

# Descriptions of Target Student Abilities: First-Year Hebrew

## Hebrew Language Objectives, 2017

INTERPERSONAL ABILITIES	Intercultural Competency in the Interpersonal Mode	AMELANG 128A (First-Year Hebrew, 1st quarter)	AMELANG 128B (First-Year Hebrew, 2nd quarter)	AMELANG 128C (First-Year Hebrew, 3rd quarter)
<p>Students will be able to engage in interactions with speakers of Hebrew for a variety of purposes and in a variety of contexts, establishing relationships with others, providing and obtaining basic information, expressing feelings and emotions, and expressing opinions.</p>	<p>Students will be able to use socially and culturally appropriate forms to participate in conversations, and to imitate some simple patterns of behavior in familiar settings in the Israeli and Hebrew culture. They begin to be aware of the cultural beliefs and values underlying the interpersonal communication in Hebrew and Israeli cultures.</p>	<p>Students acquire familiarity with the Hebrew Language sound system and structure and use basic communication skills in simulated situations. They become aware of cultural differences that are relevant for basic interactions.</p> <p>At the end of the quarter, students are expected to use memorized and formulaic expressions to:</p> <ul style="list-style-type: none"> <li>• Meet, greet and introduce themselves and other classmates .</li> <li>• Name their immediate world: family, place of origin, activities, personal interests, major, possessions, food, likes and dislikes, daily activities and academic schedule.</li> <li>• Using mostly memorized phrases, describe familiar places such as the classroom and student living space (room, dorm, family home, city/town).</li> <li>• Participate effectively and with awareness to cultural differences in simulated simple tasks such as ordering in a restaurant, purchasing basic needs, giving and requesting information about housing.</li> </ul>	<p>Students gain better control over communicative skills from the previous quarter with greater sophistication and complexity of expression, and growing sociolinguistic appropriateness. They expand their repertoire of simulated situations to include new and more complex tasks. Communication becomes more other-oriented as students develop awareness of cultural differences.</p> <p>At the end of the quarter, students are expected to use memorized phrases or simple sentences to:</p> <ul style="list-style-type: none"> <li>• Become acquainted with other speakers (native or non-native) of the language .</li> <li>• In interactions with others:               <ul style="list-style-type: none"> <li>◦ Apologize and give explanations.</li> <li>◦ Ask for favors.</li> <li>◦ Offer assistance.</li> <li>◦ Give instructions and advice.</li> </ul> </li> <li>• Exchange information with classmates or a sympathetic listener about familiar topics, e.g. weather, sports, trips, clothing, school and travel experiences. Students begin to create original simple sentences while occasionally using memorized phrases.</li> </ul>	<p>Students gain better control over communicative skills from previous quarters with greater sophistication and complexity of expression, and growing sociolinguistic appropriateness. They expand their repertoire to include a broader range of conversation topics and tasks. They are increasingly able to engage with Hebrew speakers in more complex interactions such as asking more follow-up questions or sustaining a conversation on a certain topic.</p> <p>At the end of the quarter, students are expected to be able to:</p> <ul style="list-style-type: none"> <li>• Make comparisons (including cultural comparisons), clarify and restate information, talk about their own interests and occupations and those of the community. Students use some memorized phrases learned in class but mostly produce original and longer sentences.</li> <li>• Give opinions, express (lack of) agreement, share doubts in longer and semi-connected sentences understood by sympathetic listeners.</li> <li>• Express emotions such as sympathy, admiration, appreciation, anger, surprise or good wishes, as well as give and respond to complaints.</li> </ul>

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<i>continued</i>		<ul style="list-style-type: none"> <li>Understand and carry out short and simple phone conversations with a sympathetic listener (one accustomed to dealing with language learners), using formulaic phrases studied in class.</li> <li>Use communicative skills such as stalling and hesitating in a culturally appropriate manner.</li> <li>Ask for help in managing their basic language skills.</li> </ul>	<ul style="list-style-type: none"> <li>Participate in a culturally appropriate way in simulated situations such as: scheduling and canceling appointments, buying clothes, planning trips, buying bus/train/movie tickets.</li> <li>Leave a voicemail message in Hebrew using mostly formulaic language.</li> <li>Describe, using mostly learned phrases and expressions, information related to holidays, Israeli music, art and culture.</li> <li>Speak about their own progress in basic Hebrew, naming what they can do in the language.</li> </ul>	<ul style="list-style-type: none"> <li>Participate in simulated situations related to lifestyle, health and well-being, aspirations and future plans, using mostly longer and connected sentences.</li> <li>Initiate and sustain short phone conversations with a sympathetic listener, as well as leave messages, related to topics studied in class.</li> <li>Share information and inquire about significant holidays, major writers and cultural and political events of the Hebrew-speaking world.</li> <li>Become aware of the role of self-monitoring in language development and describe their own progress in simple sentences.</li> </ul>

# Descriptions of Target Student Abilities: First-Year Hebrew

## Hebrew Language Objectives, 2017

<b>INTERPRETIVE ABILITIES</b>	<b>Intercultural Competency in the Interpretive Mode</b>	<b>AMELANG 128A (First-Year Hebrew, 1st quarter)</b>	<b>AMELANG 128B (First-Year Hebrew, 2nd quarter)</b>	<b>AMELANG 128C (First-Year Hebrew, 3rd quarter)</b>
<p>During the first year, students will read and listen to a variety of oral and written texts relating primarily to their own lives and the classroom as a community.</p> <p>Students will manifest their understanding of both oral and written texts, using English as necessary to demonstrate that understanding</p>	<p>Students will increasingly become aware of cultural differences as they meet Israelis from the community and from Israel, listen to Israeli music, be exposed to authentic text from the news, street signs, documents, websites, etc., read one novel translated from Hebrew to English and view TV shows and featured movies in Hebrew with English subtitles.</p>	<p>At the end of the quarter, students will be able to:</p> <ul style="list-style-type: none"> <li>• Gain familiarity with the Hebrew alphabet (script) and with the diacritical and non-diacritical systems.</li> <li>• Understand simple announcements, instructions and conversations that are likely to occur in everyday encounters and are related to topics studied in class.</li> <li>• Become familiar with Hebrew months, the Jewish high holidays, major Israeli cities, Rabin memorial day.</li> <li>• Understand main ideas or identify the topics of authentic ads or short (50-word) texts related to everyday situations.</li> <li>• Search the web to identify websites related to topics studied in class.</li> <li>• Translate to English a text of 50-100 words created for this level.</li> </ul>	<p>At the end of the quarter, students will be able to:</p> <ul style="list-style-type: none"> <li>• Understand and react to simple exchanges about travel, family, friendship.</li> <li>• Identify expressions, word choices and cultural choices in films, video/audio clips, etc.</li> <li>• Understand simple reports on more general topics such as biographies, travel or places and follow more complex directions.</li> <li>• Become familiar with Jewish holidays such as Purim and Passover, and major historical events related to the Jewish world.</li> <li>• Follow the main stream of events in simple narrations (of ~100 words).</li> <li>• Understand the main ideas of simple and short (100-word) authentic texts including literary selections and songs.</li> <li>• Find basic information and materials online related to topics studied in class, e.g. restaurant menus, train schedules, apartments for rent, etc.</li> <li>• Translate to English a text of 150-200 words created for this level of broader lexical and syntactic complexity.</li> </ul>	<p>At the end of the quarter, students will be able to:</p> <ul style="list-style-type: none"> <li>• Identify the main idea and some significant details of informative reports such as weather reports, travel reports, news headlines, television programming or advertisements.</li> <li>• Understand extended conversations about school, travel, daily life, surrounding environment, health problems, occupations and employment, major topics related to Israel or the Jewish world.</li> <li>• Become familiar with Israeli holidays, additional locations in Israel, and events related to Israel's history.</li> <li>• Recognize cohesive devices and organization of written texts.</li> <li>• Discern the main and supporting ideas of short texts including literary selections and lyrics.</li> <li>• Use the internet to compare information on Hebrew and non-Hebrew sites.</li> <li>• Find information online about a research topic (e.g. an Israeli writer, recent event, etc).</li> <li>• Translate to English an authentic text of 100 words from different styles (e.g. modern Hebrew ads, short reports, simple descriptions, simple stories).</li> <li>• Read and translate with some support a short biblical text in Hebrew (30 words).</li> </ul>

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<b>PRESENTATIONAL ABILITIES</b>	<b>Intercultural Competency in the Presentational Mode</b>	<b>AMELANG 128A (First-Year Hebrew, 1st quarter)</b>	<b>AMELANG 128B (First-Year Hebrew, 2nd quarter)</b>	<b>AMELANG 128C (First-Year Hebrew, 3rd quarter)</b>
<p>Students will be able to present information, concepts, and ideas to an audience of listeners or readers on a variety of topics, and in a socially appropriate manner and format.</p>	<p>Students learn to conduct oral and written presentation in a socially appropriate manner and format. At the end of the sequence, they will begin to compare the cultural products, practices, beliefs, and values in their oral and written presentation, using both memorized phrases and their own words in Hebrew.</p>	<p>At the end of the quarter, students will be able to:</p> <ul style="list-style-type: none"> <li>• Master writing in the Hebrew alphabet (cursive).</li> <li>• Present a list summarizing group work in class.</li> <li>• Write a one-page text using mostly formulaic language and simple sentences on issues related to personal life (school, daily activities, etc.).</li> <li>• Prepare a 3-5 minute oral project (presentation, skit, video) about some area of personal interest related to the course material.</li> <li>• Answer simple questions about the prepared presentation topic.</li> <li>• Prepare short oral and written reactions or points of interest in selected reading and activities.</li> </ul>	<p>At the end of the quarter, students will be able to:</p> <ul style="list-style-type: none"> <li>• Master typing on a Hebrew keyboard.</li> <li>• Write a 1.5-page simple composition on personal past experiences which could be understood by a sympathetic reader.</li> <li>• Use basic cohesive devices such as “at first, then, next, etc.”</li> <li>• Prepare and present short oral reports (of 5-8 minutes in length) on familiar and personal topics.</li> <li>• Present personal opinions about the topic and ask/answer questions about it.</li> <li>• Write (type) short and simple emails, notes, ads and announcements.</li> <li>• Participate successfully in a Creative Writing Workshop in which they write a short and simple description and/or short and simple poem.</li> </ul>	<p>At the end of the quarter, students will be able to:</p> <ul style="list-style-type: none"> <li>• Develop a 2-page written (typed) descriptive composition on topics such as memorable experiences, plans for a celebration, leisure activities, travel, school, etc., in an array of simple sentences.</li> <li>• Use more frequently a wider variety of cohesive devices.</li> <li>• Edit for errors based on the material taught in class.</li> <li>• Prepare a 10-minute oral project on less personal topics such as cultural, political or social events (in which they describe, report, compare and state an opinion).</li> <li>• Ask/answer a variety of questions about their projects.</li> <li>• Write formal letters using phrases and structures studied in class.</li> <li>• Write short emails and notes with more ease.</li> <li>• Participate successfully in a Creative Writing Workshop in which they write and present a short and simple story (1 page) using present and past tenses.</li> </ul>