Language Competence

	Grade 4	Grade 5	Grade 6
	By the end of each grade, students will be able to:		
Listening	1. listen to and understand the main points of an oral presentation on a familiar topic in structured and unstructured situations	1. listen to and understand the main points of an extended oral or media presentation on a familiar topic in structured and unstructured situations	1. listen to and understand the main points of an extended oral or media presentation on a variety of familiar topics in structured and unstructured situations
Speaking	2. produce, spontaneously and/or with guidance, a short oral presentation on a familiar topic in a structured situation	2. deliver, orally, a prepared or spontaneous presentation on a familiar topic in a structured situation	2. deliver, orally, a prepared or spontaneous presentation on a familiar topic in a structured or unstructured situation
Reading	3. read and understand a series of interrelated ideas dealing with a familiar topic in structured and unstructured situations	3. read and understand an extended series of interrelated ideas dealing with a familiar topic in structured and unstructured situations	3. read and understand an extended series of interrelated ideas dealing with familiar and unfamiliar topics in structured and unstructured situations
Writing	4. produce, spontaneously and with guidance, a simple text on a familiar topic in structured and unstructured situations	4. produce, spontaneously and with guidance, a series of interrelated ideas on a familiar topic in structured and unstructured situations	4. produce, spontaneously and/or with preparation, a lengthy series of interrelated ideas dealing with a familiar topic in structured and unstructured situations
Viewing	5. view and understand a variety of simple events and/or representations	5. view and understand a series of simple events and/or representations	5. view and understand events and/or representations within and beyond the school context
Representing	6. create multiple representations of the same familiar ideas, events, and/or information	6. create multiple representations of the same ideas, events, and/or information	6. use a variety of forms to create representations of ideas, events, and/or information

General Learning Outcome 6

Students will use Hebrew confidently and competently in a variety of situations for communication, personal satisfaction, and further learning.

6.3   Sociocultural/Sociolinguistic Elements

	Kindergarten	Grade 1	Grade 2	Grade 3
	By the end of each grade, students will be able to:			
Idiomatic Expressions	1. imitate age-appropriate idiomatic expressions e.g., לעמוד בשורה	1. imitate age-appropriate idiomatic expressions	1. understand and use some simple idiomatic expressions as set phrases	1. understand and use a variety of simple idiomatic expressions as set phrases
Variations in Language	2. experience a variety of voices, e.g., male and female, young and old	2. experience a variety of voices	2. acknowledge individual differences in speech	2. accept individual differences in speech
Social Conventions	3. imitate simple routine social interactions	3. use basic social expressions appropriate to the classroom	3. use basic politeness conventions	3. use appropriate oral forms of address for people frequently encountered
Non-Verbal Communication	4. imitate some common non-verbal behaviours e.g. eye contact	4. understand the meaning of and imitate some common non-verbal behaviours	4. experiment with using some simple non-verbal means of communication	4. recognize that some non-verbal behaviours may be inappropriate in certain contexts

General Learning Outcome 6

Students will use Hebrew confidently and competently in a variety of situations for communication, personal satisfaction, and further learning.

6.3   Sociocultural/Sociolinguistic Elements

	Grade 4	Grade 5	Grade 6
	By the end of each grade, students will be able to:		
Idiomatic Expressions	1. use learned idiomatic expressions in new contexts	1. use learned idiomatic expressions to enhance communication	1. correctly use learned idiomatic expressions in new contexts
Variations in Language	2. experience a variety of accents and variations in speech	2. experience a variety of regional variations in language	2. recognize some common regional variations in language
Social Conventions	3. recognize verbal behaviours that are considered impolite	3. recognize simple social conventions in informal conversation, e.g., for turn-taking	3. recognize important social conventions in everyday interactions, e.g., shaking hands
Non-Verbal Communication	4. recognize appropriate non-verbal behaviours for people frequently encountered, e.g., interpersonal space and physical contact	4. use appropriate non-verbal behaviours in a variety of familiar contexts, e.g., eye contact	4. use appropriate non-verbal behaviours in a variety of familiar contexts, e.g., interpersonal space and physical contact

General Learning Outcome 6

Students will use Hebrew confidently and competently in a variety of situations for communication, personal satisfaction, and further learning.

6.4 Language Learning Strategies

	Kindergarten	Grade 1	Grade 2	Grade 3
	By the end of each grade, students will be able to:			
Cognitive	1. use simple cognitive strategies, with guidance, to enhance language learning, e.g., listen attentively, do actions to match words of a song, story, or rhyme	1. use simple cognitive strategies, with guidance, to enhance language learning, e.g., learn short rhymes or songs incorporating new vocabulary or sentence patterns, imitate sounds and intonation patterns	1. use simple cognitive strategies, with guidance, to enhance language learning, e.g., memorize new words by repeating them silently or aloud	1. use a variety of simple cognitive strategies, with guidance, to enhance language learning, e.g., make personal dictionaries, experiment with various elements of the language
Metacognitive	2. use simple metacognitive strategies, with guidance, to enhance language learning, e.g., reflect on learning tasks with the guidance of the teacher	2. use simple metacognitive strategies, with guidance, to enhance language learning, e.g., make choices about how they learn	2. use simple metacognitive strategies, with guidance, to enhance language learning, e.g., rehearse or role-play language	2. use a variety of simple metacognitive strategies, with guidance, to enhance language learning, e.g., decide in advance to attend to the learning task
Social/Affective	3. use simple social and affective strategies, with guidance, to enhance language learning, e.g., initiate or maintain interaction with others	3. use simple social and affective strategies, with guidance, to enhance language learning, e.g., participate in shared reading experiences	3. use simple social and affective strategies, with guidance, to enhance language learning, e.g., seek the assistance of a friend to interpret a text	3. use a variety of simple social and affective strategies, with guidance, to enhance language learning, e.g., reread familiar self-chosen texts to enhance understanding and enjoyment

General Learning Outcome 6

Students will use Hebrew confidently and competently in a variety of situations for communication, personal satisfaction, and further learning.

6.4 Language Learning Strategies

Grade 4	Grade 5	Grade 6
By the end of each grade, students will be able to:		
Cognitive 1. identify and use a variety of cognitive strategies to enhance language learning, e.g., use mental images to remember new information, repeat words or phrases in the course of performing a language task	1. identify and use a variety of cognitive strategies to enhance language learning, e.g., group together sets of things (vocabulary, structures) with similar characteristics, identify similarities and differences between aspects of the language being learned and their own language	1. identify and use a variety of cognitive strategies to enhance language learning, e.g., look for patterns and relationships, use previously acquired knowledge to facilitate a learning task
Metacognitive 2. identify and use a variety of metacognitive strategies to enhance language learning, e.g., make a plan in advance about how to approach a language learning task	2. identify and use a variety of metacognitive strategies to enhance language learning, e.g., reflect on the listening, reading, and writing process, check copied writing for accuracy	2. identify and use a variety of metacognitive strategies to enhance language learning, e.g., decide in advance to attend to specific aspects of input, listen or read for key words
Social/Affective 3. identify and use a variety of social and affective strategies to enhance language learning, e.g., work co-operatively with peers in small groups	3. identify and use a variety of social and affective strategies to enhance language learning, e.g., understand that making mistakes is a natural part of language learning, experiment with various forms of expression, note their acceptance or non-acceptance by more experienced speakers	3. identify and use a variety of social and affective strategies to enhance language learning, e.g., participate actively in conferencing and brainstorming as a pre- and post-writing exercise

General Learning Outcome 6

Students will use Hebrew confidently and competently in a variety of situations for communication, personal satisfaction, and further learning.

6.5 Language Use Strategies

	Kindergarten	Grade 1	Grade 2	Grade 3
	By the end of each grade, students will be able to:			
Interactive	1. use simple interactive strategies with guidance, e.g., use words from their first language to get their meaning across, acknowledge being spoken to	1. use simple interactive strategies with guidance, e.g., interpret and use a variety of non-verbal clues to communicate	1. use simple interactive strategies with guidance, e.g., indicate lack of understanding verbally or non-verbally	1. use a variety of simple interactive strategies with guidance, e.g., ask for clarification or repetition when they do not understand
Interpretive	2. use simple interpretive strategies with guidance, e.g., use gestures, intonation, visual supports to aid comprehension	2. use simple interpretive strategies with guidance, e.g., make connections between texts, prior knowledge, and personal experience	2. use simple interpretive strategies with guidance, e.g., use illustrations to aid reading comprehension	2. use a variety of simple interpretive strategies with guidance, e.g., determine the purpose of listening, listen or look for key words
Productive	3. use simple productive strategies with guidance, e.g., mimic what the teacher says, use non-verbal means to communicate	3. use simple productive strategies with guidance, e.g., copy what others say or write, use words that are visible in the immediate environment	3. use simple productive strategies with guidance, e.g., use familiar repetitive patterns from stories, songs, rhymes, or media	3. use a variety of simple productive strategies with guidance, e.g., use illustrations to provide detail when producing their own texts

General Learning Outcome 6

Students will use Hebrew confidently and competently in a variety of situations for communication, personal satisfaction, and further learning.

6.5 Language Use Strategies

	Grade 4	Grade 5	Grade 6
	By the end of each grade, students will be able to:		
Interactive	1. identify and use a variety of interactive strategies, e.g., use the other speaker's words in subsequent conversation	1. identify and use a variety of interactive strategies, e.g., assess feedback from conversation partner to recognize when the message has not been understood	1. identify and use a variety of interactive strategies, e.g., start again using a different tactic when communication breaks down, use a simple word similar to the concept they want to convey and invite correction
Interpretive	2. identify and use a variety of interpretive strategies, e.g., listen selectively based on purpose, make predictions about what they expect to hear or read based on prior knowledge and personal experience	2. identify and use a variety of interpretive strategies, e.g., use knowledge of the sound-symbol system to aid reading comprehension	2. identify and use a variety of interpretive strategies, e.g., infer probable meaning of unknown words or expressions from contextual clues
Productive	3. identify and use a variety of productive strategies, e.g., use various techniques to explore ideas at the planning stage	3. identify and use a variety of productive strategies, e.g., use knowledge of sentence patterns to form new sentences	3. identify and use a variety of productive strategies, e.g., be aware of and use the steps of the writing process

General Learning Outcome 6

Students will use Hebrew confidently and competently in a variety of situations for communication, personal satisfaction, and further learning.

6.6   General Learning Strategies

	Kindergarten	Grade 1	Grade 2	Grade 3
	By the end of each grade, students will be able to:			
Cognitive	1. use simple cognitive strategies to enhance general learning, e.g., classify objects, ideas according to their attributes	1. use simple cognitive strategies to enhance general learning, e.g., use models	1. use simple cognitive strategies to enhance general learning, e.g., connect what they already know with what they are learning	1. use simple cognitive strategies to enhance general learning, e.g., experiment with and concentrate on one thing at a time
Metacognitive	2. use simple metacognitive strategies to enhance general learning, e.g., reflect on learning tasks with the guidance of the teacher	2. use simple metacognitive strategies to enhance general learning, e.g., choose from among learning options	2. use simple metacognitive strategies to enhance general learning, e.g., discover how their efforts can affect their learning	2. use simple metacognitive strategies to enhance general learning, e.g., decide in advance to attend to the learning task
Social/Affective	3. use simple social and affective strategies to enhance general learning, e.g., watch others' actions and imitate them	3. use simple social and affective strategies to enhance general learning, e.g., seek help from others	3. use simple social and affective strategies to enhance general learning, e.g., follow their natural curiosity and intrinsic motivation to learn	3. use simple social and affective strategies to enhance general learning, e.g., participate in co-operative group learning tasks

General Learning Outcome 6

Students will use Hebrew confidently and competently in a variety of situations for communication, personal satisfaction, and further learning.

6.6 General Learning Strategies

Grade 4	Grade 5	Grade 6
By the end of each grade, students will be able to:		

Cognitive

Grade 4	Grade 5	Grade 6
1. identify and use a variety of cognitive strategies to enhance general learning, e.g., focus on and complete learning tasks	1. identify and use a variety of cognitive strategies to enhance general learning, e.g., write down key words and concepts in abbreviated form (verbal, graphic, or numerical) to assist performance of a learning task	1. identify and use a variety of cognitive strategies to enhance general learning, e.g., use mental images to remember new information

Metacognitive

Grade 4	Grade 5	Grade 6
2. identify and use a variety of metacognitive strategies to enhance general learning, e.g., divide an overall learning task into a number of sub-tasks	2. identify and use a variety of metacognitive strategies to enhance general learning, e.g., make a plan in advance about how to approach a task	2. identify and use a variety of metacognitive strategies to enhance general learning, e.g., identify their own needs and interests

Social/Affective

Grade 4	Grade 5	Grade 6
3. identify and use a variety of social and affective strategies to enhance general learning, e.g., choose learning activities that enhance understanding and enjoyment	3. identify and use a variety of social and affective strategies to enhance general learning, e.g., encourage themselves to try, even though they might make mistakes	3. identify and use a variety of social and affective strategies to enhance general learning, e.g., take part in group decision-making processes

CULTURE

The Culture section supports the development of a positive self-concept, as well as a strong self-identity as a multilingual/multicultural learner and a positive attitude towards Hebrew language and cultures. This section provides opportunities for the exploration of the Hebrew language and the cultures of Hebrew-speaking peoples from the perspectives of diversity, history, and contemporary life in Israel and the Diaspora. It promotes the development of a sense of community, an understanding of similarities and differences among people, and an appreciation for personal contributions to society. It also is designed to develop an understanding of global interrelatedness and interdependence, cultural sensitivity, and to support the preparation of students for effective participation in the global community.

The Culture section is intended to be integrated with language learning, as well as learning related to other subject areas, and is an essential part of daily activities in Hebrew bilingual programming.

General Learning Outcome

The following General Learning Outcome outlines the key learnings that the Culture section is designed to support.

General Learning Outcome 7

Students will explore, understand, and appreciate the cultures of Hebrew-speaking peoples for personal growth and satisfaction, and for participating in and contributing to an interdependent and multicultural global society.

General Learning Outcome 7

Students will explore, understand, and appreciate the cultures of Hebrew-speaking peoples for personal growth and satisfaction, and for participating in and contributing to an interdependent and multicultural global society.

7.1   Self-Identity

	Kindergarten	Grade 1	Grade 2	Grade 3
By the end of each grade, students will be able to:				
Valuing Hebrew Language and the Cultures of Hebrew-Speaking Peoples	1. participate in cultural activities in the classroom and school	1. participate in cultural activities and traditions	1. participate in and appreciate cultural activities and traditions	1. recognize and appreciate various elements of the cultures of Hebrew-speaking peoples
Valuing Bilingualism/ Multiculturalism	2. participate in classroom and school cultural activities	2. participate in classroom and school cultural activities	2. recognize the benefits of a bilingual/multicultural education	2. understand the personal significance of a bilingual/ multicultural education

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7.1 Self-Identity

	Grade 4	Grade 5	Grade 6
	By the end of each grade, students will be able to:		
Valuing Hebrew Language and the Cultures of Hebrew-Speaking Peoples	1. recognize and appreciate various elements of the cultures of Hebrew-speaking peoples	1. identify the lifelong personal benefits of Hebrew language and cultures	1. value the lifelong personal benefits of Hebrew language and cultures
Valuing Bilingualism/ Multiculturalism	2. participate in activities that promote and celebrate the bilingual/multicultural education experience	2. recognize the uniqueness of a bilingual/multicultural education	2. identify the lifelong benefits and potential advantages of a bilingual/multicultural education in a Canadian and international context

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7.2   Hebrew Culture

	Kindergarten	Grade 1	Grade 2	Grade 3
	By the end of each grade, students will be able to:			
Historical Elements	1. participate in activities and experiences that reflect traditional elements of the Hebrew culture (such as holidays and celebrations [יום העצמאות], music, dance, art, literature, food, etc.)	1. participate in activities and experiences that reflect traditional elements of the Hebrew culture (such as holidays and celebrations, music, dance, art, literature, food, etc.)	1. participate in activities and experiences that reflect traditional elements of the Hebrew culture (such as holidays and celebrations, music, dance, art, literature, food, etc.)	1. participate in activities and experiences that reflect traditional elements of the Hebrew culture (such as holidays and celebrations, Biblical history, music, dance, art, literature, food, etc.)
Contemporary Elements	2. participate in Jewish/Israeli cultural activities in the classroom and school	2. participate in Jewish/Israeli cultural activities and traditions in the classroom and school	2. participate in and appreciate the Jewish/Israeli activities and traditions in the classroom and school	2. recognize, participate in and appreciate various elements of the Jewish/Israeli culture in the classroom and school context
Diversity	3. experience cultural elements of diverse origins from within Hebrew culture	3. experience cultural elements of diverse origins from within Hebrew culture	3. recognize diverse elements of Hebrew culture in school and/or local community	3. identify diverse elements of Hebrew culture in school and/or local community

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7.2 Hebrew Culture

	Grade 4	Grade 5	Grade 6
	By the end of each grade, students will be able to:		
Historical Elements	1. explore the historical roots of traditional cultural activities and experiences (in such areas as holidays and celebrations, observances [יום השואה, יום הזכרון], Biblical history, music, dance, art, literature, food, etc.)	1. explore the historical roots of traditional cultural activities and experiences (in such areas as holidays and celebrations, observances [יום השואה, יום הזכרון], Biblical history, music, dance, art, literature, food, etc.)	1. explore the historical roots of traditional cultural activities and experiences (in such areas as holidays and celebrations, observances [יום השואה, יום הזכרון], Biblical history, music, dance, art, literature, food, etc.)
Contemporary Elements	2. recognize, appreciate and demonstrate the various elements of Jewish/Israeli culture	2. identify the lifelong benefits and contributions of Jewish/Israeli culture to one's self	2. recognize the value and significance of Jewish/Israeli culture to one's self
Diversity	3. explore diversity of Hebrew culture in the immediate environment, school and community levels	3. explore diversity of Hebrew culture at the school and community levels	3. explore diversity of Hebrew culture at the community level

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7.3 Building Community

	Kindergarten	Grade 1	Grade 2	Grade 3

By the end of each grade, students will be able to:

	Kindergarten	Grade 1	Grade 2	Grade 3
Valuing Similarity	1. recognize similarities between self and peers	1. explore similarities within one's own family and in the school	1. explore similarities within the classroom and among families and communities	1. explore similarities in the classroom, school, and local community and reflect on their personal significance
Valuing Diversity	2. recognize differences between self and peers	2. explore diversity within one's own family and in the school	2. explore diversity within the classroom and among families and communities	2. explore diversity in the classroom, school, and local community, and reflect on its personal significance
Contributing to Community	3. participate in, and contribute to, classroom activities	3. participate and co-operate in, and contribute to, classroom and school activities	3. participate co-operatively in group activities by contributing ideas and supporting others	3. participate co-operatively in daily classroom duties, and support peers and classmates

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7.3   Building Community

	Grade 4	Grade 5	Grade 6
	By the end of each grade, students will be able to:		
Valuing Similarity	1. explore similarities in the broader community and reflect on their personal significance	1. explore, compare, and reflect on common human needs and experiences of Canadians	1. examine the common human needs and experiences of people around the world
Valuing Diversity	2. explore diversity in the broader community and reflect on its personal significance	2. explore, compare, and reflect on the personal significance of diversity in Canada	2. explore the impact of diversity in other regions of the world, and compare it with the impact of diversity in Canada
Contributing to Community	3. demonstrate desire to assist others and contribute to classroom and school activities	3. develop skills that promote co-operation and mutual respect within the classroom and the school	3. provide positive contributions and leadership within the school and/or community

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7.4   Global Citizenship

	Kindergarten	Grade 1	Grade 2	Grade 3
	By the end of each grade, students will be able to:			
Responsible Citizenship	1. demonstrate personal and social responsibility in the classroom	1. demonstrate personal and social responsibility in the classroom and school	1. demonstrate personal and social responsibility in the classroom, school, and community	1. recognize that growing up involves making decisions and accepting consequences
Interdependence	2. participate in tasks and activities with partners and in groups	2. recognize own and others' contributions to a group	2. recognize the benefits of working with a partner or within a group; recognize that one affects and is affected by the actions of others	2. identify the advantages and disadvantages of working collaboratively with a partner or group
Intercultural Skills	3. adapt to new situations	3. work and play with others, recognizing that expectations can be different for different people	3. identify and describe causes of conflict in the classroom	3. explore ways to resolve interpersonal conflict
Future Opportunities	4. share or demonstrate personal strengths or achievements	4. share or demonstrate personal strengths and areas for further development	4. identify personal strengths and areas for development	4. identify personal strengths and areas for development, and set personal goals

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7.4 Global Citizenship

	Grade 4	Grade 5	Grade 6
	By the end of each grade, students will be able to:		
Responsible Citizenship	1. respect the feelings, rights, and property of others, and accept responsibility for their own actions	1. recognize the positive and negative aspects of the consequences of their actions; demonstrate honesty and reliability in a variety of situations	1. explore the meaning of personal and social conscience; demonstrate problem-solving and decision-making skills
Interdependence	2. recognize that people must depend on others to meet their needs; recognize the effects of their actions on others	2. examine the role of the individual in group activities; reflect on effectiveness of own contributions	2. participate in and contribute to group activities effectively; recognize that co-operation is important
Intercultural Skills	3. engage in activities that reflect other perspectives or ways of doing things	3. accept differences in others' characteristics and abilities	3. recognize and respect individual differences; recognize the worth of every individual
Future Opportunities	4. identify personal strengths and areas for development; establish personal goals and action plans	4. identify personal strengths and areas for further development; establish personal goals and action plans	4. identify personal interests and explore future opportunities for learning