

# בסוד העברית – BESOD Ha-IVRIT

## Unit Overviews

### Unit 1 - Learning the Aleph Bet

#### Communicative Skills and Cultural Competencies - Now I can...

- decode all the Hebrew letters in print and in cursive *with* vowels (*nikkud*) and recognize them in a contemporary Israeli song
- decode names of people and places and cognates *with* vowels
- decode familiar words in print and in cursive *without* vowels
- list everyday objects and names of familiar people and cultural figures
- comprehend basic information about others from a short conversation or a biographical blog and answer simple follow-up comprehension questions
- say hello and goodbye to my peers, my teachers and other adults
- say and write a few greeting words (Hello, Congratulations, Happy Birthday, Shabbat Shalom, Happy Holiday)
- introduce myself and others
- name my family members and their relationship to me
- answer a few simple questions about myself, my family and my peers
- write a short blog about myself and my family

#### Linguistic Knowledge and Skills - Now I can...

- comprehend and produce short sentences without a verb
- use subject pronouns: I, you (m), you (f)
- use cognates and semi-cognates to help me understand and communicate
- identify, compare and explain the similarities and differences between the Hebrew language and my native language (patterns, pronunciation, etc.)
- investigate and reflect on the influence of other languages on the Hebrew language

## Unit 2 Israeli Hip Hop Festival

### Communicative Skills and Cultural Competencies - Now I can...

- identify cognates and familiar words in contemporary Israeli songs, spoken discourse, authentic ads, websites, and short Jewish texts
- sing an Israeli Hip-Hop song
- greet people and say "Sorry", "Excuse me" and "Thank you"
- introduce myself and others
- name familiar items that I see in my immediate surrounding, in pictures and in posters
- name ads and pictures using hashtag#
- provide biographical information about others based on a simple conversation, a text message, or a video clip
- comprehend basic information from ads, text messages or conversations about festivals and community events and share the information with others
- express my preferences about music styles orally and in an email to music festival organizers
- participate in a conversation with my classmates and Israeli teenagers about their preferences related to food and music styles
- Interview and present findings about my peers' preferences related to food and music styles orally and in writing using effective visual aids
- identify some locations on the map of Israel and in the world, list their main landmarks and institutions and compare to my hometown or country
- identify, reflect on and discuss how I am similar and different from my classmates and from teenagers in Israel

### Linguistic Knowledge and Skills - Now I can...

- use the prepositions: "from" מ, and "in (the)" ב
- create sentences using "This is" (f/m) זאת / זה
- use "There is(n't)/ There are(n't)" יש / אין
- use the verb "like/love" in the present tense אוהב / אוהבת
- use the word "also" to extend my expression גם
- ask how to say something in Hebrew
- ask simple questions using the question words "who?" "what?" and "where?" מי, איפה
- identify, compare and explain the similarities and difference between the Hebrew language and my native language (patterns, grammatical gender, pronunciation, etc)
- investigate and reflect on the influence of other languages on the Hebrew language

## **Unit 3          More fun at the Festival**

### **Communicative Skills and Cultural Competencies- Now I can...**

- understand the main idea of a contemporary Israeli song, spoken discourse, and short Jewish texts by identifying cognates and familiar words
- label Israeli graffiti using hashtag#
- identify, list and answer questions about names of classes and instructors from a daily or weekly schedule
- use slang words to communicate with Israeli teenagers
- say or ask what I want and don't want in a store
- read aloud with fluency and appropriate intonation a short post and a text message
- comprehend and write a short biographical post to campaign for a person or event
- locate places on the map of Israel
- list items to sell in a festival or display in an exhibition that reflect cultural diversity
- identify some Israeli artists, their style and share some basic information about them
- compare between and reflect on Israeli art and local art or my personal preferences

### **Linguistic Knowledge and Skills - Now I can...**

- use my knowledge of grammatical gender (singular M/F nouns)
- use the preposition של
- use the possessive שלי
- respond to and ask questions using the question word "When" מתי
- use a few basic verbs in the present tense in F. and M. forms
- recognize and use cognates and semi-cognates for comprehension and communication
- investigate and reflect on the presence of English in Israeli art

## **Unit 4      Going Home**

### **Communicative Skills and Cultural Competencies - Now I can...**

- recognize additional cities and places on the map of Israel
- recognize familiar words from an Israeli song and from excerpts from the Siddur
- say the numbers from 0-10
- comprehend and carry a simple farewell conversation
- understand and provide information from an ad, comics, a video clip or a conversation about music classes (type of class, instructor's name, country of origin or city)
- contribute to a conversation about music styles by giving an example of a style I like
- handle a simple transaction in a store
- understand and exchange a cell phone number both orally and via a text message
- access, ask and provide simple information related to transportation
- give simple directions to a nearby location
- inform about my travel plans orally or via a text message
- help someone find a lost item
- compare between transportation options in Israel and in my hometown

### **Linguistic Knowledge and Skills - Now I can...**

- use numbers 0-10
- use the possessive שלך - שלך
- identify the patterns of singular and plural nouns and verbs based on gender
- compare between the Hebrew language and my native language when it comes to grammatical gender (masculine and feminine forms of a noun or a verb)

## **Unit 5      Yey! Trip!**

### **Communicative Skills and Cultural Competencies - Now I can...**

- name the days of the week
- identify the days of the week in a contemporary Israeli song and in Biblical excerpts
- recite a simple Israeli rhyme about the days of the week
- identify and say items I need and don't need to take to a trip based on a list or a school form
- say what types of trips I like and don't like
- ask and share information about a trip (locations and attractions, date and time, items to take, who is going on a trip, who isn't and why)
- understand and provide information from a conversation or a text message about a trip
- say and participate in a conversation with my classmates and Israeli teenagers about extracurricular activities
- present simple information about locations and special sites in Israel and in my hometown or city in a video clip and in a post
- compare between a typical week in Israel and in my country
- identify the languages that appear on and are missing from signs in various locations in Israel and reflect on who has access to these places and who does not
- write a post to support or protest the language policy of a city in Israel

### **Linguistic Knowledge and Skills**

- use the correct ending for plural nouns based on their grammatical gender
- use verbs such as רוצה in 3rd person singular form

## **Unit 6      The Trip to Akko**

### **Communicative Skills and Cultural Competencies - Now I can...**

- identify and name numbers until 12
- understand and provide information from a conversation or a text message about a trip (locations, special attractions, date and time )
- present simple information about a city in Israel and my hometown
- compare between and reflect on the linguistic and cultural similarities and difference of a special landmark in my hometown and in Israel
- share how I like and don't like to celebrate my birthday
- share what I do and don't do when I am sick
- comfort a sick friend
- identify names of cities on the map of Israel and in biblical verses
- compare between birthday celebrations in Israel and in my family and community
- identify cultural landmarks such as a synagogue, share what is special about it and discuss what and who they represent, who has access and who doesn't
- write a post supporting a local landmark or institution

### **Linguistic Knowledge and Skills - Now I can...**

- use Noun-Adjective agreement correctly
- compare between word order patterns in the Hebrew language and my native language