



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?

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

Bishvil Ha-Ivrit 5

This book is designed for students who have achieved the skills and linguistic knowledge goals of Bishvil Ha-Ivrit Book 4 or for students performing at the Advanced High 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 accurately, fluently, and naturally in personal and general contexts and using multiple genres (prose, poetry, songs, Biblical verse and *midrash*, text messages and notes and more).

Content and Context

sports, athletes, competition and games; costumes and masks; Purim; fashion and clothes; Jewish separateness and assimilation; camouflage in the animal and plant world; social networks; journeys, travelling, trips; group dynamics and structures, peer pressure, the social psychology of groups, kibbutzim; leaders and leadership

Communicative Skills

Communicative tasks relate to a variety of topics in informal and formal settings (academic and professional) from both concrete and abstract perspectives.

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

Interpretive (listening & reading comprehension)

- understand a wide variety of texts: informative, descriptive, and narrative of any length and complexity on a wide range of familiar and less familiar topics
- follow some of the key points of complex or argumentative speech in areas of special interest or knowledge

Presentational (speaking and writing)

- explain complex matters in detail and provide lengthy and coherent narrations of a series of paragraphs to a number of pages
- write a full-length academic or research paper
- provide in-depth summaries on a variety of social, academic, and professional topics
- present their opinions on a number of social and political issues
- provide structured arguments to support opinions
- construct and develop hypotheses to explore alternative possibilities

Interpersonal (spoken or written exchange)

- participate fully and effectively in conversations on a variety of topics in formal and informal settings from both concrete and abstract perspectives
- discuss their interests and special fields of competence

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.