

Kindergarten to Grade 6 Hebrew Language Arts

Manitoba Curriculum
Framework of Outcomes



KINDERGARTEN TO GRADE 6
HEBREW LANGUAGE ARTS

Manitoba Curriculum Framework of Outcomes

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This resource is also available on the Manitoba Education, Citizenship and
Youth website at <www.edu.gov.mb.ca/k12/cur/languages/index.html>.

Websites are subject to change without notice.

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INTRODUCTION

Background

In 1999, the *The Common Curriculum Framework for Bilingual Programming in International Languages, Kindergarten to Grade 12: Western Canadian Protocol for Collaboration in Basic Education* was developed through the co-operative efforts of the provinces of Alberta, Manitoba, and Saskatchewan. The intent of that document was to provide a common foundation and support for the development of language arts curricula for bilingual international language programs.

Kindergarten to Grade 6 Hebrew Language Arts: Manitoba Curriculum Framework of Outcomes (hereafter called the *Curriculum Framework*) was developed through the co-operative efforts of Seven Oaks School Division, Winnipeg School Division, and Manitoba Education, Citizenship and Youth.

The term *bilingual programming** is used to describe a partial immersion program where both English and a second language (in this case, Hebrew) are languages of instruction. In Hebrew bilingual programming, language arts is taught using both languages of instruction. Other subjects are taught either in English or in Hebrew. Cultural knowledge, skills, and attitudes are often taught using an integrated approach.

The *Curriculum Framework* presupposes that 38%–50% of instructional time be allocated to instruction in Hebrew for Kindergarten to Grade 6.

This document provides General and Specific Learning Outcomes.

Hebrew Language Education in Manitoba

The Jewish community and Hebrew language education has had a long presence in Manitoba. The origins of the Jewish community has been traced back to 1878, when the Coblenz brothers and their families migrated to Winnipeg. Subsequently, other Jewish families arrived through the United States, with a significant number arriving from Russia as a result of the Russian massacres of 1882. Jews were also part of the migration from other parts of Europe, seeking a new beginning and the opportunity to own their own farms. By the early 1960s, Winnipeg had the third largest Jewish community in Canada.

Formal Hebrew language education began with the opening of the first Talmud Torah in 1902. This was followed by opportunities for Yiddish language instruction with the establishment of the Peretz and Jewish Folk Schools in 1913. In 1981, following the amendments to *The Public School Act* of 1979 that allowed languages other than French or English to be used for instruction in public schools, Hebrew-English

* In Western Canada, language programs in which French is the second language of instruction are generally called immersion programs rather than bilingual programs.

bilingual programming was introduced in Seven Oaks and Winnipeg School Divisions. Today, Alberta and Manitoba are the only provinces that offer Hebrew bilingual programming in the public school system.

Effective Bilingual Learning Environments

Effective bilingual learning environments are those where

- the individual and collective needs of students are met
- there is a supportive climate that encourages risk-taking and choice
- diversity in learning styles is accommodated
- connections to prior knowledge and experiences are made
- oral competence is emphasized in the lower grades
- there is exposure to a wide range of excellent models of authentic language
- use of the specific international language is emphasized
- quality multimedia, print, and other resources are available and applied in a supportive, meaningful, and purposeful manner

Rationale

Hebrew bilingual programming contributes to personal development.

Hebrew bilingual programming establishes an environment in which both English and Hebrew languages are used and needed constantly for purposes of communication, personal satisfaction, and learning. Students have numerous opportunities to learn and use language in meaningful, purposeful ways to meet their needs, interests, and abilities.

Effective language acquisition occurs through the integrated delivery of subject-area content, language instruction, and cultural information, while fostering in students a positive attitude toward self and others. The Hebrew language is used to explore ideas and experiences to construct meaning and to communicate understanding.

Hebrew language learning is a lifelong endeavour.

Language learning is an active process that begins at birth and continues throughout life. Language is acquired at various rates throughout a learner's stages of growth. It develops gradually. Students enhance their language abilities by applying their knowledge of language in new and more complex contexts and with increasing sophistication. They reflect on and use prior knowledge to extend and enhance their language knowledge and understanding. Errors are an integral part of the language learning process. By learning, experimenting with, and applying new language structures and vocabulary to their repertoire, and using them in a variety of contexts, students develop and refine language proficiency.

Hebrew bilingual language learning fosters cross-language competence.

Most children develop a strong repertoire of language skills in their first language in preschool years. Many of these skills are transferable to the new language learning context that Hebrew bilingual programming provides. Similarly, in acquiring a new language, students develop new language learning skills that can then be used in their first language. The continuous, concurrent development of first- and second-language skills, or skills in additional languages, is fostered in Hebrew bilingual programming. Opportunities for linguistic knowledge and skill development in both languages are maximized.

Hebrew bilingual language learning enhances all communication skills.

The development of communication skills is essential in effective bilingual programming. The six skill areas of listening, speaking, reading, writing, viewing, and representing contribute to the development of effective communication. These skills are interrelated and interdependent; facility in one strengthens and supports the others. Proficiency in these language skills involves the development of comprehension and language production. The *Curriculum Framework* is designed to promote the development of language skills for a wide range of purposes, in a wide range of contexts at increasing levels of fluency.

Hebrew bilingual language learning develops through the communicative approach.

The communicative approach in second language instruction emphasizes the importance of understanding and communicating a message. In the Hebrew bilingual program, students require support as they strive to express and understand thoughts, ideas, and feelings in two languages. The accuracy of language, oral or written, although important for precision of communication, initially plays a role that is secondary to communicating the message and using correct form.

Hebrew bilingual language learning promotes the acquisition of learning strategies.

The acquisition of the Hebrew language in bilingual programming is supported by providing students with explicit instruction in language learning strategies, language use strategies, and general learning strategies. The general language component of the *Curriculum Framework* provides a variety of learning outcomes at all levels to promote the acquisition of these strategies.

Hebrew bilingual programming promotes intracultural and intercultural awareness.

Language and culture are intensely intertwined. Language is a primary means by which cultural information is transmitted; culture influences linguistic form and content. Students in Hebrew bilingual programming bring to their programs a wide range of cultural backgrounds and experiences. The *Curriculum Framework* provides opportunities and support for students to explore their own cultural backgrounds, experiences, and identities, as well as those of members of the school community, the local community, and other communities of the world. The Culture section of the *Curriculum Framework* examines the dynamic nature of culture through the various perspectives of history, diversity, and change. It also provides opportunities for the exploration of similarities and differences among and within world cultures.

Hebrew bilingual programming develops global citizenship skills.

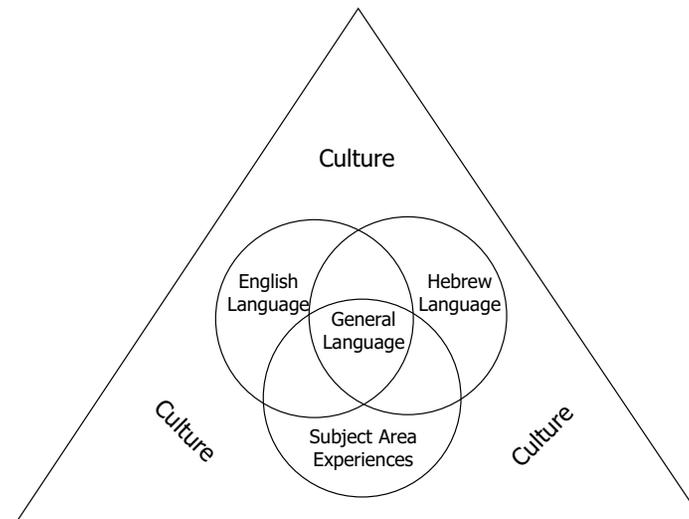
Effective participation in the global marketplace, workplace, and society requires strong communication skills, interpersonal and team skills, and strong knowledge and understanding of cultures. Hebrew bilingual programming provides a rich environment for the development of essential knowledge, skills, and attitudes that promote the development of effective global citizens and enhance the economic and career potential of the student. The *Curriculum Framework* has been developed to support the intellectual, social, emotional, creative, linguistic, and cultural development of students in Hebrew bilingual programs.

Conceptual Map

The *Curriculum Framework* reflects the breadth of Hebrew bilingual programming by providing learning outcomes for learning language and culture. However, Hebrew bilingual programming as a whole includes many other learning experiences of which language and culture are only a part. It also includes English language arts and language learning through different subject area experiences. The conceptual map below illustrates the relationship among these components.

Figure 1

CONCEPTUAL MAP

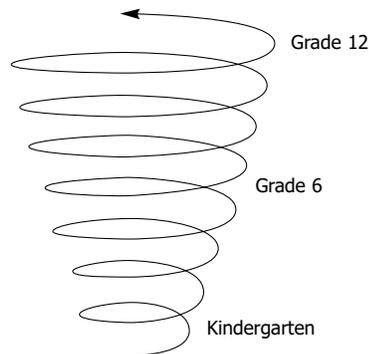


A Spiral Progression

Language learning is integrative, not merely cumulative. Each new element that is added must be integrated into the whole of what has gone before. The model that best represents the students' language learning progress is an expanding spiral. Their progression is not only vertical (e.g., increased proficiency), but also horizontal (e.g., broader range of applications, experience with more text forms, contexts, and so on). For a sample list of text forms, see pages 88 to 90. The spiral also represents how language learning activities are best structured. Particular areas of experience, learning strategies, or language functions, for example, are revisited at different points in the grade level sequence, but from a different perspective, in broader contexts, or at a slightly higher level of proficiency each time. Learning is extended, reinforced, and broadened every time a point is revisited.

Figure 2

A SPIRAL PROGRESSION



The levels presented are designed to represent the progression of knowledge, skills, and attitudes expected of students who have had no prior exposure to Hebrew upon entry into Kindergarten. However, students with prior exposure to Hebrew can be challenged within the *Curriculum Framework*.

The *Curriculum Framework* provides a progression of Specific Learning Outcomes from Kindergarten to Grade 6. Most often, the levels reflect a progression of development intended to match the developmental stages of the students. The Specific Learning Outcomes for each grade reflect the knowledge, skills, and attitudes that students are expected to achieve by the end of each grade. Students are expected to demonstrate the Specific Learning Outcomes for the current grade and build upon their prior knowledge and skills from previous grades.

The General and Specific Learning Outcomes established in this document are intended to be delivered in an integrated manner, throughout an entire curricular and extracurricular program. The achievement of the learning outcomes in the bilingual program is not necessarily the sole responsibility of the Hebrew language teacher. Learning outcomes may be achieved through a variety of programming experiences, including those in subject areas delivered in English.

Curriculum Framework Overview

For ease of use, the *Curriculum Framework* is divided into two major sections:

- Language Arts
- Culture

It is important that the sections be implemented in an integrated manner.

Language Arts

Language learning occurs most effectively when students are actively involved in using language for meaningful purposes. In Hebrew bilingual classrooms, students have the opportunity to acquire two languages that may be applied in achieving the learning outcomes of the bilingual program.

The Language Arts section in the *Curriculum Framework* comprises two interrelated components:

- General Language Component
- Specific Language Component

The **General Language Component** outlines the knowledge, skills, and attitudes to be developed using the Hebrew language. The General Learning Outcomes in the General Language component parallel those of *The Common Curriculum Framework for English Language Arts, Kindergarten to Grade 12: Western Canadian Protocol for Collaboration in Basic Education, 1998*.

The **Specific Language Component** provides the linguistic elements that students develop in Hebrew as well as quantitative descriptions of the levels of proficiency expected in each grade.

This approach focuses all language learning instruction, whether the language of delivery be English or Hebrew, on the development of the essential knowledge, skills, and attitudes that are common to both languages.

Culture

The Culture section fosters the development of essential knowledge, skills, and attitudes related to self, Hebrew language and culture, the community, and the world. “Hebrew culture” refers to the cultures of Hebrew-speaking people.

General Learning Outcomes

The General Learning Outcomes are broad statements that form the basis of the *Curriculum Framework*. Each General Learning Outcome outlines the key learnings that each section of the *Curriculum Framework* is designed to support. The General Learning Outcomes describe the common goals that all students in the Kindergarten to Grade 6 learning sequence are expected to achieve.

Hebrew programming is designed to promote all-round personal development by fostering social, emotional, moral, intellectual, and creative growth. To support this growth and development, the *Curriculum Framework* is built upon the following seven General Learning Outcomes.

Language Arts: General Language Component

General Learning Outcome 1

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

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.

General Learning Outcome 3

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

General Learning Outcome 5

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

Language Arts: Specific Language Component

General Learning Outcome 6

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

Culture

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.

Each General Learning Outcome includes Specific Learning Outcomes that students are to achieve by the end of each grade level. Specific Learning Outcomes are grouped under headings within each of the seven General Learning Outcomes.

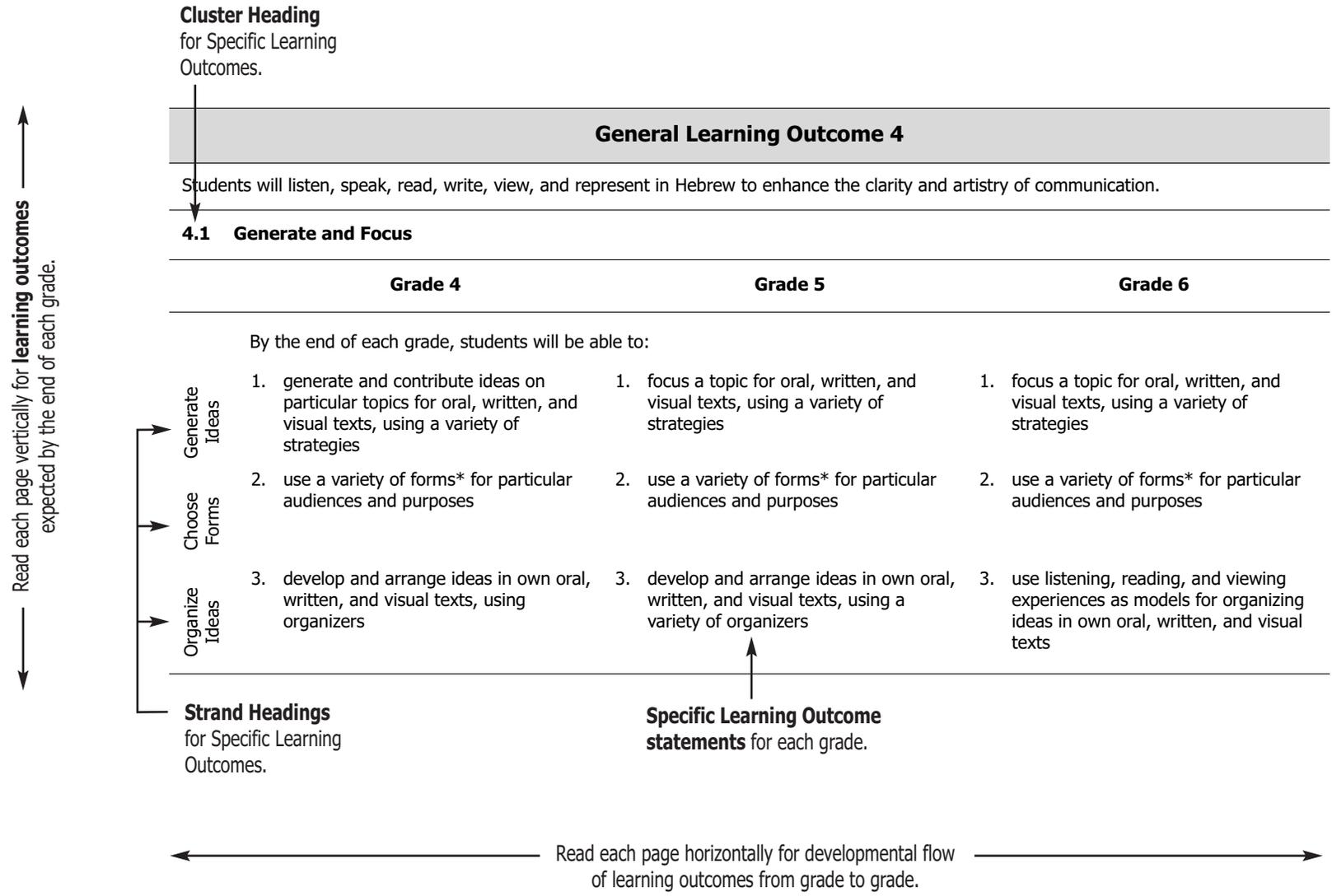
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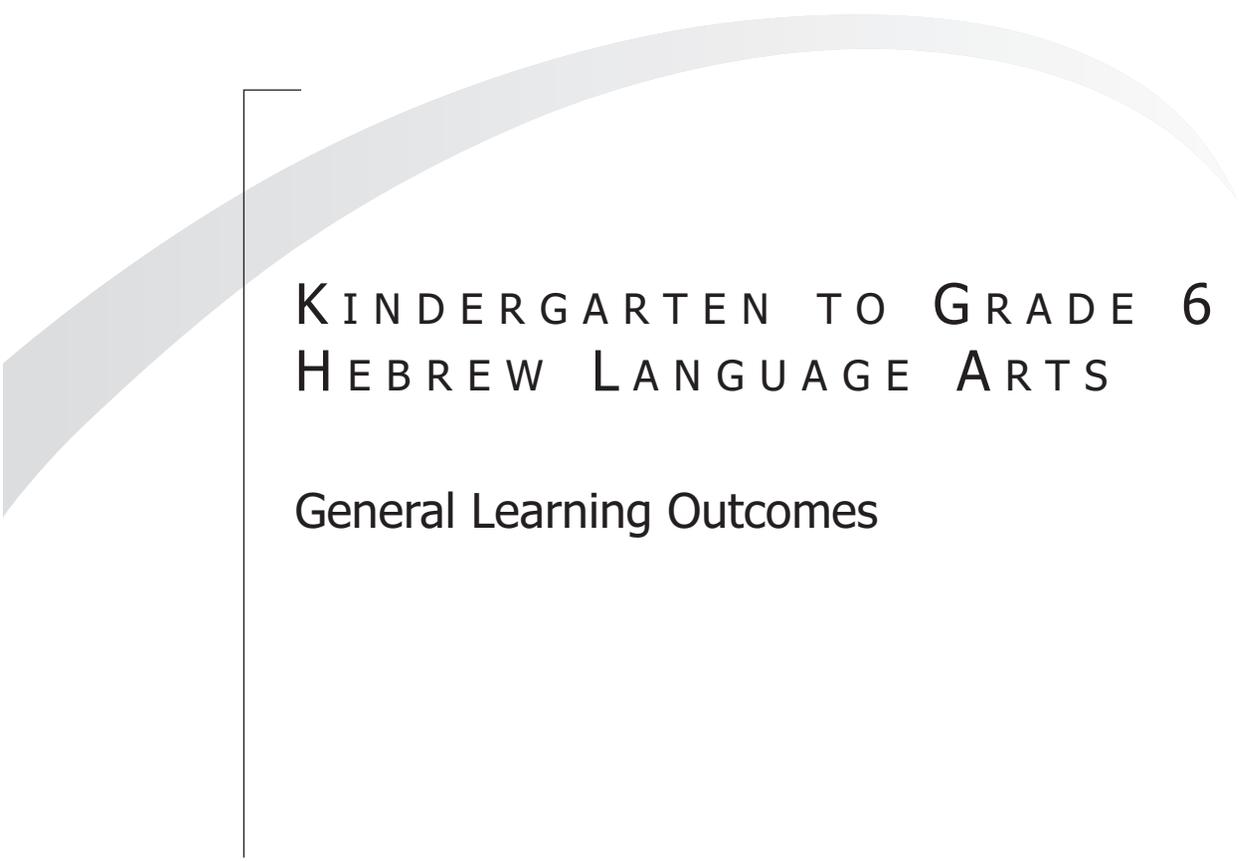
This document is designed to make the English-Hebrew Bilingual Program as universal and inclusive as possible. The General and Specific Language Outcomes, as well as Culture Outcomes are organized by clusters or groupings identified at the top of the page. These clusters are broken down into separate strands identified in the left margin. Grade-specific descriptions are provided for each Specific Learning Outcome at each grade level. A specific strand supporting a General Learning Outcome is developed over consecutive pages, according to the main grade divisions K-3 and 4-6.

It is strongly recommended that, when considering a Specific Learning Outcome in this document, teachers consult the Specific Learning Outcomes in the grade levels prior to and following the given outcome, for a clearer understanding as to context and intended developmental sequence. Similarly, any given Specific Learning Outcome must be understood with reference to the strand and General Learning Outcome categories.

Please see the following page for examples of how to understand the structure of this document.

Sample Page





KINDERGARTEN TO GRADE 6
HEBREW LANGUAGE ARTS

General Learning Outcomes

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

	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 presenter*

* 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

* 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

* 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

	Kindergarten	Grade 1	Grade 2	Grade 3
	By the end of each grade, students will be able to:			
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
	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
Techniques and Elements	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
Vocabulary	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
Experiment with Language	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
Create Original Texts				

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

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

	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

* 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

* 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
<ul style="list-style-type: none"> ■ Holidays: <ul style="list-style-type: none"> ראש השנה יום כפור סכות שמחת תורה חנוכה ט"ו בשבט פורים פסה 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 	<ul style="list-style-type: none"> ■ Holidays: <ul style="list-style-type: none"> ראש השנה יום כפור סכות שמחת תורה חנוכה ט"ו בשבט פורים פסה יום העצמאות ל"ג בעומר שבועות שבת ■ 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 	<ul style="list-style-type: none"> ■ Holidays: <ul style="list-style-type: none"> ראש השנה יום כפור סכות שמחת תורה חנוכה ט"ו בשבט פורים פסה יום העצמאות ל"ג בעומר שבועות שבת ■ 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 	<ul style="list-style-type: none"> ■ Holidays: <ul style="list-style-type: none"> ראש השנה יום כפור סכות שמחת תורה חנוכה ט"ו בשבט פורים פסה יום העצמאות ל"ג בעומר שבועות שבת ■ 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
<ul style="list-style-type: none"> ■ Holidays: <ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> ■ Holidays: <ul style="list-style-type: none"> 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 ■ 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 	<ul style="list-style-type: none"> ■ Holidays: <ul style="list-style-type: none"> 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 ■ 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

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

	Kindergarten	Grade 1	Grade 2	Grade 3
	By the end of each grade, students will be able to:			
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

* 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

* 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 “הַ”.

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
<p>Pronouns</p>	<p>Pronouns</p> <ul style="list-style-type: none"> ■ personal pronouns: אני, אתה, את, הוא, היא, אנחנו אתם, אתן, הם, הן ■ definite article (ה) ■ demonstrative pronoun, אלה, used independently ■ interrogatives: מך, מה, איפה, למה (why) כמה, מתי, לאן, איך, איזה 	<p>Pronouns</p> <ul style="list-style-type: none"> ■ personal pronouns: אני, אתה, את, הוא, היא, אנחנו אתם, אתן, הם, הן ■ possessives: שלי, שלך, שלנו ■ demonstrative pronoun, אלה, used independently ■ interrogatives: מך, מה, איפה, למה (why) כמה, מתי, לאן, איך, איזה 	<p>Pronouns</p> <ul style="list-style-type: none"> ■ inflection of possessives: שלכם, שלכן, שלהם, שלהן ■ interrogatives: מך, מה, איפה, למה (why) כמה, מתי, לאן, איך, איזה <p>Nouns</p> <ul style="list-style-type: none"> ■ ordinal numbers e.g., ראשון, שני, ... ■ plural, dual e.g., יומיים, פעמיים ■ noun inflection e.g., העיניים שלי = עיניי <p>Particles</p> <ul style="list-style-type: none"> ■ conjunction גם ■ prepositions ב + ה = הַ ל + ה = הֶ ■ inflection of preposition: "ל" לכם, לכן, להם, להן
<p>Nouns</p> <ul style="list-style-type: none"> ■ gender ■ singular/plural 	<p>Nouns</p>	<p>Nouns</p> <ul style="list-style-type: none"> ■ ordinal numbers e.g., ראשון, שני, ... 	
<p>Particles</p>	<p>Particles</p> <ul style="list-style-type: none"> ■ conjunction "ו" 	<p>Particles</p> <ul style="list-style-type: none"> ■ conjunction גם ■ prepositions ב + ה = הַ ל + ה = הֶ 	

(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
	<p>Verbs</p> <p>Patterns/Syntax</p> <ul style="list-style-type: none"> ■ demonstrative pronoun, אלה, used independently <p>Expressions</p> <ul style="list-style-type: none"> ■ סיימתי ■ expression of time 	<p>Verbs</p> <ul style="list-style-type: none"> ■ verbs in בנין פעל (past) <p>Patterns/Syntax</p> <ul style="list-style-type: none"> ■ 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 <p>Expressions</p> <ul style="list-style-type: none"> ■ סיימתי ■ expression of time 	<p>Verbs</p> <ul style="list-style-type: none"> ■ verbs in בנין פעל (past) <p>Patterns/Syntax</p> <ul style="list-style-type: none"> ■ comparative, superlative יותר, הכי ■ past tense of "יש" e.g., היה לי ספר היו לי ספרים <p>Expressions</p> <ul style="list-style-type: none"> ■ 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
<p>Pronouns</p> <ul style="list-style-type: none"> inflection of pronouns "את" <ul style="list-style-type: none"> אותי, אותך, אותו, אותה, אותנו, אתכם, אתכן, אותם, אותן <p>Nouns</p> <ul style="list-style-type: none"> ordinal numbers <ul style="list-style-type: none"> e.g., ראשון, שני... plural, dual <ul style="list-style-type: none"> e.g., יומיים, פעמיים <p>Particles</p> <ul style="list-style-type: none"> conjunction גם <ul style="list-style-type: none"> $\text{ב} = \text{ה} + \text{ב}$ $\text{ל} = \text{ה} + \text{ל}$ inflection of preposition "ל" <ul style="list-style-type: none"> לי, לך, לד, לו, לה, לנו, לכם, לכן, להם, להן 	<p>Pronouns</p> <ul style="list-style-type: none"> inflection of pronouns "את" <ul style="list-style-type: none"> אותי, אותך, אותו, אותה, אותנו, אתכם, אתכן, אותם, אותן interrogative מאין <p>Nouns</p> <ul style="list-style-type: none"> ordinal numbers <ul style="list-style-type: none"> e.g., ראשון, שני... plural, dual <ul style="list-style-type: none"> e.g., יומיים, פעמיים <p>Particles</p> <ul style="list-style-type: none"> conjunction גם <ul style="list-style-type: none"> $\text{ב} = \text{ה} + \text{ב}$ $\text{ל} = \text{ה} + \text{ל}$ 	<p>Pronouns</p> <ul style="list-style-type: none"> inflection of pronouns "את" <ul style="list-style-type: none"> אותי, אותך, אותו, אותה, אותנו, אתכם, אתכן, אותם, אותן interrogative מאין <p>Nouns</p> <ul style="list-style-type: none"> ordinal numbers <ul style="list-style-type: none"> e.g., ראשון, שני... plural, dual <ul style="list-style-type: none"> e.g., יומיים, פעמיים <p>Particles</p> <ul style="list-style-type: none"> conjunction גם <ul style="list-style-type: none"> $\text{ב} = \text{ה} + \text{ב}$ $\text{ל} = \text{ה} + \text{ל}$ inflection of prepositions <ul style="list-style-type: none"> e.g., איתי, איתך, איתו, איתה, איתנו, איתם, איתן, ממני, ממך, מקך, ממנו,

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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
<p>Verbs</p> <ul style="list-style-type: none"> verbs in בנין פעל (past) <p>Patterns/Syntax</p> <ul style="list-style-type: none"> causal clause, using כאשר <p>Expressions</p> <ul style="list-style-type: none"> סיימתי expression of time 	<p>Verbs</p> <ul style="list-style-type: none"> verbs in בנין פיעל, present and past <p>Patterns/Syntax</p> <ul style="list-style-type: none"> causal clause, using כאשר <p>Expressions</p> <ul style="list-style-type: none"> סיימתי expression of time 	<p>Verbs</p> <ul style="list-style-type: none"> verbs in בנין פיעל, future tense: introduction to the prefix letters of איתן <p>Patterns/Syntax</p> <ul style="list-style-type: none"> causal clause, using כאשר <p>Expressions</p> <ul style="list-style-type: none"> סיימתי 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
<p>Pronouns</p>	<p>Pronouns</p> <ul style="list-style-type: none"> ■ personal pronouns אני, אתה, את, הוא, היא, אנחנו ■ possessives של, שלי ■ interrogatives כן/לא מי, מה, איפה 	<p>Pronouns</p> <ul style="list-style-type: none"> ■ personal pronouns אני, אתה, את, הוא, היא, אנחנו ■ possessives של, שלה, שלנו ■ interrogatives מי, מה, איפה, כמה, למה (why) 	<p>Pronouns</p> <ul style="list-style-type: none"> ■ 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"
<p>Nouns</p> <ul style="list-style-type: none"> ■ colours ■ cardinal numbers ■ themes 	<p>Nouns</p> <ul style="list-style-type: none"> ■ gender ■ singular/plural ■ nouns and adjectives: גדול, קטן, טוב, רע, יפה, שמח, עצוב, חדש, שמות הצבעים ■ gendered cardinal numbers 1–10 	<p>Nouns</p> <ul style="list-style-type: none"> ■ noun and adjective agreement 	<p>Nouns</p> <ul style="list-style-type: none"> ■ noun inflection e.g., העיניים שלי = עיניים
<p>Particles</p>	<p>Particles</p> <ul style="list-style-type: none"> ■ prepositions אל, ב, על, תחת, על-יד, אחרי, לפני 	<p>Particles</p> <ul style="list-style-type: none"> ■ conjunction "ו" 	<p>Particles</p> <ul style="list-style-type: none"> ■ inflection of preposition: "ל" לי, 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
<p>Verbs</p>	<p>Verbs</p>	<p>Verbs</p> <ul style="list-style-type: none"> ■ verbs in בנין פעל (present) ■ word families ■ roots ■ infinitives 	<p>Verbs</p> <ul style="list-style-type: none"> ■ verbs in בנין פעל (present) ■ word families ■ roots ■ infinitives
<p>Patterns/Syntax</p>	<p>Patterns/Syntax</p> <ul style="list-style-type: none"> ■ 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, הנה, הזאת 	<p>Patterns/Syntax</p> <ul style="list-style-type: none"> ■ 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, הנה, הזאת ■ יש 	<p>Patterns/Syntax</p> <ul style="list-style-type: none"> ■ 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, הנה, הזאת ■ יש
<p>Expressions</p> <ul style="list-style-type: none"> ■ related to classroom routines 	<p>Expressions</p> <ul style="list-style-type: none"> ■ יש לי, אין לי ■ time expression e.g., עכשיו, היום 	<p>Expressions</p>	<p>Expressions</p>

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
<p>Pronouns</p> <ul style="list-style-type: none"> ■ personal pronouns אני, אתה, את, הוא, היא, אנחנו, אתם, אתן, הם, הן ■ inflection of pronoun "את" (first and second person singular) אותי, אותך ■ interrogatives מי, מה, איפה, למה (why) כמה, מתי, לאן, למה (מה דעתך?) <p>Nouns</p> <ul style="list-style-type: none"> ■ nouns and number agreement, general rule, e.g., שלשה ספרים ■ cardinal numbers: hundreds and thousands ■ noun inflection, e.g., העיניים שלי = עיניי <p>Particles</p> <ul style="list-style-type: none"> ■ inflection of preposition "ל" לי, לך, לו, לה, לנו, לכם, לכן, להם, להן 	<p>Pronouns</p> <ul style="list-style-type: none"> ■ personal pronouns אני, אתה, את, הוא, היא, אנחנו, אתם, אתן, הם, הן ■ possessives שלי, שלך, שלך, שלו, שלה, שלנו, שלכם, שלכן, שלהם, שלהן ■ interrogatives מי, מה, איפה, למה (why) כמה, מתי, לאן, למה (מה דעתך?) <p>Nouns</p> <ul style="list-style-type: none"> ■ nouns and number agreement, exceptions e.g., שלשה כסאות <p>Particles</p> <ul style="list-style-type: none"> ■ inflection of preposition "ל" לי, לך, לך, לו, לה, לנו, לכם, לכן, להם, להן 	<p>Pronouns</p> <ul style="list-style-type: none"> ■ personal pronouns אני, אתה, את, הוא, היא, אנחנו, אתם, אתן, הם, הן ■ interrogatives מי, מה, איפה, למה (why) כמה, מתי, לאן, למה (מה דעתך?) <p>Nouns</p> <ul style="list-style-type: none"> ■ nouns and number agreement, exceptions e.g., שלשה כסאות <p>Particles</p> <ul style="list-style-type: none"> ■ inflection of prepositions: (first and second person singular) e.g., איתי, איתך, איתך, ממני, ממך, ממך

(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
<p>Verbs</p> <ul style="list-style-type: none"> ■ verbs in בנין פעל , present ■ verbs in בנין פעל , past first person (אני) only <p>Patterns/syntax</p> <ul style="list-style-type: none"> ■ comparative, superlative יותר, הכי <p>Expressions</p>	<p>Verbs</p> <ul style="list-style-type: none"> ■ verbs in בנין פעל , present and past ■ imperative clause with infinitive e.g., לקום , לשבת <p>Patterns/Syntax</p> <ul style="list-style-type: none"> ■ simple verb sentences in past tense ■ past tense of " יש " e.g., היה לי ספר , היו לי ספרים <p>Expressions</p> <ul style="list-style-type: none"> ■ time expressions אחר-כך , היום,מחר , אתמול, קודם, עכשיו 	<p>Verbs</p> <ul style="list-style-type: none"> ■ verbs in בנין פיעל , present and past ■ verbs in בנין פעל , future tense: introduction to the prefix letters of איתן , <p>Patterns/Syntax</p> <ul style="list-style-type: none"> ■ imperative clause with infinitive in classroom routines e.g., לקום, לשבת, לפתוח ■ past tense of " יש " e.g., היה לי ספר , היו לי ספרים <p>Expressions</p>

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
	<p>Pronouns</p> <ul style="list-style-type: none"> ■ personal pronoun אני ■ interrogatives כן/לא מי, מה, איפה <p>Nouns</p> <ul style="list-style-type: none"> ■ gender e.g., ילד, ילדה ■ singular/plural ■ cardinal numbers 1–10 f. <p>Particles</p>	<p>Pronouns</p> <ul style="list-style-type: none"> ■ personal pronouns אני, אתה, את, הוא, היא, אנחנו ■ possessives של, שלי ■ interrogatives כן/לא כן/לא מי, מה, איפה, כמה <p>Nouns</p> <ul style="list-style-type: none"> ■ gender ■ singular/plural ■ nouns and adjectives: גדול, קטן, טוב, רע, יפה, שמח, עצוב, חדש, שמות הצבעים ■ cardinal numbers 1–100 f. (orally) <p>Particles</p> <ul style="list-style-type: none"> ■ prepositions אל, ב, על, תחת, על-יד, אחרי, לפני ■ conjunction "ו" 	<p>Pronouns</p> <ul style="list-style-type: none"> ■ personal pronouns אני, אתה, את, הוא, היא, אנחנו, אתם, אתן, הם, הן ■ possessives של, שלה, שלנו ■ interrogatives מי, מה, איפה, כמה, למה (why), מתי ■ definite article "ה" <p>Nouns</p> <ul style="list-style-type: none"> ■ noun and adjective agreement <p>Particles</p>

(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
	<p>Verbs</p> <p>Patterns/Syntax</p> <ul style="list-style-type: none"> simple sentences (written and orally) <p>Expressions</p> <ul style="list-style-type: none"> יש לי, אין לי classroom routines 	<p>Verbs</p> <p>Patterns/Syntax</p> <ul style="list-style-type: none"> 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 <p>Expressions</p> <ul style="list-style-type: none"> יש לי, אין לי איך אומרים? time expressions e.g., עכשיו, היום, איזה יום 	<p>Verbs</p> <ul style="list-style-type: none"> verbs in בנין פעל (present) word families roots infinitives <p>Patterns/Syntax</p> <ul style="list-style-type: none"> 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 <p>Expressions</p> <ul style="list-style-type: none"> 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
<p>Pronouns</p> <ul style="list-style-type: none"> ■ possessives שלו, שלה, שלנו ■ definite article "הַ" <p>Nouns</p>	<p>Pronouns</p> <ul style="list-style-type: none"> ■ interrogatives מי, מה, איפה, למה (why) כמה, מתי, לאן, למה (מה דעתך?), איזה, איך ■ definite article "הַ" <p>Nouns</p> <ul style="list-style-type: none"> ■ nouns and number agreement, general rule, e.g. שלשה ספרים ■ cardinal numbers: hundreds and thousands ■ noun inflection e.g., העיניים שלי = עיניי <p>Particles</p> <ul style="list-style-type: none"> ■ inflection of preposition "את" (first and second person) אותי, אותך, אותך, אותנו, אתכם, אתכן ■ inflection of preposition "ל" לי, לך, לך, לו, לה, לנו, לכם, לכן, להם, להן 	<p>Pronouns</p> <ul style="list-style-type: none"> ■ interrogatives מי, מה, איפה, למה (why) כמה, מתי, לאן, למה (מה דעתך?), איזה, איך ■ definite article "הַ" <p>Nouns</p> <ul style="list-style-type: none"> ■ nouns and number agreement, general rule, e.g. שלשה ספרים ■ cardinal numbers: hundreds and thousands ■ noun inflection e.g., העיניים שלי = עיניי <p>Particles</p> <ul style="list-style-type: none"> ■ inflection of preposition "את" אותי, אותך, אותך, אותנו, אותה, אותנו, אתכם, אתכן, אותם, אותן

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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
<p>Verbs</p> <ul style="list-style-type: none"> ■ verbs in פעל, present ■ infinitives <p>Patterns/Syntax</p> <ul style="list-style-type: none"> ■ compound sentences for contrast (אבל) ■ compound sentences for adding, using "ו" ■ comparative, superlative יותר, הכי ■ demonstrative words, used independently זה, זאת, אלה ■ יש <p>Expressions</p>	<p>Verbs</p> <ul style="list-style-type: none"> ■ verbs in בנין פעל, present and past ■ infinitives <p>Patterns/Syntax</p> <ul style="list-style-type: none"> ■ comparative, superlative יותר, הכי <p>Expressions</p> <ul style="list-style-type: none"> ■ time expressions היום, מחר, אתמול, קודם, אחר-כך, עכשיו 	<p>Verbs</p> <ul style="list-style-type: none"> ■ verbs in בנין פיעל, present and past ■ verbs in בנין פעל, future tense: introduction to the prefix letters of איתן <p>Patterns/Syntax</p> <ul style="list-style-type: none"> ■ comparative, superlative יותר, הכי ■ imperative clause with infinitive in classroom routines e.g. לקום, לשבת, לפתוח <p>Expressions</p> <ul style="list-style-type: none"> ■ 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
	<p>Pronouns</p> <ul style="list-style-type: none"> ■ personal pronoun אני ■ interrogatives כן/לא מה <p>Nouns</p> <ul style="list-style-type: none"> ■ cardinal numbers 1–10 f. <p>Particles</p>	<p>Pronouns</p> <ul style="list-style-type: none"> ■ personal pronoun אני ■ interrogatives מי, מה, איפה <p>Nouns</p> <ul style="list-style-type: none"> ■ cardinal numbers 1–20 f. (orally) <p>Particles</p> <ul style="list-style-type: none"> ■ prepositions על, ב ■ conjunction "ו" 	<p>Pronouns</p> <ul style="list-style-type: none"> ■ personal pronouns אני, אתה, את, הוא, היא, אנחנו ■ interrogatives מי, מה, איפה, מתי, כמה, למה (why) ■ possessives של, שלי <p>Nouns</p> <ul style="list-style-type: none"> ■ gender ■ singular/plural ■ nouns and adjectives: גדול, קטן, טוב, רע, יפה, שמח, עצוב, חדש, שמות הצבעים ■ cardinal numbers 1–100 f. (orally) <p>Particles</p> <ul style="list-style-type: none"> ■ prepositions אל, ב, על, תחת, על-יד, אחרי, לפני ■ conjunction "ו"

(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
	<p>Verbs</p> <p>Patterns/Syntax</p> <ul style="list-style-type: none"> simple verb sentences (orally) <p>Expressions</p> <ul style="list-style-type: none"> יש לי classroom routines (basic) 	<p>Verbs</p> <p>Patterns/Syntax</p> <ul style="list-style-type: none"> simple noun sentence simple verb sentence in present tense, orally and written <p>Expressions</p> <ul style="list-style-type: none"> יש לי time expressions (calendar) בן כמה/בת כמה classroom routines 	<p>Verbs</p> <p>Patterns/Syntax</p> <ul style="list-style-type: none"> simple noun sentence simple verb sentence (present) demonstrative words, used independently זה , זאת <p>Expressions</p> <ul style="list-style-type: none"> 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
<p>Pronouns</p> <ul style="list-style-type: none"> personal pronouns אני, אתה, את, הוא, היא, אנחנו, אתם, אתן, הם, הן <p>Nouns</p> <ul style="list-style-type: none"> noun and adjective agreement <p>Particles</p>	<p>Pronouns</p> <ul style="list-style-type: none"> possessives שלו, שלה, שלנו <p>Nouns</p> <p>Particles</p> <ul style="list-style-type: none"> inflection of preposition "ל" לי, לך, לו, לה, לנו, לכם, לכן, להם, להן <p>Verbs</p> <ul style="list-style-type: none"> verbs in בנין פעל (present) verbs in past בנין פעל, first person only <p>Patterns/Syntax</p> <ul style="list-style-type: none"> compound sentences for contrast (אבל) compound sentences using "ו" 	<p>Pronouns</p> <p>Nouns</p> <p>Particles</p> <p>Verbs</p> <ul style="list-style-type: none"> infinitives <p>Patterns/Syntax</p> <ul style="list-style-type: none"> 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	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	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	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

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

	Grade 4	Grade 5	Grade 6
<p>By the end of each grade, students will be able to:</p> <p>Valuing Hebrew Language and the Cultures of Hebrew-Speaking Peoples</p>	<ol style="list-style-type: none"> 1. recognize and appreciate various elements of the cultures of Hebrew-speaking peoples 	<ol style="list-style-type: none"> 1. identify the lifelong personal benefits of Hebrew language and cultures 	<ol style="list-style-type: none"> 1. value the lifelong personal benefits of Hebrew language and cultures
<p>Valuing Bilingualism/Multiculturalism</p>	<ol style="list-style-type: none"> 2. participate in activities that promote and celebrate the bilingual/multicultural education experience 	<ol style="list-style-type: none"> 2. recognize the uniqueness of a bilingual/multicultural education 	<ol style="list-style-type: none"> 2. identify the lifelong benefits and potential advantages of a bilingual/multicultural education in a Canadian and international context

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.

7.2 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

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.

7.2 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

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.

7.3 Building Community

	Kindergarten	Grade 1	Grade 2	Grade 3
By the end of each grade, students will be able to:				
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

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.

7.3 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

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.

7.4 Global Citizenship

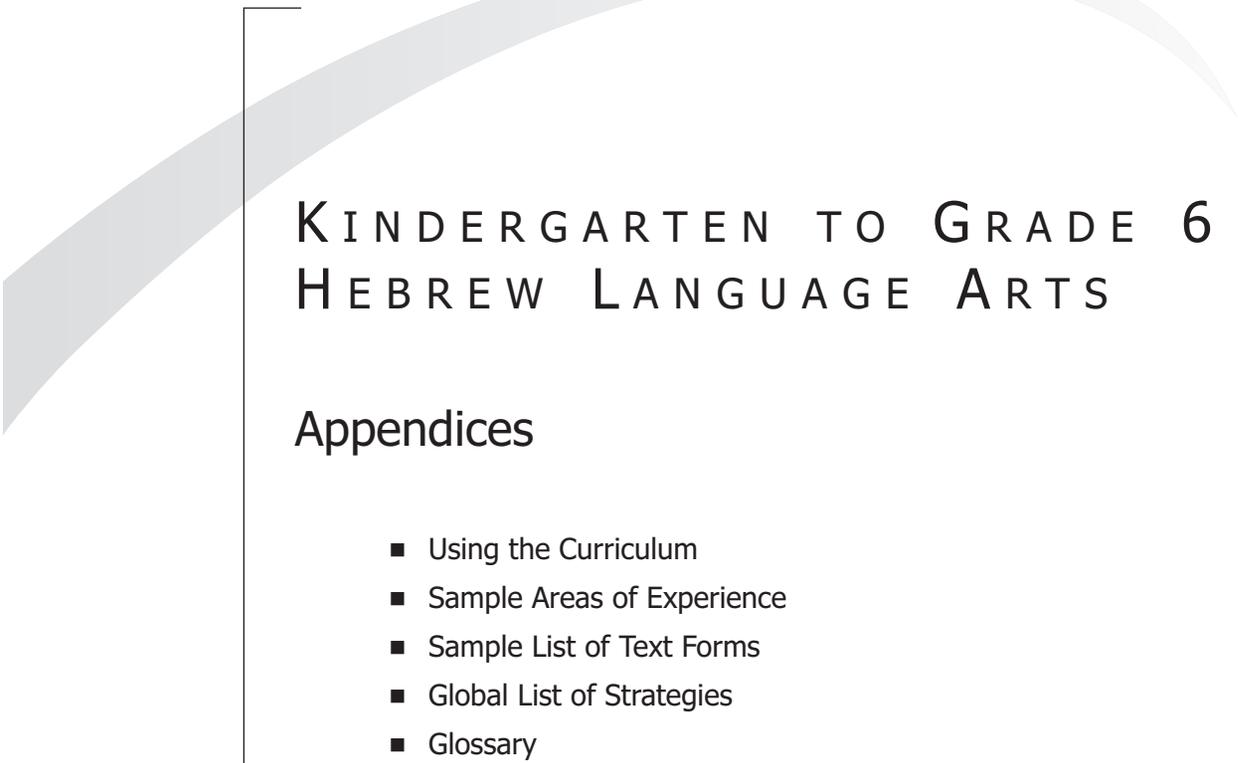
	Kindergarten	Grade 1	Grade 2	Grade 3
By the end of each grade, students will be able to:				
Responsible Citizenship	1. demonstrate personal and social responsibility in the classroom	1. demonstrate personal and social responsibility in the classroom and school	1. demonstrate personal and social responsibility 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

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.

7.4 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



KINDERGARTEN TO GRADE 6 HEBREW LANGUAGE ARTS

Appendices

- Using the Curriculum
- Sample Areas of Experience
- Sample List of Text Forms
- Global List of Strategies
- Glossary
- Quick Reference for Grammatical Features

USING THE CURRICULUM

When implementing the *Curriculum Framework*, a number of factors need to be considered:

- the amount of **time** available for instruction
- the **entry level** into the program
- the students' **prior knowledge of and experience with** languages and skills

Other factors also need consideration:

- **support** for the Hebrew language in the school, among parents, and in the community at large
- the skill and knowledge of the **teacher**
- how classes are **scheduled** on a weekly and yearly basis
- the choice of **topics and tasks**
- the **resources** used for learning activities
- the **language of instruction**
- the **assessment and evaluation** strategies used
- the opportunities for **real-life applications** of language learning

Curriculum Implementation Factors

When using the *Curriculum Framework* the context in which the language will be taught should be taken into consideration. The following are some guidelines for adjusting the information in this document to suit local circumstances:

Time

The *Curriculum Framework* was designed on the basis of the following time allocations:

- Kindergarten to Grade 6: 38–50%

Entry Level

There is evidence in support of starting second language learning early. Students have a greater exposure to the language over time and develop more native-like pronunciation. The *Curriculum* is designed for a usual entry point at the Kindergarten or Grade 1 level. However, alternative entry points can be considered on a student-by-student basis.

Prior Knowledge

The *Curriculum Framework* assumes that the students will have limited or no previous knowledge of Hebrew upon entry into Kindergarten or Grade 1.

Students who already have a second language, particularly one of Hebrew origin, can be expected to learn Hebrew and additional languages more quickly and more easily than those beginning their study of a second language.

Additional Factors

Implementation of Hebrew language programming requires decisions about staffing and administration. The following are some guidelines for making these decisions:

Community Support

Successful Hebrew language programming is dependent on the support of all partners in education. It is critical, however, to have the active involvement of

- the administration and staff of the school
- parents of the students enrolled
- members of the community at large, particularly those who speak Hebrew

Teachers

A communicative approach to second-language teaching, which uses content based on other academic subjects and the interests and experiences of the students, demands a broad range of teacher knowledge and skills both in Hebrew and in second-language pedagogy. In addition, teachers will benefit from experience and expertise in

- responding to diversity in the classroom and using multi-level groupings
- co-operative learning and student-centered learning
- multimedia and computer-assisted learning

Teachers need to engage in and be supported in their professional development, in order to maintain or improve their fluency in the language and their cultural knowledge and skills, and to keep their teaching skills current.

Scheduling

Hebrew language instruction should be scheduled to ensure maximum continuity of exposure to the language. If students have little exposure to the language for extended periods of time, their language retention is affected. Students benefit from using the language on a daily basis.

Choice of Topics and Tasks

In the Appendix, three domains are suggested as organizers to guide the choice learning tasks: the personal, the public, and the educational. Sample areas of experience are listed under each of the three domains and a table shows how topics can be developed at different levels. The topics listed are not mandatory, but are intended to encourage teachers to provide a broad range of language learning experiences at every level. Choices should be guided by the needs, interests, and daily experiences of the students, as well as the content of the subject area under study.

Resources

Resources that are selected should be appropriate for the age, developmental levels, and linguistic levels of the students. A range of print, media, and human resources need to be available to support this *Curriculum Framework*.

Informational texts, literature, and a variety of media forms will also need to be acquired.

Language of Instruction

It is expected that classes will take place in Hebrew to maximize exposure to the language. There may be some situations where a few minutes of class time will be used to reflect on the learning process in the students' first language, especially in the early stages of learning.

Assessment and Evaluation

What is Assessment?

Assessment is an **integral, ongoing part of the learning process** itself. It is the process of gathering evidence of student learning in order to determine next steps.

Contemporary assessment models (which have been called *alternative assessment*, *performance assessment*, and *authentic assessment*) have in common the goal of guiding instruction to enable all students to achieve high levels of proficiency and academic development and to empower them with the skills and attitudes for lifelong learning. When this information is used by students, teachers and parents to inform subsequent teaching and learning activities, it can

increase motivation, engagement, and student success. This information can also be used by the broader educational community to monitor student achievement, celebrate success, and ensure that appropriate supports for continued learning are provided.

The proficiency-based language classroom lends itself to using multiple forms of assessment to evaluate students' progress as well as the impact of instructional strategies. Assessments of student performances are both formative and summative. These assessments facilitate student reflection on the learning process and the improvement of learning. The most reliable assessment of students' capabilities comes from the work they do over extended blocks of time under the close guidance of teachers. (New Jersey State Department of Education 54)

The Purpose of Assessment

Identifying the purpose of any assessment is critical to its effective use. Assessment serves three main purposes: **assessment for learning**, **assessment as learning**, and **assessment of learning**. These purposes relate to different aspects of the learning process and support and improve student learning in distinct ways.

Assessment for learning helps teachers gain insight into what students understand so that they can appropriately plan and differentiate teaching strategies and learning opportunities to help students progress. By constantly checking for understanding, students' misconceptions can also be surfaced and addressed. **Assessment as learning** refers to processes where students assess their own knowledge, skills, and learning strategies in order to develop

their understanding and refine their learning strategies. Considering these two purposes together, teachers and students work in partnership to set and revise learning goals and adjust teaching and learning strategies to work toward the achievement of the learning outcomes.

Assessment as learning is a process where by learners become more aware of what they learn, how they learn, and what helps them learn. Learners are able to build knowledge of themselves as learners, and become metacognitive. In other words, they become aware of how they learn.

Assessment *as* learning focuses on the role of the student as the critical connector between assessment and learning. When students are active, engaged, and critical assessors, they make sense of information, relate it to prior knowledge, and use it for new learning. This is the regulatory process in metacognition. It occurs when students monitor their own learning and use the feedback from this monitoring to make adjustments, adaptations, and even major changes in what they understand. It requires that teachers help students develop, practise, and become comfortable with reflection, and with a critical analysis of their own learning. Through collection of data and reflection students and teachers set learning goals, share learning intentions and success criteria, and evaluate their learning through dialogue and self and peer assessment. (Manitoba Education, Citizenship and Youth, *Rethinking Classroom Assessment* 13)

Assessment of learning is summative in nature and is used to confirm what students know and can do, to demonstrate whether they have achieved the curriculum outcomes, and, occasionally, to show how they are placed in relation to others. *Evaluation* is a term that is often used in referring to assessment of learning. Evaluation is a judgement regarding

the quality, value, or worth of a student's response, product, or performance based on established criteria and curriculum standards. Through evaluation, students receive a clear indication of how well they are performing in relation to learning outcomes. It is important to recognize that evaluation is just one aspect of assessment, and by itself does not constitute a full assessment program.

Assessment of learning supports learning when it is used to celebrate success, adjust future instruction, and provide feedback to the learner. At the school, divisional, and provincial level, assessments *of* learning can be used to ensure that appropriate supports for continued learning are provided. Provincially, we collect data on student performance in key areas at three levels: from classroom-based assessments in Early Years and Middle Years, and through standards tests at Grade 12. This involves collecting and interpreting evidence of student learning and students' ability to apply the knowledge, skills, and attitudes they are developing. Clear criteria for success are necessary, both for supporting the learner in demonstrating their understanding and skill, and for supporting the teacher in making valid and reliable judgments about student progress and achievement. Evidence gathered through the formative assessment process can be helpful in arriving at summative judgements, but only when the most current and stable evidence is used and is re-evaluated against the criteria that define reporting levels or grades.

A Balanced Assessment Plan

It is important that in teachers consider the three **purposes of assessment** and develop an assessment plan that attends to all three. Much of the educational literature and research today is focused on classroom-based assessment, specifically on how the ongoing, formative assessment* that occurs as part of everyday instruction can support learning.

Increasingly, there is a recognition that assessment for and as learning need to be greater attention and consideration in assisting teachers, students and their parents in improving learning and achievement.

While there is some variation in what is considered essential, the following are commonly identified as contributing to effective assessment during the instructional cycle (Alberta Education, *Ukrainian*):

- Clear learning targets, expressed in terms students understand, with explicit criteria for success illustrated through actual work samples
- Active student involvement in setting performance targets, self-assessment, planning and adjusting learning strategies, monitoring and communicating progress

- Provision of specific, descriptive feedback (from the teacher, peers or from self-assessment) that leads students to reflect on progress and take their next steps to achieve the learning outcome(s)
- Use of assessment evidence gained through observation, interaction, discussion and written work, to plan and adjust instruction

When these elements are incorporated into daily classroom practice, the research** shows that student achievement improves.

Assessment *for*, *as* and *of* learning all serve valuable and different purposes. The challenge is to find an appropriate balance. Traditionally, the focus of classroom assessment has been on assessment *of* learning. Research and experience is suggesting that shifting the focus to assessment *for*, *as* learning practices where educators help students understand themselves as learners and students take increasing responsibility for their learning increases student achievement and motivation, and empower students to become self-directed, self-managing learners.

The entire teaching and learning process should be informed by an assessment strategy that is interwoven throughout the planning, instruction, and feedback cycle.

* Formative assessment is now defined by many as information gathered by teachers and students during and after learning that is used to plan and adjust teaching and learning. As such, it would encompass assessment *for* and *as* learning described earlier.

** Black and Wiliam's (1998) well known review of over 250 research studies showed significant student achievement gains when certain actions were taken: when students were involved in the assessment process and when they received increased amounts of specific, descriptive feedback about learning and less evaluative feedback. The greatest gains were for less successful learners, but the achievement of all students improved.

Engaging Learners

Assessment has a profound influence on student motivation and self-esteem, both of which are critical influences on student learning. When the focus of assessment is on learning, and specific feedback is provided to help the student move forward in manageable steps, assessment builds confidence and success. When students experience success, and are part of collecting and communicating evidence of success in their learning their motivation and willingness to persevere increases.

However, assessment can also cause students to disengage. Struggling learners may have experienced assessment as evidence of failure, which confirms negative beliefs about themselves as learners. For those learners especially, assessment must focus on clear, manageable learning goals, and be conducted in a safe classroom climate that values risk-taking, eliminates threat, and enhances students' beliefs about themselves as learners.

Research has shown that assessment practices, such as involving students in goal setting and self-assessment, which are underpinned by a belief that every student can improve, promote learning (Black and Wiliam). In contrast, this research also suggests that classroom based assessment practices that place too much emphasis on marks and grading rather than feedback for improvement, and where students' performance is compared to peers, can actually inhibit learning.

Assessing Bilingual Learners

Fair assessment of bilingual students requires three distinct sources of information: background knowledge of the students, understanding of the processes students use to perform, and evaluation of the outcomes per se (Brisk cited in Torres-Guzman et al.). This coincides with constructivist views of learning as a dynamic social process, as “an activity that is always situated in a cultural and historical context” (Bruner and Haste cited in Torres-Guzman et al.). The role of the teacher in establishing a fair assessment of bilingual students' developing skills cannot be overlooked, since they are the ones structuring the classroom experience through which bilingual children make sense of school activities by tapping and “translating” from the knowledge embedded in their linguistic and cultural background (Igoa cited in Torres-Guzman et al.).

In bilingual programs, it is common that some teachers will be involved in only one of the languages in use in the school program. However, the goal of the program is to promote bilingualism and biliteracy, as well as grade-level academic achievement. Therefore, it is important for teachers to assess and consider student learning with respect to both languages of instruction and to consider the results of the assessment with all teachers involved in the students' learning.

Equally important is to distinguish between language proficiency and content knowledge when assessing student performance in the content areas. In bilingual classrooms, as in all second language learning environments, it is difficult to distinguish between language proficiency and content knowledge, as language is always involved in

communicating information. That is students are learning the language while at the same time it is the vehicle for developing the knowledge and skills related to a specific subject.

The difficulty associated with separating language and subject area learning can be alleviated when teachers ensure that when they are planning for instruction and for assessment, both content and language learning outcomes are clearly defined and expressed (Howard et al.). Whether, one is planning a large-scale module, a unit or a lesson plan, outcomes for both language and content area knowledge and skills should be clearly defined.

Once the learning outcomes for the language and the specific subject have been defined and developed, teachers can then generate descriptors for differing levels of attainment by developing rubrics that will allow teachers and students to assess the level of attainment and performance with respect to both language and content area knowledge. The information obtained will help illuminate the extent to which students know the language of the content area and the extent to which they have understood the concepts presented in that content area.

Assessment Alternatives*

Using a variety of classroom assessments provides a better picture of learning and instruction. The following is a

suggested list of different types of classroom assessments.

- **Performance Assessment:** Students are required to create a product or formulate a response that demonstrates proficiency in a skill or understanding of a process or a concept. Typically, performance assessments are “authentic” in that they are structured around real-life problems or situations.
- **Teacher Observation:** The teacher observes students engaging in a variety of tasks or activities using checklists, rating scales, etc., to record his or her judgment about a student’s performance in reaching a specific benchmark.
- **Conferencing:** The teacher and student dialogue to evaluate the student’s progress on reaching one or more specific goals.
- **Self-Assessment:** Students reflect upon and evaluate their own work with assessment criteria developed by the teacher and/or student.
- **Peer Assessment:** Students evaluate each other’s work with assessment criteria developed by the teacher and/or students.
- **Portfolio Assessment:** The student’s work is recorded in a collection of materials decided upon by the student and/or teacher, spanning a period of time, that reflect the student’s learning processes, growth, and achievement in an organized and systematic way.

* New Jersey State Department of Education. *New Jersey World Languages Curriculum Framework*. New Jersey State Department of Education, Winter 1999. Reproduced with permission.

Real-Life Applications

Students will be more successful language learners if they have opportunities to use the language for authentic communication in a broad range of contexts. The *Curriculum Framework* supports and encourages the real-life application of language learning through meaningful contact with fluent speakers of Hebrew and authentic Hebrew texts.

Language programs being implemented in a “foreign language” context, in other words, with no language community immediately available, can make use of authentic materials, electronic communications, and multimedia resources to support language learning. They can also facilitate student participation in exchanges (within Canada or abroad), language camps or weekend immersion experiences, field trips, or longer excursions. Schools or communities can be twinned, pen pals arranged, visitors invited into the school, etc.

SAMPLE AREAS OF EXPERIENCE

Personal	Public	Educational
<p>Family (extended)</p> <ul style="list-style-type: none"> ■ roles and responsibilities ■ special events and family celebrations <p>Home</p> <ul style="list-style-type: none"> ■ rooms and furnishings <p>Self</p> <ul style="list-style-type: none"> ■ physical attributes (body, clothing) ■ emotions <p>Friends</p> <ul style="list-style-type: none"> ■ relationships ■ shared activities <p>Daily Activities</p> <ul style="list-style-type: none"> ■ routines and chores ■ meals ■ family traditions <p>Leisure Activities</p> <ul style="list-style-type: none"> ■ sports ■ hobbies ■ music 	<p>Travel</p> <ul style="list-style-type: none"> ■ daily travel ■ vacations <p>Occupations</p> <ul style="list-style-type: none"> ■ trades ■ professions ■ careers <p>Mass Media</p> <ul style="list-style-type: none"> ■ television ■ newspapers and magazines ■ World Wide Web <p>Arts and Entertainment</p> <ul style="list-style-type: none"> ■ professional sports ■ theatre, dance, films ■ music performances ■ visual arts and design <p>Institutions</p> <ul style="list-style-type: none"> ■ government, synagogues, schools ■ public celebrations ■ business and industry ■ museums, library <p>Civic Responsibilities</p> <ul style="list-style-type: none"> ■ conservation ■ charitable/volunteer activities 	<p>Humanities</p> <ul style="list-style-type: none"> ■ literature ■ arts <p>Social Sciences</p> <ul style="list-style-type: none"> ■ geography ■ history ■ social issues <p>Natural Sciences and Mathematics</p> <ul style="list-style-type: none"> ■ weather and climate ■ animals and plants ■ technology ■ inventions ■ money ■ ecology and the environment ■ measurement, shape <p>Health and Physical Education</p> <ul style="list-style-type: none"> ■ physical activity ■ nutrition ■ public health issues ■ safety

General Areas of Experience: Example of Distribution by Grades

Note: See pages 36–37 for the areas of experience that have been selected for this curriculum framework.

	Kindergarten to Grade 3		Grade 4 to Grade 6	
Personal	<ul style="list-style-type: none"> ■ My family ■ My home ■ My body ■ Clothing for each season ■ Games and songs ■ Favourite foods ■ My birthday 	<ul style="list-style-type: none"> ■ Helping at home ■ My room ■ Friends ■ Emotions 	<ul style="list-style-type: none"> ■ My family tree ■ My room ■ Friends ■ My hobbies and pastimes ■ Emotions ■ Family traditions ■ Fashion 	<ul style="list-style-type: none"> ■ Peer pressure ■ Extracurricular activities ■ Family relationships ■ Special friends ■ Personal identity and style ■ Leisure time
Public	<ul style="list-style-type: none"> ■ Jobs people do ■ Being a good neighbour ■ Holidays and festivals ■ Around school 	<ul style="list-style-type: none"> ■ My community ■ Travel 	<ul style="list-style-type: none"> ■ Cartoons and comics ■ Community service ■ Media ■ Getting information 	<ul style="list-style-type: none"> ■ Public institutions ■ Travel
Educational	<ul style="list-style-type: none"> ■ Stories and rhymes ■ Today's weather ■ Domestic/wild animals ■ Counting things ■ Songs and dances ■ Sports and games ■ Food and nutrition ■ Maps and plans 	<ul style="list-style-type: none"> ■ Making things grow ■ Spatial relationships ■ Making music/art ■ Healthy living 	<ul style="list-style-type: none"> ■ Caring for pets ■ Maps and plans ■ Spatial relationships ■ Making music/art ■ Healthy living ■ Helping the environment ■ Short stories and poems ■ The arts around the world 	<ul style="list-style-type: none"> ■ Literature and the arts ■ Technology ■ Peace and human rights ■ Responsible citizenship ■ Lifelong fitness

SAMPLE LIST OF TEXT FORMS

Written Texts

- Adventures
- Advertisements
- Biographies and autobiographies
- Brochures, pamphlets, and leaflets
- Cartoons
- Catalogues
- Charts, diagrams, graphs
- Compositions
- Diagrams
- Dictionary and grammar items
- Drawings
- Encyclopaedia entries
- Fables
- Folk tales and legends
- Forms
- Graffiti
- Graphs
- Guest speakers
- Historical fiction
- Humour
- Illustrations
- Information texts
- Instructions and other “how to” texts
- Invitations
- Journals, diaries, and logs
- Labels and packaging
- Letters, business and personal
- Lists, notes, personal messages
- Maps
- Menus
- Mysteries
- Myths
- Newspaper and magazine articles
- News reports
- Non-fiction chapter books
- Photographs
- Picture books
- Pictures
- Plays
- Poetry
- Prints
- Programs
- Questionnaires

- Reader theatre
- Recipes
- Reports and manuals
- Rhymes
- Riddles
- Role-play
- Short stories and novels
- Signs, notices, announcements
- Stories
- Symbols
- Textbook articles
- Tickets, timetables, and schedules
- Travel log
- Word-play

Oral Texts

- Advertisements
- Announcements
- Ceremonies, religious and secular
- Conversations, formal and informal
- Debates
- Fables
- Guest speakers
- Humour

- Interviews
- Lectures
- Messages
- Murals
- Mysteries
- Myths
- Oral stories and histories
- Plays and other performances
- Repetition
- Reports and presentations
- Role-play
- Rhymes
- Rhythms
- Riddles
- Songs and hymns
- Telephone conversations
- Word-play

Multimedia Texts

- Audio tapes
- Charts, diagrams, graphs
- Comic strips
- Computer and board games
- Computer software

- Dance
- Drawings
- Information texts
- Movies and films
- Murals
- News reports
- Photographs
- Pictures
- Puppet plays
- Slide/tape and video presentations
- Symbols
- TV programs
- Websites

GLOBAL LIST OF STRATEGIES

Language Learning Strategies

Cognitive

Students will:

- listen attentively
- do actions to match words of a song, story, or rhyme
- learn short rhymes or songs incorporating new vocabulary or sentence patterns
- imitate sounds and intonation patterns
- memorize new words by repeating them silently or aloud
- seek the precise term to express their meaning
- repeat words or phrases in the course of performing a language task
- make personal dictionaries
- experiment with various elements of the language
- use mental images to remember new information
- 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
- look for patterns and relationships
- use previously acquired knowledge to facilitate a learning task

- associate new words or expressions with familiar ones, either in the language being learned or in their own language
- find information using reference materials like dictionaries, textbooks, grammars
- use available technological aids to support language learning, e.g., CD players, cassette recorders, computers
- use word maps, mind maps, diagrams, charts, or other graphic representations to make information easier to understand and remember
- place new words or expressions in a context to make them easier to remember
- use induction to generate rules governing language use
- seek out opportunities outside of class to practise and observe
- perceive and note unknown words and expressions, noting also their context and function

Metacognitive

Students will:

- check copied writing for accuracy
- make choices about how they learn
- rehearse or role-play language
- decide in advance to attend to the learning task
- reflect on learning tasks with the guidance of the teacher

- make a plan in advance about how to approach a language learning task
- reflect on the listening, reading, and writing process
- decide in advance to attend to specific aspects of input
- listen or read for key words
- evaluate their own performance or comprehension at the end of a task
- keep a learning log
- experience various methods of language acquisition and identify one or more they consider particularly useful
- be aware of the potential of learning through direct exposure to the language
- know how strategies may enable them to cope with texts containing unknown elements
- identify factors that might hinder successful completion of a task and seek solutions
- monitor their own speech and writing to check for persistent errors
- be aware of their own strengths and weaknesses, identify their own needs and goals, and organize their strategies and procedures accordingly

Social/Affective

Students will:

- initiate or maintain interaction with others
- participate in shared reading experiences

- seek the assistance of a friend to interpret a text
- re-read familiar self-chosen texts to enhance understanding and enjoyment
- work co-operatively with peers in small groups
- understand that making mistakes is a natural part of language learning
- experiment with various forms of expression, and note their acceptance or non-acceptance by more experienced speakers
- participate actively in conferencing and brainstorming as a pre- and post-writing exercise
- use self-talk to make themselves feel competent to do the task
- be willing to take risks, and try unfamiliar tasks and approaches
- repeat back new words and expressions which occur in conversations in which they participate, and make use of them as soon as appropriate
- reduce anxiety by using mental techniques, such as positive self-talk or humour
- work with others to solve problems, get feedback on tasks
- provide personal motivation by arranging rewards for themselves when successful

Language Use Strategies

Interactive

Students will:

- use words from their first language to get their meaning across, e.g., use a literal translation of a phrase in the first language, use a first language word but pronounce it as in the second language
- acknowledge being spoken to
- interpret and use a variety of non-verbal clues to communicate, e.g., mime, pointing, gestures, drawing pictures
- indicate lack of understanding verbally or non-verbally, e.g., מה? סליחה?
- אני לא מבין / מבינה, raised eyebrows, blank look
- ask for clarification or repetition when they do not understand, e.g., עוד פעם, בבקשה or מה אמרת?
- use the other speakers' words in subsequent conversation
- assess feedback from conversation partner to recognize when the message has not been understood, e.g., raised eyebrows, blank look
- start again using a different tactic when communication breaks down, e.g., איך אומרים?
- use a simple word similar to the concept they want to convey and invite correction, e.g., אילן for עץ
- invite others into the discussion
- ask for confirmation that a form used is correct, e.g., זה נכון?
- use a range of fillers and hesitation devices to sustain conversations
- use circumlocution to compensate for lack of vocabulary, e.g., את/ה כותב/ת עם עט, עפרון
- repeat part of what someone has said to confirm mutual understanding,
- summarize the point reached in a discussion to help focus the talk
- ask follow-up questions to check for understanding, e.g., את/ה מבין/מבינה? זה מובן?
- use suitable phrases to intervene in a discussion, e.g., רגע
- self-correct if errors lead to misunderstandings

Interpretive

Students will:

- use gestures, intonation, and visual supports to aid comprehension
- make connections between texts on the one hand, and prior knowledge and personal experience on the other
- use illustrations to aid reading comprehension
- determine the purpose of listening
- listen or look for key words
- listen selectively based on purpose
- make predictions about what they expect to hear or read based on prior knowledge and personal experience

- use knowledge of the sound-symbol system to aid reading comprehension
- infer probable meaning of unknown words or expressions from contextual clues
- prepare questions or a guide to note down information found in the text
- use key content words or discourse features to follow an extended text
- re-read several times to understand complex ideas
- summarize information gathered
- assess their own information needs before listening, viewing, or reading
- use skimming and scanning to locate key information in texts

Productive

Students will:

- mimic what the teacher says
- use non-verbal means to communicate
- copy what others say or write
- use words visible in the immediate environment
- use resources to increase vocabulary
- use familiar repetitive patterns from stories, songs, rhymes, or media
- use illustrations to provide detail when producing their own texts

- use various techniques to explore ideas at the planning stage, such as brainstorming or keeping a notebook or log of ideas
- use knowledge of sentence patterns to form new sentences
- be aware of and use the steps of the writing process: pre-writing (gathering ideas, planning the text, research, organizing the text), writing, revision (re-reading, moving pieces of text, re-writing pieces of text), correction (grammar, spelling, punctuation), publication (reprinting, adding illustrations, binding)
- use a variety of resources to correct texts, e.g., personal and commercial dictionaries, checklists, grammars
- take notes when reading or listening to assist in producing their own text
- revise and correct final version of text
- use circumlocution and definition to compensate for gaps in vocabulary
- apply grammar rules to improve accuracy at the correction stage
- compensate for avoiding difficult structures by re-phrasing

General Learning Strategies

Cognitive

Students will:

- classify objects, ideas according to their attributes, e.g., red objects and blue objects or animals that eat meat and animals that eat plants
- use models
- connect what they already know with what they are learning
- experiment with and concentrate on one thing at a time
- focus on and complete learning tasks
- write down key words and concepts in abbreviated form (verbal, graphic, or numerical) to assist performance of a learning task
- use mental images to remember new information
- distinguish between fact and opinion when using a variety of sources of information
- formulate key questions to guide research
- make inferences, identify and justify the evidence on which their inferences are based
- use word maps, mind maps, diagrams, charts, or other graphic representations to make information easier to understand and remember
- seek information through a network of sources including libraries, the World Wide Web, individuals, and agencies
- use previously acquired knowledge or skills to assist with a new learning task

Metacognitive

Students will:

- reflect on learning tasks with the guidance of the teacher
- choose from among learning options
- discover how their efforts can affect their learning
- reflect upon their thinking processes and how they learn
- decide in advance to attend to the learning task
- divide an overall learning task into a number of subtasks
- make a plan in advance about how to approach a task
- identify their own needs and interests
- manage the physical environment in which they have to work
- keep a learning journal such as a diary or a log
- develop criteria for evaluating their own work
- work with others to monitor their own learning
- take responsibility for planning, monitoring, and evaluating learning experiences

Social/Affective

Students will:

- watch others' actions and imitate them
- seek help from others
- follow their natural curiosity and intrinsic motivation to learn
- participate in co-operative group learning tasks

- choose learning activities that enhance understanding and enjoyment
- encourage themselves to try, even though they might make mistakes
- take part in group decision-making processes
- use support strategies to help peers persevere at learning tasks, e.g., offer encouragement, praise, ideas
- take part in group problem-solving processes
- use self-talk to make themselves feel competent to do the task
- be willing to take risks, and try unfamiliar tasks and approaches
- monitor their level of anxiety about learning tasks and take measures to lower it if necessary, e.g., deep breathing, laughter
- use social interaction skills to enhance group learning activities

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 "הַ".

Grammatical Features

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

	Grade 1	Grade 2	Grade 3
Kindergarten			
Pronouns	Pronouns	Pronouns	Pronouns
	<ul style="list-style-type: none"> personal pronouns: אני, אתה, את, הוא, היא, אנחנו, אתם, אתן, הם, הן definite article (הַ) demonstrative pronoun, אלה, used independently interrogatives: (why) מַה, אִיפֹה, לִמָּה, כִּמָּה, מִתִּי, לֹאן, אִיד, אִיזָה 	<ul style="list-style-type: none"> personal pronouns: אני, אתה, את, הוא, היא, אנחנו, אתם, אתן, הם, הן possessives: שלי, שלו, שלנו demonstrative pronoun, אלה, used independently interrogatives: (why) מַה, אִיפֹה, לִמָּה, כִּמָּה, מִתִּי, לֹאן, אִיד, אִיזָה 	<ul style="list-style-type: none"> inflection of possessives: שלכם, שלכן, שלהם, שלהן interrogatives: כמה, (why) מַה, אִיפֹה, לִמָּה, מִתִּי, לֹאן, אִיד, אִיזָה
Nouns			
<ul style="list-style-type: none"> gender singular/plural 			
Particles			
Verbs			
Patterns/Syntax			
Expressions			
	Nouns	Nouns	Nouns
	<ul style="list-style-type: none"> ordinal numbers plural, dual 	<ul style="list-style-type: none"> ordinal numbers e.g., ... שני, ... ראשון plural, dual e.g., פעמיים, יומיים noun inflection e.g., שלי = עיניי, העיניים 	<ul style="list-style-type: none"> ordinal numbers e.g., ... שני, ... ראשון plural, dual e.g., פעמיים, יומיים noun inflection e.g., שלי = עיניי, העיניים
	Particles	Particles	Particles
	<ul style="list-style-type: none"> conjunction "ו" 	<ul style="list-style-type: none"> conjunction גם prepositions ב + ה = כ ל + ה = ל 	<ul style="list-style-type: none"> conjunction גם prepositions ב + ה = כ ל + ה = ל
	Verbs	Verbs	Verbs
	<ul style="list-style-type: none"> demonstrative pronoun, אלה, used independently 	<ul style="list-style-type: none"> conjunction גם prepositions ב + ה = כ ל + ה = ל 	<ul style="list-style-type: none"> conjunction גם prepositions ב + ה = כ ל + ה = ל
	Expressions	Expressions	Expressions
	<ul style="list-style-type: none"> טיימתי expression of time 	<ul style="list-style-type: none"> verbs in פעל פתוח (past) 	<ul style="list-style-type: none"> inflection of preposition: "ל" לכם, לכן, להם, להן
		Patterns/Syntax	Patterns/Syntax
		<ul style="list-style-type: none"> noun and adjective agreement simple verb sentences (past) e.g., אני הלכתי verb sentences with infinitive e.g., רוצה לאכול גלידה. 	<ul style="list-style-type: none"> verbs in פעל פתוח (past)
		Expressions	Expressions
	<ul style="list-style-type: none"> demonstrative word, used independently: אלה past tense of "יש" e.g., היה לי ספר, היו לי ספרים 	<ul style="list-style-type: none"> demonstrative word, used independently: אלה past tense of "יש" e.g., היה לי ספר, היו לי ספרים 	<ul style="list-style-type: none"> past tense of "יש" e.g., היה לי ספר, היו לי ספרים
		Expressions	Expressions
	<ul style="list-style-type: none"> טיימתי expression of time 	<ul style="list-style-type: none"> טיימתי expression of time 	<ul style="list-style-type: none"> טיימתי 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
<p>Pronouns</p> <ul style="list-style-type: none"> inflection of pronouns "את" "אותי, אותך, אותו, אותה, אותו, אתכם, אתכן, אותם, אותן" <p>Nouns</p> <ul style="list-style-type: none"> ordinal numbers e.g., ...שני, ראשון plural, dual e.g., פעמיים <p>Particles</p> <ul style="list-style-type: none"> conjunction גם כ + ה = ב ל + ה = ל inflection of preposition "ל" לי, לך, לו, לה, לנו, לכם, לכן, להם, להן <p>Verbs</p> <ul style="list-style-type: none"> verbs in פעל' בנין (past) <p>Patterns/Syntax</p> <ul style="list-style-type: none"> causal clause, using כאשר <p>Expressions</p> <ul style="list-style-type: none"> סימולי expression of time 	<p>Pronouns</p> <ul style="list-style-type: none"> inflection of pronouns "את" "אותי, אותך, אותו, אותה, אותו, אתכם, אתכן, אותם, אותן" <p>Nouns</p> <ul style="list-style-type: none"> ordinal numbers e.g., ...שני, ראשון plural, dual e.g., פעמיים <p>Particles</p> <ul style="list-style-type: none"> conjunction גם כ + ה = ב ל + ה = ל <p>Verbs</p> <ul style="list-style-type: none"> verbs in פעל' בנין, present and past <p>Patterns/Syntax</p> <ul style="list-style-type: none"> causal clause, using כאשר <p>Expressions</p> <ul style="list-style-type: none"> סימולי expression of time 	<p>Pronouns</p> <ul style="list-style-type: none"> inflection of pronouns "את" "אותי, אותך, אותו, אותה, אותנו, אתכם, אתכן, אותם, אותן" <p>Nouns</p> <ul style="list-style-type: none"> ordinal numbers e.g., ...שני, ראשון plural, dual e.g., פעמיים <p>Particles</p> <ul style="list-style-type: none"> conjunction גם כ + ה = ב ל + ה = ל inflection of prepositions e.g., אחי, אחת, איתך, איתו, ממני, ממך, ממך, ממנו, <p>Verbs</p> <ul style="list-style-type: none"> verbs in פעל' בנין, future tense: introduction to the prefix letters of איתן <p>Patterns/Syntax</p> <ul style="list-style-type: none"> causal clause, using כאשר <p>Expressions</p> <ul style="list-style-type: none"> סימולי 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:

	Grade 1	Grade 2	Grade 3
Kindergarten	Grade 1	Grade 2	Grade 3
Pronouns	Pronouns	Pronouns	Pronouns
<ul style="list-style-type: none"> ■ personal pronouns אני, אתה, את, הוא, היא, אנו, הן ■ possessives של, שלי ■ interrogatives כן/לא מי, מה, איפה 	<ul style="list-style-type: none"> ■ personal pronouns אני, אתה, את, הוא, היא, אנו, הן ■ possessives שלו, שלה, שלנו ■ interrogatives מי, מה, איפה, כמה, למה (why) 	<ul style="list-style-type: none"> ■ personal pronouns אני, אתה, את, הוא, היא, אנו, הן ■ possessives שלו, שלה, שלו, שלה, שלנו ■ interrogatives מי, מה, איפה, כמה, למה (why) ■ definite article "ה" 	
Nouns	Nouns	Nouns	Nouns
<ul style="list-style-type: none"> ■ gender singular/plural ■ nouns and adjectives: גדול, קטן, טוב, רע, יפה, שמה, עצוב, חדש, שמות הצבעים 	<ul style="list-style-type: none"> ■ noun and adjective agreement ■ conjunction "ו" 	<ul style="list-style-type: none"> ■ noun inflection e.g., עיניים שלי = עיניי, לנו 	
Patterns/Syntax	Patterns/Syntax	Patterns/Syntax	Patterns/Syntax
<ul style="list-style-type: none"> ■ simple noun sentence e.g., ספר זה ■ simple verb sentence (present) e.g., הולך אני ■ interrogatives and responses ■ demonstrative words, used independently and attributively זה, זאת, הנה, הזאת 	<ul style="list-style-type: none"> ■ simple verb sentences (present) e.g., הולך אני ■ complex verb sentences e.g., הולך הביתה אני ■ complex noun sentences demonstrative words, used independently and attributively זה, זאת, הנה, הזאת 	<ul style="list-style-type: none"> ■ nouns and verbs in a sentence ■ compound sentences for contrast (אבל) ■ compound sentences using "ו" ■ verb sentences with infinitive e.g., רוצה לאכול גלידה אני ■ demonstrative words, used independently and attributively זה, זאת, הנה, הזאת 	
Expressions	Expressions	Expressions	Expressions
<ul style="list-style-type: none"> ■ related to classroom routines 	<ul style="list-style-type: none"> ■ time expression e.g., היום, כש 	<ul style="list-style-type: none"> ■ time expression e.g., היום, כש 	<ul style="list-style-type: none"> ■ time expression e.g., היום, כש

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
<p>Pronouns</p> <ul style="list-style-type: none"> personal pronouns אני, אתה, את, הוא, היא, אנחנו, אתם, אתן, הם, הן inflection of pronoun "את" (first and second person singular) אותך, אותך interrogatives מי, מה, איפה, למה (why) כמה, מתי, מתי, לאן, למה (מה דעתך?) <p>Nouns</p> <ul style="list-style-type: none"> nouns and number agreement, general rule, e.g., hundreds and thousands cardinal numbers: hundreds and thousands noun inflection, e.g., עיניים שלי = עיניי <p>Particles</p> <ul style="list-style-type: none"> inflection of preposition "ל" לי, לך, לו, לה, לנו, לכם, לכן, להם, להן <p>Verbs</p> <ul style="list-style-type: none"> verbs in בנין פעל, present verbs in בנין פעל, past first person (אני) only <p>Patterns/syntax</p> <ul style="list-style-type: none"> comparative, superlative יותר, הכי <p>Expressions</p>	<p>Pronouns</p> <ul style="list-style-type: none"> personal pronouns אני, אתה, את, הוא, היא, אנחנו, אתם, אתן, הם, הן possessives שלי, שלך, שלו, שלה, שלנו, שלכם, שלכן, שלהם, שלהן, interrogatives מי, מה, איפה, למה (why) כמה, מתי, לאן, למה (מה דעתך?) <p>Nouns</p> <ul style="list-style-type: none"> nouns and number agreement, exceptions e.g., שלשה כסאות <p>Particles</p> <ul style="list-style-type: none"> inflection of preposition "ל" לי, לך, לו, לה, לנו, לכם, לכן, להם, להן <p>Verbs</p> <ul style="list-style-type: none"> verbs in בנין פעל, present and past imperative clause with infinitive e.g., לקום, לשבת <p>Patterns/Syntax</p> <ul style="list-style-type: none"> simple verb sentences in past tense past tense of "יש" e.g., היה לי ספר, היו לי ספרים <p>Expressions</p> <ul style="list-style-type: none"> time expressions אחר-כך, היום, מחר, אתמול, קודם, עכשיו 	<p>Pronouns</p> <ul style="list-style-type: none"> personal pronouns אני, אתה, את, הוא, היא, אנחנו, אתם, אתן, הם, הן interrogatives מי, מה, איפה, למה (why) כמה, מתי, לאן, למה (מה דעתך?) <p>Nouns</p>

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
Pronouns	Pronouns
<ul style="list-style-type: none"> ■ personal pronoun אני ■ interrogatives כ/ל, לא מי, מה, איפה 	<ul style="list-style-type: none"> ■ personal pronouns אני, אתה, את, הוא, הדיא, אנחנו ■ possessives של, שלי ■ interrogatives כ/ל, לא כ/ל, לא מי, מה, איפה, כמה
Nouns	Nouns
<ul style="list-style-type: none"> ■ gender ילד, ילדה, e.g., ■ singular/plural ■ cardinal numbers 1–10 f. 	<ul style="list-style-type: none"> ■ gender ■ singular/plural ■ nouns and adjectives: גדול, קטן, טוב, רע, יפה, שמה, עצוב, חדש, שמות הצבעים ■ cardinal numbers 1–100 f. (orally)
Particles	Particles
	<ul style="list-style-type: none"> ■ conjunction "ו"
Verbs	Verbs
	<ul style="list-style-type: none"> ■ cardinal numbers 1–100 f. (orally)
Patterns/Syntax	Patterns/Syntax
<ul style="list-style-type: none"> ■ simple sentences (written and orally) 	<ul style="list-style-type: none"> ■ prepositions אל, בעל, תחת, על-יד, אחרי, לפני ■ conjunction "ו"
Expressions	Expressions
<ul style="list-style-type: none"> ■ יש לי, אין לי ■ classroom routines 	<ul style="list-style-type: none"> ■ interrogatives and responses ■ demonstrative words, used independently and attributively זה, זאת, הוזה, הוזאת
Pronouns	Pronouns
<ul style="list-style-type: none"> ■ personal pronouns אתה, אתם, אני, אתה, היא, הדיא, אתן, הם, הן ■ possessives של, שלה, שלנו ■ interrogatives מי, מה, איפה, כמה, למה (why), מתי ■ definite article "ה" 	<ul style="list-style-type: none"> ■ personal pronouns אתה, אתם, אני, אתה, היא, הדיא, אתן, הם, הן ■ possessives של, שלה, שלנו ■ interrogatives מי, מה, איפה, כמה, למה (why), מתי ■ definite article "ה"
Nouns	Nouns
<ul style="list-style-type: none"> ■ noun and adjective agreement 	<ul style="list-style-type: none"> ■ noun and adjective agreement
Particles	Particles
	<ul style="list-style-type: none"> ■ word families ■ roots ■ infinitives
Verbs	Verbs
	<ul style="list-style-type: none"> ■ verbs in בויגן פעל (present) ■ word families ■ roots ■ infinitives
Patterns/Syntax	Patterns/Syntax
<ul style="list-style-type: none"> ■ 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, הוזה, הוזאת, האלה 	<ul style="list-style-type: none"> ■ 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, הוזה, הוזאת, האלה
Expressions	Expressions
<ul style="list-style-type: none"> ■ יש לי, אין לי ■ איך אומרים? ■ time expressions e.g., עכשיו, היום, איזה יום 	<ul style="list-style-type: none"> ■ יש לי, אין לי ■ איך אומרים? ■ time expressions e.g., עכשיו, היום, איזה יום
Grade 2	Grade 3

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 5	Grade 6
<p>Grade 4</p> <p>Pronouns</p> <ul style="list-style-type: none"> ■ possessives שלו, שלה, שלנו ■ definite article "הַ" "הַ" <p>Nouns</p> <ul style="list-style-type: none"> ■ inflection of "כֹּ" לִי, לָךְ, לָנוּ, לָכֵם, לָכֶן, לָהֶם, לָהֶן <p>Particles</p> <ul style="list-style-type: none"> ■ inflection of "כֹּ" לִי, לָךְ, לָנוּ, לָכֵם, לָכֶן, לָהֶם, לָהֶן <p>Verbs</p> <ul style="list-style-type: none"> ■ verbs in פֻּעַל, present ■ infinitives <p>Patterns/Syntax</p> <ul style="list-style-type: none"> ■ compound sentences for contrast (אבל) ■ compound sentences for adding, using "וְ" ■ comparative, superlative יוֹתֵר, הֵכִי ■ demonstrative words, used independently זֶה, זֹאת, אֵלֶּה ■ יֵשׁ <p>Expressions</p>	<p>Grade 5</p> <p>Pronouns</p> <ul style="list-style-type: none"> ■ interrogatives מִי, מַה, אֵיפֹה, לְמַה (why) כְּמַה, מִתּוֹ, לָאֵן, לְמַה (מה דעתך?), אֵיזָה, אֵיךְ ■ definite article "הַ" "הַ" <p>Nouns</p> <ul style="list-style-type: none"> ■ nouns and number agreement, general rule, e.g., שלשה ספרים, שלושה מאות ■ cardinal numbers: hundreds and thousands ■ noun inflection e.g., העיניים שלי = עיניי <p>Particles</p> <ul style="list-style-type: none"> ■ inflection of preposition "אֵת" (first and second person) אֹתְךָ, אֹתִי, אֹתְנוּ, אֹתְכֶם, אֹתְנָם ■ inflection of preposition "לְ" לִי, לָךְ, לָנוּ, לָכֵם, לָכֶן, לָהֶם, לָהֶן <p>Verbs</p> <ul style="list-style-type: none"> ■ verbs in פֻּעַל, present and past ■ verbs in פֻּעַל, future tense: introduction to the prefix letters of אִיתָן <p>Patterns/Syntax</p> <ul style="list-style-type: none"> ■ comparative, superlative יוֹתֵר, הֵכִי <p>Expressions</p> <ul style="list-style-type: none"> ■ time expressions הַיּוֹם, מָחָר, אַחֲרֵי-כֵן, עַכְשָׁיו 	<p>Grade 6</p> <p>Pronouns</p> <ul style="list-style-type: none"> ■ interrogatives מִי, מַה, אֵיפֹה, לְמַה (why) כְּמַה, מִתּוֹ, לָאֵן, לְמַה (מה דעתך?), אֵיזָה, אֵיךְ ■ definite article "הַ" "הַ" <p>Nouns</p> <ul style="list-style-type: none"> ■ nouns and number agreement, general rule, e.g., שלשה ספרים, שלושה מאות ■ cardinal numbers: hundreds and thousands ■ noun inflection e.g., העיניים שלי = עיניי <p>Particles</p> <ul style="list-style-type: none"> ■ inflection of preposition "אֵת" אֹתְךָ, אֹתִי, אֹתְנוּ, אֹתְכֶם, אֹתְנָם <p>Verbs</p> <ul style="list-style-type: none"> ■ verbs in פֻּעַל, present and past ■ verbs in פֻּעַל, future tense: introduction to the prefix letters of אִיתָן <p>Patterns/Syntax</p> <ul style="list-style-type: none"> ■ comparative, superlative יוֹתֵר, הֵכִי ■ imperative clause with infinitive in classroom routines e.g., לְקוֹם, לְשִׁבַּת, לְפִתּוּחַ <p>Expressions</p> <ul style="list-style-type: none"> ■ time expressions הַיּוֹם, מָחָר, אַחֲרֵי-כֵן, עַכְשָׁיו

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:

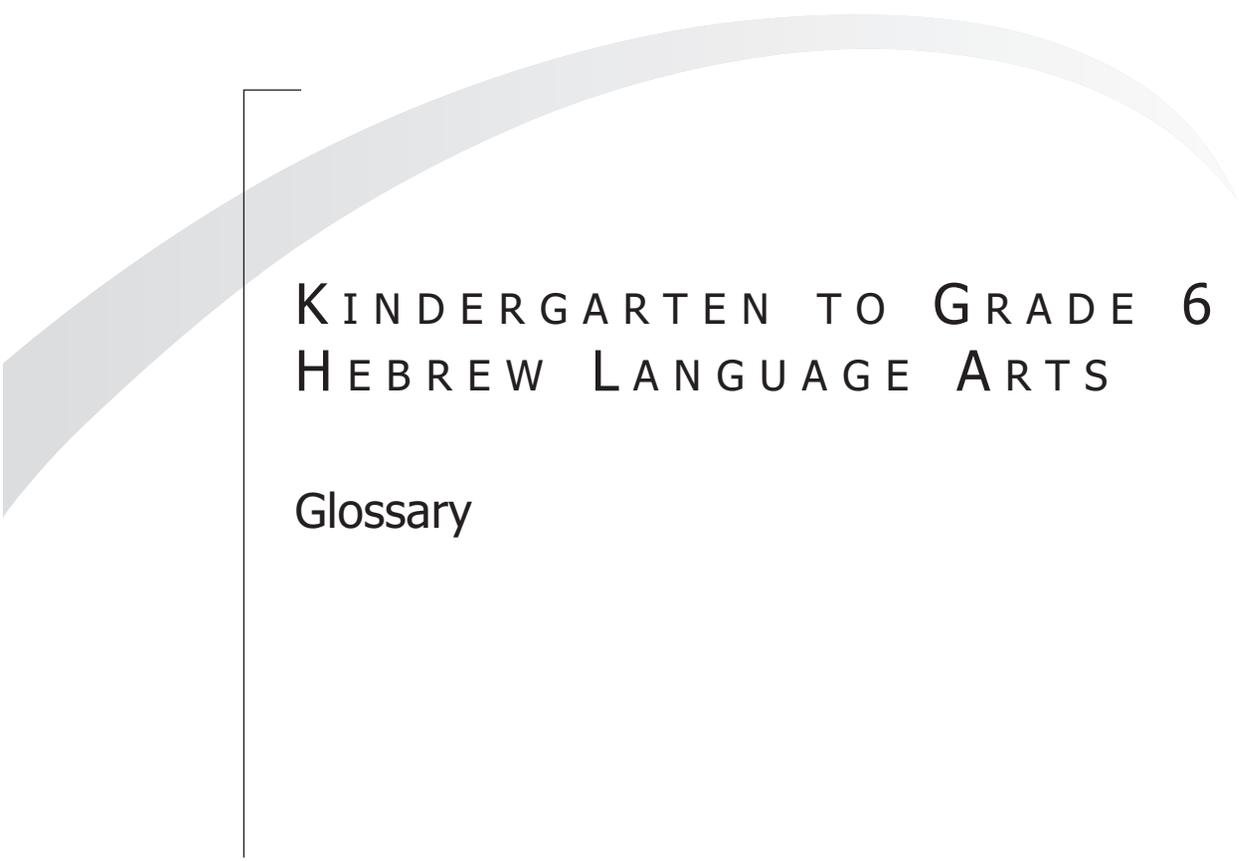
Kindergarten	Grade 1	Grade 2	Grade 3
<p>Pronouns</p> <ul style="list-style-type: none"> personal pronoun אָני interrogatives כֵּן/לֹא מָה <p>Nouns</p> <ul style="list-style-type: none"> cardinal numbers 1–10 f. <p>Particles</p>	<p>Pronouns</p> <ul style="list-style-type: none"> personal pronoun אָני interrogatives מִי, מָה, אֵיפֶה <p>Nouns</p> <ul style="list-style-type: none"> cardinal numbers 1–20 f. (orally) <p>Particles</p> <ul style="list-style-type: none"> prepositions ב, עַל conjunction "וְ" <p>Verbs</p>	<p>Pronouns</p> <ul style="list-style-type: none"> personal pronouns אָני, אַתָּה, אַתְּ, הוּא, הִיא, אֲנִיחֵנו interrogatives מִי, מָה, אֵיפֶה, מָתַי, כַּמָּה, לְמָה (why) <p>Nouns</p> <ul style="list-style-type: none"> possessives שְׁלִי, שְׁלָהּ <p>Nouns</p> <ul style="list-style-type: none"> gender singular/plural nouns and adjectives: גָּדוֹל, קָטָן, טוֹב, רַע, יָפֶה, שְׂמָחָה, עֵצוּב, הַדָּשׁ, שְׂמוֹת הַצְּבָעִים <p>cardinal numbers 1–100 f. (orally)</p>	<p>Particles</p> <ul style="list-style-type: none"> prepositions אֵל, ב, עַל, תְּחִילַת, עַל-יַד, אַחֲרַי, לְפָנַי conjunction "וְ" <p>Verbs</p>
<p>Patterns/Syntax</p> <ul style="list-style-type: none"> simple verb sentences (orally) <p>Expressions</p> <ul style="list-style-type: none"> יֵשׁ לִי classroom routines (basic) 	<p>Patterns/Syntax</p> <ul style="list-style-type: none"> simple noun sentence simple verb sentence in present tense, orally and written <p>Expressions</p> <ul style="list-style-type: none"> יֵשׁ לִי time expressions (calendar) בֵּן כַּמָּה/בַּת כַּמָּה classroom routines 	<p>Patterns/Syntax</p> <ul style="list-style-type: none"> simple noun sentence simple verb sentence (present) demonstrative words, used independently זֶה, זֹאת <p>Expressions</p> <ul style="list-style-type: none"> יֵשׁ לִי, אֵין לִי אֵין אֲוֹמְרִים? time expressions e.g., אֵיזֶה יוֹם? 	

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
<p>Pronouns</p> <ul style="list-style-type: none"> ■ personal pronouns אני, אתה, היא, הוא, זה, היא, אנו, אתם, אתן, הם, הן <p>Nouns</p> <ul style="list-style-type: none"> ■ noun and adjective agreement <p>Particles</p> <p>Verbs</p> <ul style="list-style-type: none"> ■ verbs in פעל, בנין, present ■ word families ■ roots <p>Patterns/Syntax</p> <ul style="list-style-type: none"> ■ nouns and verbs in a sentence ■ complex verb sentences (present) ■ complex noun sentences <p>Expressions</p>	<p>Pronouns</p> <ul style="list-style-type: none"> ■ possessives שלו, שלה, שלנו <p>Nouns</p> <p>Particles</p> <ul style="list-style-type: none"> ■ inflection of preposition "ל" לי, לך, לה, לנו, לכם, להם, להן <p>Verbs</p> <ul style="list-style-type: none"> ■ verbs in פעל (present) ■ verbs in past פעל, בנין, first person only <p>Patterns/Syntax</p> <ul style="list-style-type: none"> ■ compound sentences for contrast (אבל) ■ compound sentences using "ו" <p>Expressions</p>	<p>Pronouns</p> <p>Nouns</p> <p>Particles</p> <p>Verbs</p> <ul style="list-style-type: none"> ■ infinitives <p>Patterns/Syntax</p> <ul style="list-style-type: none"> ■ verb sentences in the past ■ verb sentences with infinitive <p>Expressions</p>



KINDERGARTEN TO GRADE 6
HEBREW LANGUAGE ARTS

Glossary

GLOSSARY

Authentic Situations

These refer to everyday situations one would encounter in a Hebrew-speaking country, e.g., in a bakery, train station, etc.

Authentic Texts

These refer to texts that were designed for and used by native speakers rather than for the purpose of second-language instruction.

Content-based Language Learning

In content-based language learning, students learn a second language while they are learning content from another subject area. This is the approach taken in immersion and bilingual programming.

Culture

The members of the culture task force of the National Core French Study (LeBlanc, 1990) have defined culture as “the general context and way of life. It is the behaviours and beliefs of a community of people whose history, geography, institutions, and commonalities are distinct and distinguish them to a greater or lesser degree from all other groups” (p. 44).

Historical and contemporary elements of the culture may include historical and contemporary events, significant individuals, emblems or markers of national identity (myths, cultural products, significant sites, events in the collective memory), public institutions, geographical space (regions, landmarks, borders, frontiers), social distinctions, conventions of behaviour, beliefs, taboos, perceptions, and perspectives. Choices about which elements to include should reflect the importance of the element within the culture, and the interests and developmental level of the students.

Discourse Features

The term “discourse” refers to the organization of language in units greater than the sentence. Although this is a complex topic involving many aspects of language, teachers need be concerned for the most part about only three kinds of discourse features: **rhetorical organization**, **discourse markers**, and **theme-rheme structure**.

Rhetorical organization refers to the way stretches of text larger than the sentence are constructed. The classic example is paragraph structure, often recommended to be: topic sentence → supporting details → concluding sentence. Other examples are textbook organization, the structure of friendly letters and business letters, the format of science experiment reports, and the organization of essays (descriptive, expository, etc.) and narratives.

Discourse markers are used to achieve textual cohesion.

Terms like nevertheless – בכל זאת, in spite of – למרות ש ..., consequently – אם-כן, therefore – לכן, in contrast to בהשוואה ל ..., in comparison to – בנגוד, and on the other hand – מצד שני are infrequent in everyday communication, so students need to be taught their meanings and the proper grammatical usage.

Theme-rheme structure refers to the organization of information within sentences. From the point of view of information organization, most sentences consist of two distinct parts:

- the topic, or what is being talked about. Some linguists call this the **theme** of the sentence.
- The theme is followed by the comment, or what is said about the theme. This is often called the **rheme** of the sentence.

For example, consider the following discourse. Mary: “Where’s your brother?” Bill: “He’s in the shower.” In Bill’s response, *he* is the theme (what is being talked about), while *is (’s) in the shower* is the rheme (what is said about “he”). Notice that in normal discourse the theme typically consists of “given” information, whereas the rheme is usually “new” information. In students’ answers to written questions like: “What is a meteorologist?” The response would be: *A meteorologist* (theme – given information – comes first) *is a person who studies the weather* (rheme – new information – follows theme).

Diversity

Within most cultures, there are groups of people who have cultural beliefs, values, and practices that are different from the majority or mainstream culture. These differences may be based on religion, national or ethnic origin, social class, race, colour, gender, etc.

Idiomatic Expression

An idiom or an idiomatic expression is a word or group of words that has a commonly accepted meaning that is not the literal meaning. Some examples are: *happy as a lark* (very happy), *I’m fed up* (I’ve had enough, I’m disgusted, bored).

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.

Intercultural Skills

Intercultural competence is a combination of knowledge, skills, and attitudes which enable individuals to communicate and interact across cultural boundaries. Skills include finding information about a culture, interpreting it in order to understand the beliefs, meanings, and behaviours of members of that culture, relating one’s own culture to the target culture, and interacting with members of that culture. In the process of developing these skills, language learners will acquire knowledge of the other culture, a heightened awareness of their own, as well as knowledge of the processes of interaction between two cultures. A pre-condition for successful intercultural interaction is an attitude of openness and curiosity as well as a willingness to look at the world from the point of view of the other culture. Intercultural competence is developed in the Global Citizenship component of the *Curriculum Framework*.

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 “הַ”.

Language Learning Strategies

These are actions taken by learners to enhance their learning.

Cognitive strategies operate directly on the language and include such things as using different techniques for remembering new words and phrases, deducing grammar rules or applying rules already learned, guessing at the meaning of unknown words, or using different ways to organize new information and link it to previously learned language.

Language Learning Strategies (*continued*)

Metacognitive strategies are higher order skills that students use to manage their own learning. They include planning for, monitoring, and evaluating the success of language learning.

Social strategies are actions learners take to interact with other learners or with speakers of the target language.

Affective strategies are what learners do to manage their emotions, motivation, and attitudes, thereby optimizing their ability to learn.

Language Use Strategies

These are actions taken by learners to enhance communication and avoid communication breakdown. Language use strategies can be used with no intention of improving one's facility with the language.

Mechanical Features

These are the conventions used to make written text easier to read. They include such things as capitalization, punctuation, paragraphs, titles, or headings.

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.

Non-Verbal Communication

A large part of what we communicate is done without the use of words. Meaning can be communicated by gestures, eye contact, facial expressions, body language, physical distance, and touching, as well as sounds, noises, and silence.

Representing

Representing enables students to communicate information and ideas through a variety of media, such as video presentations, posters, diagrams, charts, symbols, visual art, drama, mime, and models.

Social Conventions

These are the customs that accompany speech in social situations. They include actions such as bowing, shaking hands, or kissing; topics that are taboo in conversation; conventions for turn-taking and interrupting or refusing politely; appropriate periods of silence before responding.

Sound-Symbol System

The sound-symbol describes the writing system of the language, the correlation between the sounds and the spelling (where the writing system is alphabetic), the rules of spelling, as well as mechanical conventions such as capitalization and punctuation. The sound system includes the pronunciation of vowels and consonants, intonation, rhythm, and stress.

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.

Text Forms

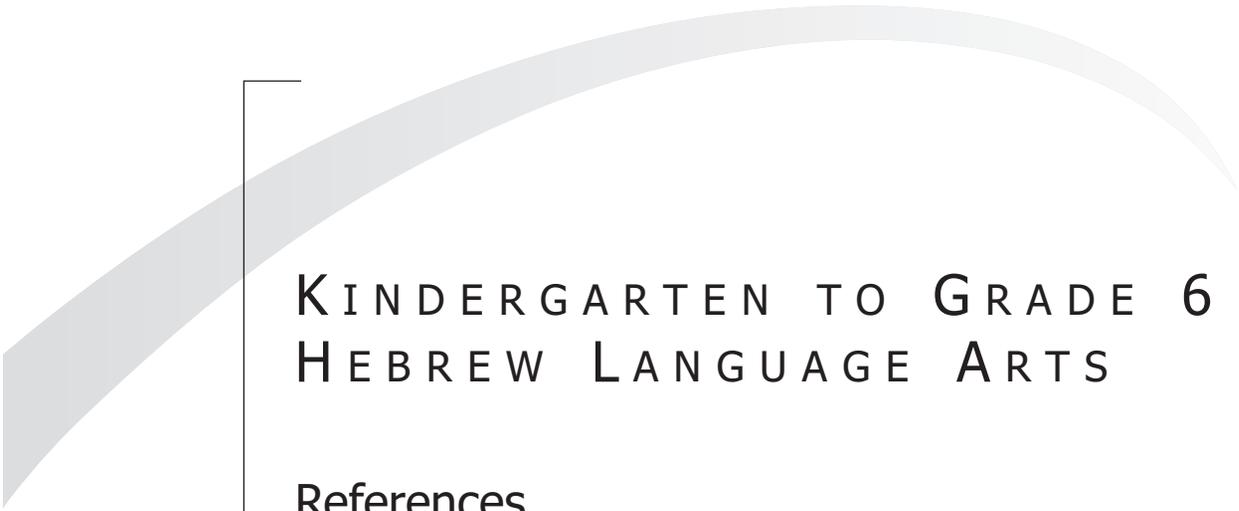
Different kinds of texts have typical structures. A letter, for example, has a different form or structure than a report or a poem. An oral interview is different from an announcement or an oral presentation. See the Sample List of Text Forms in this Appendix.

Viewing

To derive meaning from visual media and other forms of non-verbal communication, e.g., action, dances.

Vocabulary

Vocabulary covers all kinds of words and idioms. It also includes groups of words that function like a single word (e.g., *all of a sudden*). There is a difference in the range of a learner's active and passive vocabulary at any given time. "Active" vocabulary entails independent production of learned words; "passive" vocabulary comprises the words which students can recognize and understand without being able to produce them. The passive vocabulary will also be significantly larger than the active.



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