



Hebrew

Hebrew is the language of the Jewish people. It connects us to Tefilla, TaNaKh, the Land of Israel, and the Jewish tradition. Through study of the Hebrew language students will share cultural aspects of the language and of Eretz Yisrael. Rashi students will understand that knowledge of Hebrew is part of their Jewish identity. Our focus is on modern Hebrew with exposure to Biblical Hebrew.

Students will, according to their ability, communicate in Hebrew. Skills are developed in reading, writing, listening and speaking Hebrew. Performances in Hebrew, skits, games, engaging literature and newspapers engage our students in the Hebrew language.

KINDERGARTEN

Students will be able to....

- Name body parts and clothing.
- Count from one to twenty.
- Name classroom objects, colors, and family members.
- Use weather vocabulary in simple sentences.
- Recite the days of the week and use simple sentences in response to teacher questions such as: What day is today?
- Understand and respond to simple greetings such as “How are you?” and “Good morning.”
- Recite blessings, prayers and songs in Hebrew related to Jewish Holidays and Shabbat.
- Follow simple directions in Hebrew. (i.e. sit down, listen, clean up, look at the picture).
- Understand and use words and phrases related to secular studies i.e., Hunger Awareness: food, blessings; School play: animals and family; Science: chicks, caterpillars, owls.
- Identify repeating Hebrew words in the *Siddur*, i.e. *baruch*, *shalom*, *Yisrael*, *melech*.
- Recognize and name some of the letters of the Hebrew alphabet and their sounds.

GRADE ONE

Students will be able to....

- Follow simple teacher directions in Hebrew (sit down, stand).
- Respond to teacher prompts with short answers, using isolated words, short phrases, and nominal sentences.
- Talk about the weather and describe the clothing that worn in different seasons.
- Recognize the Hebrew alphabet.
- Blend all letters and vowels and read them phonetically.
- Read sight words.
- Read and comprehend whole words and short sentences with familiar vocabulary.
- Form all the Hebrew letters in print.
- Name objects in the classroom.
- Use greetings.
- Name the people in their immediate environment – family, school.
- Be familiar with stories and songs to use words and terms to name Jewish symbols, places, customs, foods, etc. that are distinct to Shabbat, Jewish holidays, synagogue life and Israeli neighborhoods.
- Know the appropriate blessings for food.

GRADE TWO

Students will be able to....

- Describe the simple actions using common verbs in the present tense and appropriate pronouns.
- Ask simple questions.
- List places in the school and at home.
- Utilize phonetic rules to sound out words as he/she reads.
- Read short stories (3-6 lines in picture books).
- Write the Hebrew alphabet in cursive/manuscript.
- Write short sentences to describe a picture or answer questions.
- Express likes/needs using the infinitive form of the word.
- Use common prepositions (such as on, under, in).
- Be familiar with stories and songs; use words that are distinct to *Shabbat*, Jewish holidays and Israel.
- Describe in simple sentences family events and traditions.
- Describe in simple sentences how holidays are celebrated in Israel.

GRADE THREE

Students will be able to....

(Classes are split into 3 levels for grades 3-8. The content listed on the following pages is the middle level.)

- Engage in simple, short conversations that are 3-4 sentences long; provide and obtain information; express likes/dislikes, feelings, and emotions.
- Describe the immediate school environment including building: locations, inside, people in the classroom.
- Tell about different things they like to do in class/school and after school.
- Compare and contrast different places, what there is and what there is not.
- Describe themselves and someone they know.
- Describe the neighborhood, street, buildings, houses, parks and special features.
- Describe friends (appearance, likes and dislikes), residence, friend's family, clothes, and length of friendship.
- Read an entire book and describe the characters/places in the book, what/who they like in the book, summarize the story and create a dialogue between characters.
- Describe in writing family members, friends, house, school environment, etc. using a sequence of 5-7 sentences.
- Read (decode) short paragraphs with fluency and accuracy.
- Comprehend the paragraphs they read.
- Describe in simple sentences family events and traditions.
- Describe in simple sentences how holidays are celebrated in Israel.

GRADE FOUR

Students will be able to....

(Classes are split into 3 levels for grades 3-8. The content listed here is the middle level)

- Engage in conversations, provide and obtain information, express likes/dislikes, feelings, and emotions.
- Describe summer experiences.
- Describe different foods and food types; order food in a restaurant, ask how much something costs, be able to read menus and create menus.
- Describe after school activities and hobbies; describe when and how frequently they do certain activities.
- Describe physical feelings such as being thirsty, hungry or tired.
- Describe important places in Israel.
- Read a simple children's book at the appropriate level in authentic Hebrew.
- Spell high frequency words with accuracy.
- List appropriate behavior rules for school, park, home; know structures such as allowed, forbidden, should, etc.
- Read with increased accuracy and fluency; read and understand sight words, short descriptions, invitations, menus, schedules, authentic and semi-authentic texts about familiar topics.
- Understand the main idea and a number of details in simple text with uncomplicated situations.

GRADE FIVE

Students will be able to....

- Engage in conversations, provide and obtain information, express likes/dislikes, feelings and emotions.
- Describe a variety of places and locations, including special features of a place such as the weather.
- Describe a summer experience using past tense.
- Describe the history of a place (city, historical site, etc.); tell how this place came to be and the significance of this place in the present or the past; express opinions about this place.
- Describe an important person in their life including where s/he lives, how they know each other, what the person does, what they like to do with the person and why the person is important to them.
- Understand a short movie in Hebrew.
- Spell accurately high frequency vocabulary.
- Understand and interpret written and spoken language on a variety of subjects including short descriptions, invitations, announcements, menus, schedules and authentic and semi-authentic texts about familiar topics.
- Understand the main idea and a number of details in simple texts with uncomplicated situations.
- Compare personal preferences in past and present tenses.
- Use verb/noun and noun/adjective agreement with increased accuracy.

GRADE SIX

Students will be able to....

- Engage in conversations, provide and obtain information, express likes/dislikes, feelings, and emotions.
- Tell about their personal experience during transitions, their feelings and emotions (easy, hard, I like/dislike...).
- Use the future tense of *Binyan Paal* in real life contexts.
- Read/listen to stories/testimonials of children about their transitions, and adjust and start new beginnings.
- Understand the main ideas and many details of authentic texts.
- Use verbal and nonverbal cues (contextual and morphological) to interpret spoken and written texts in Hebrew.
- Recount biographies of famous Jews/Israelis; tell salient facts about the life of a famous person using a sequence of sentences.
- Read a biography (in semi-authentic Hebrew) of a person in Jewish/Israeli history, and understand most of the main points and most of the details.
- Compose interview questions, interview someone and write a summary.
- Retell and summarize stories (paraphrase) they read; understand the main ideas and details of the stories.
- Read and comprehend different genres; describe the characters/places in the book, summarize the story, create a dialogue between characters and infer the meaning of unfamiliar words using contextual clues.
- Master use of 100 verbs.
- Use past tense of *Binyan Paal* in real life contexts.

GRADE SEVEN

Students will be able to....

- Engage in conversations, provide and obtain information, express likes/dislikes, feelings, and emotions.
- Chronicle family stories, such as moving from place to place (country to country), the relative's special successes, adventures, life stories, etc. in chronological order.
- Tell how family traditions started.
- Tell a number of historical facts from the historical periods relatives lived in (what happened during that time).
- Compare and contrast past and present family traditions, places of residence, and family structure using past, present and future tenses.
- Understand different aspects of a book – characters, plot, etc.
- Express wishes or predictions for their family's future, such as family structure, texts about family histories; take notes while listening to other students' stories.
- Read different genres of text, including semi-authentic newspapers.
- Use future tense in different contexts.

GRADE EIGHT

Students will be able to....

- Engage in conversations, provide and obtain information, express likes/dislikes, feelings, and emotions.
- Describe places of origin and places of resettlement in Israel (kibbutz, absorption center); describe correct data about places in Israel.
- Describe people of Israel, who they are, when and where they were born, their family, professions, hobbies, places of employment, and special attributes.
- Describe the historical and biographical facts; tell a number of historical facts from the historical periods people lived in (what happened during that time).
- Describe the challenges people faced when relocating and adjusting to a new country/culture, etc. using past tense (“They had to ... They lived in ... They didn’t have ...”)
- Tell/chronicle family stories of relocation, such as moving from place to place (country to country), adventures, etc. in chronological order.
- Compare different periods of immigration, different places of origin and settlement and immigrating at different ages.
- Describe the geography of Israel.
- Read, comprehend and analyze different genres of literature and use future tenses to prepare for next school experiences in written and oral presentations.
- Read newspapers for students and be familiar with current events.
- Exchange information about topics of personal interest with native speakers.
- Handle situations of buying and ordering food.
- Plan a trip of imaginary travel.