

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.

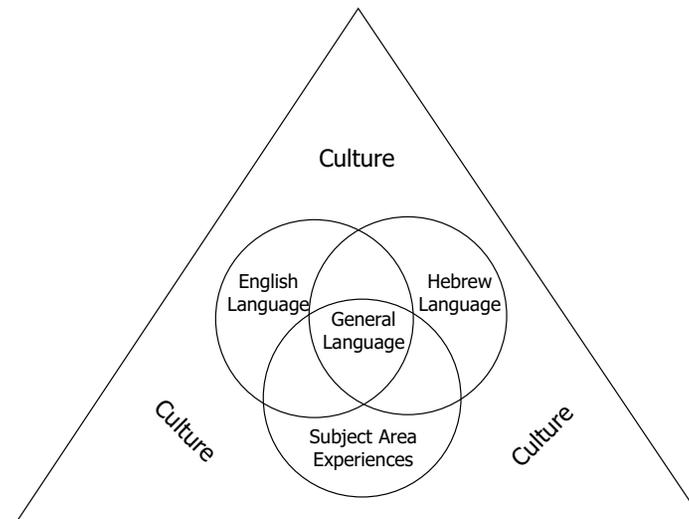
Effective participation in the global marketplace, workplace, and society requires strong communication skills, interpersonal and team skills, and strong knowledge and understanding of cultures. Hebrew bilingual programming provides a rich environment for the development of essential knowledge, skills, 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

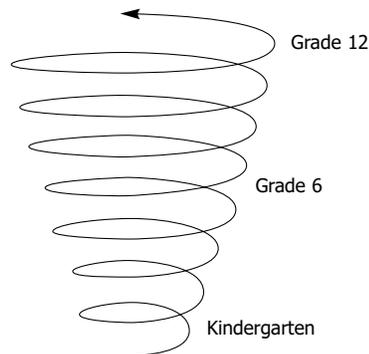


A Spiral Progression

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.

Guide to Using this Document

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

