



BISHVIL HA-IVRIT: OUR PHILOSOPHY

The Bishvil Ha-Ivrit program is driven by the belief that mastery of Hebrew promotes students' understanding of their history, culture and tradition, excites them about lifelong Jewish learning, fosters a sense of belonging to the Jewish people and cultivates strong ties with Medinat Yisrael (the State of Israel) and Am Yisrael (the Jewish people). The Bishvil Ha-Ivrit program seeks to create a community of Hebrew speakers who can participate in a casual conversation or sophisticated discussion in Hebrew, enjoy a Hebrew lecture, read a Hebrew book or an article in an Israeli newspaper using a critical lens and write a letter or an essay about personal, cultural, social, political and global issues.

In order to achieve these goals, Bishvil Ha-Ivrit, rooted in the Communicative Approach, offers students multiple opportunities to develop their communicative skills – listening, reading, speaking, writing and viewing and critical thinking skills through sequential linguistic progression (vocabulary and grammar) embedded in socially relevant themes, resources and learning experiences. The program introduces students to Hebrew from all historical periods: biblical, rabbinic, medieval, enlightenment and modern through authentic and adapted texts from a wide variety of genres - conversations, interviews, articles, notes, questionnaires, songs, prose and poetry, and more. As students gradually develop their Hebrew language proficiency and feel at home with the Hebrew language, they also interrogate and become aware of diverse viewpoints on daily life in Israel, Jewish tradition and history, society as a whole, and the world. In turn, we hope that students become critical consumers and articulate, ethical and responsible producers of new thoughts and texts in Hebrew.

Enduring Understandings of the Bishvil Ha-Ivrit Program

- Learning Hebrew helps foster a sense of Jewish peoplehood and connection to Israel, its people and its culture.
- Students can leverage their Hebrew skills and cross-cultural competence to make a difference in their local community, in Israel and in the world.

Essential Questions of the Bishvil Ha-Ivrit Program

Socio-cultural

1. Who am I?
2. What does it mean to be of a certain religion, culture or nationality?
3. How is my culture similar to and different from Israeli culture?
4. What is contemporary life like in Israel?
5. What are families and communities like in Israel?
6. How are my family, community and ways of living similar to and different from those in Israel?
7. What are the challenges Israel is facing and how is Israel dealing with them?
8. What are Israel's contributions to the world? How is Israel contributing to advancing the fields of science and technology?
9. How can I make a difference through my Hebrew knowledge and competency?

Communicative

1. How can I understand when I don't know all the words in Hebrew?
2. How can I express myself when I don't know all the words in Hebrew?
3. How can I use the Hebrew language both within and beyond the classroom?

Meta-Linguistic

1. What should I do in my head when I'm trying to learn the Hebrew language?
2. Are there patterns to the Hebrew language?
3. How is my language(s) similar to and different from Hebrew?

PROGRAM LEVELS

The Bishvil Ha-Ivrit program offers linguistically sequential materials for all levels – from true beginners to heritage learners. The program consists of:

1. Mechina (fully online module) / Besod Ha-Ivrit (digital and hardcopy textbook)
2. Beginners (Bishvil Ha-Ivrit 1 and 2)
3. Intermediate (Bishvil Ha-Ivrit 3 and 4)
4. Advanced (Bishvil Ha-Ivrit 5, online module on Freedom and Bishvil Ha-Ivrit Books 22-25)

Foreign Language Frameworks and Bishvil Ha-Ivrit

There are two major frameworks for learning, teaching, and assessing foreign language skills: the American Council on the Teaching of Foreign Languages (ACTFL) Proficiency Guidelines (actfl.org) and the Common European Framework of Reference for Language (CEFR). The following table aims to provide Bishvil Ha-Ivrit coordinators and teachers a better understanding of how the Bishvil Ha-Ivrit program aligns with current major frameworks in the field of second language learning. This comparison is by no means official or empirical.

| CEFR | ACTFL | Bishvil Ha-Ivrit |
|---------------------|---------------------------------------|--|
| | Novice Low> Novice Mid /High | בסוד העברית |
| A1 Basic User | Novice High>Intermediate Low | ספר 1 מתחילים חלק א' Book 1 Beginners 1 |
| A2 Basic User | Intermediate Low> Intermediate Mid | ספר 1 מתחילים חלק א' + ספר 2 מתחילים חלק ב' BK 1 Beginners 1, cont. & BK 2 Beginners 2 |
| B1 Independent User | Intermediate High> Advanced Low | ספר 2 + ספר 3 ביניים חלק א' Book 2 Beginners 2 cont. & Book 3 Intermediate 1 |
| B2 Independent User | Advanced (Low) Mid-High | ספר 4 ביניים חלק ב' Book 4 Intermediate 2 |
| C1 Proficient User | Advanced High-Superior | ספר 5 מתקדמים 1 Book 5 Advanced 1 |
| C2 Proficient User | Superior>(Distinguished) | חבורות 21-25 מתקדמים 2 Books 21-25 Advanced 2 - Native speakers |

PROGRAM GOALS BY LEVEL

The following scope and sequence is based on Bishvil Ha-Ivrit materials and goals using standards and terminology adapted from The National Standards Collaborative Board. (2015). *World-Readiness Standards for Learning Languages*. 4th ed. Alexandria, VA: Author.

*For a detailed list of objectives per unit, click on the Now We Can document or refer to the Now We Can page at the end of each unit in the book. You can also click here: [Unit Goals Per Book](#)

MECHINA / Besod Ha-Ivrit

The *Mechina / Besod Ha-Ivrit* are intended for students who have not studied Hebrew before or who have not mastered the following in whole or in part:

1. Reading in Hebrew (decoding of words, with or without vowel points) and/or
2. Writing in Hebrew (print letters and/or cursive) and/or
3. 150 basic Hebrew vocabulary words.

These early literacy skills and words form the foundation for the Bishvil Ha-Ivrit 1 book and are therefore a “prerequisite” to start the book.

Upon completion of this level, most students will be able to listen, view and read with comprehension, and write and speak with emerging fluency and accuracy about the topics below using the vocabulary, syntax, and morphology learned.

Content and Context

Basic biographical information (e.g. self and family); some daily activities and personal preferences; familiar objects from the immediate environment; locations in Israel

Communicative skills

Communicative functions in the Mechina are restricted to some of the concrete exchanges and predictable topics necessary for survival using two or three words, stock phrases, and formulaic or memorized questions.

Upon completion of this level most students will be able to:

Interpretive (listening & reading comprehension)

- comprehend basic information (isolated words or very high-frequency phrases) about others and Israel from short conversations and answer simple comprehension questions
- decode familiar words with or without vowels (*nikkud*)
- decode names of people and places and “international” words with vowels
- read words, sentences, and short simple texts of upto 5 sentences and answer simple comprehension follow-up questions

Presentational (speaking and writing)

- name familiar objects from their immediate environment
- introduce themselves (basic biographical information)
- express basic information about Israel and identify locations in Israel
- write familiar names, words, and short sentences
- summarize a short text that s/he read or a short conversation s/he heard

- write a short protest/support post

Interpersonal (spoken or written exchange)

- exchange greetings
- act out short memorized conversations (without reading)
- ask and answer simple questions about self and others like – Who? What? When? Where? When?
- write a short text message

Linguistic Knowledge

In order to interact with linguistic competence, students will investigate, explain, and reflect on the nature of language as a whole through comparison between the Hebrew language, their home language and other languages they already know.

Vocabulary

- 150 common Hebrew words (including cognates from other languages that have entered the Hebrew language)

Morphology

- singular and plural nouns and common final letters
- basic verbs in the present tense and basic adjectives in masculine and feminine singular

Syntax

- simple Hebrew sentences; sentence subject, verb, and/or descriptors and adjectives adjacent to the subject and object of the sentence
- responses to Who? What? When? Where? questions
- pronouns
- noun-adjective and subject-verb agreement
- preposition letters (*be-*, *le-*, *me-* etc.)
- the definite article

בסוד העברית Now I can לתלמיד באנגלית
בסוד העברית: עכשיו אני יכול/ה... למורה בעברית

Bishvil Ha-Ivrit 3

This book is designed for students who have achieved the skills and linguistic knowledge goals of Bishvil Ha-Ivrit Book 2 or are performing at the Intermediate-mid level based on the ACTFL Proficiency Guidelines prior to starting this book.

Upon completion of this book, most students will be able to listen, view and read with comprehension, write and speak about the content of the book, using the vocabulary, syntax, and morphology learned in the book with partial accuracy and fluency in various contexts and in multiple genres (prose, poetry, songs, Biblical verse and *midrash*, text messages and notes and more).

Content and Context

shapes and colors; symbols; disagreements; climate; photography; history, archeology, and preservation; animals; friendship; learning and teaching

Communicative Skills

Communicative tasks include most informal and some formal conversations on familiar and new concrete social and academic topics related to school, home, and leisure activities. They can also speak about some topics related to current events, and matters of public and community interest in paragraph-length with detail and organization

Upon completion of this book most students will be able to:

Interpretive (listening & reading comprehension)

- understand informative texts related to basic personal and social needs and relevant to one's immediate and extended environment such as self and everyday life, school, community, and particular interests
- understand simple stories, routine correspondence, short descriptive texts or religious texts and straightforward persuasive texts within familiar contexts
- make inferences and derive meaning from context and linguistic features

Presentational (speaking and writing)

- narrate and describe information in speech or writing on a variety of topics with increasing complexity and length in the major time frames of past, present, and future

Interpersonal (spoken or written exchange)

- participate in longer and more complex conversations about various topics
- ask and answer a variety of questions
- shares point of view in discussions
- show emerging evidence of the ability to communicate in contexts of occasionally unfamiliar and abstract topics

Linguistic Knowledge

In order to interact with linguistic competence, students will investigate, explain, and reflect on the nature of language as a whole through comparison between the Hebrew language, their home language and other languages they already know.

Vocabulary

- Approximately 680 new words (including cognates from other languages that have entered the Hebrew language)

Morphology

- names of colors and their inflections
- verbs from the *Paal*, *Piel*, *Hifil*, *Hitpael*, and *Nifal* verb patterns (*shlemim* root type) in the past, present, and future tenses and in the infinitive

Syntax

- nominal sentences in past, present, and future tenses
- impersonal sentences in the present tense
- existence sentences in the past and future tenses
- complex sentences that include existence sentences in the future tense
- possessive sentences in the past and future tenses
- sentences with *mutar/asur +l-.../zarich/ kday+l-... + infinitive*

Bishvil Ha-Ivrit Book 3 Learning Objectives

Bishvil Ha-Ivrit 4

This book is designed for students who have achieved the skills and linguistic knowledge goals of Bishvil Ha-Ivrit Book 3 or for students performing at the Advanced Low level based on the ACTFL Proficiency Guidelines prior to starting this book.

Upon completion of this book, most students will be able to listen, view and read with comprehension, write and speak about the content of the book, using the vocabulary, syntax, and morphology learned in the book with linguistic ease, confidence, and competence pertaining to real-world topics of general interest relevant to personal, social, community, and national contexts, in multiple genres (prose, poetry, songs, Biblical verse and *midrash*, text messages and notes and more).

Content and Context

sleep and dreams; time, efficiency, multitasking, circadian rhythms, punctuality and procrastination; books, libraries, bookstores, readers; truth and falsehood, moral dilemmas; volunteer programs; name choices

Communicative Skills

Communicative tasks relate to a variety of concrete topics and some abstract topics in various settings: social and academic. Students at this level are able to explain in detail and narrate fully and mostly accurately in all time frames. They can also confidently handle situations with an unexpected complication.

Upon completion of this book most students will be able to:

Interpretive (listening & reading comprehension)

- identify the main idea and supporting details of authentic narrative and descriptive texts of familiar and some new topics
- understand texts of connected paragraphs that have a clear and highly predictable structure
- understand parts of texts that deal with unfamiliar topics or situations or with issues treated abstractly

Presentational (speaking and writing)

- provide a structured argument to support their opinions
- construct hypotheses
- write routine informal correspondence, narratives, and descriptions with significant precision and detail
- write formal letters and advertisements
- write surveys
- write summaries and reports of a factual nature

Interpersonal (spoken or written exchange)

- maintain paragraph-length conversations on familiar and new concrete topics
- show emerging evidence of the ability to participate in discussions about issues beyond the concrete
- participate in debates on challenging moral dilemmas
- survey people on a variety of topics

Linguistic Knowledge

In order to interact with linguistic competence, students will investigate, explain, and reflect on the nature of language as a whole through comparison between the Hebrew language, their own language and other languages they already know.

Vocabulary

- approximately 500 new words (including cognates from other languages that have entered the Hebrew language)

Morphology

- verbs from the *Paal, Piel, Hifil, Nifal, Hitpael* verb patterns in the regular root group in the past, present, and future tenses
- rules for creating the construct state (smichut)
- words derived from the root ך-ג-ז
- words of a single root (ר-פ-ס) and its multiple meanings

Syntax

- purpose phrases and clauses *kdei* (in order to) and *kdei sh...* (in order that)
- time expressions *lifnay sh...*, *acharei sh...*, *bzman sh...*, *k'sh...*
- concessive expressions and sentences *lamrot* (despite)/ *af al pi sh...*
- causal expressions and sentences *mipnay sh...* , *mikeyvan sh...*, *biglal sh...*
- complex sentences that include a relative clause