

## Learning Objectives

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## Learning Objectives

### Unit 1: I'm Here, Where Are You? (*Ani Po, Efo Ata?*)

Upon completion of the unit, students will be able to:

- ☛ introduce themselves and explain where they are and where they live;
- ☛ act out an introductory conversation with people and then tell about them;
- ☛ conduct a short conversation or exchange text messages to find out where people are;
- ☛ point out objects in the class or home environment and identify them;
- ☛ point to places on the map of Israel, name them, and identify them as city, moshav, kibbutz, mountain, or sea;
- ☛ think about the I-you relationship based on a famous Hassidic saying;
- ☛ identify the grammatical gender of Hebrew nouns by their common suffixes.

## Learning Objectives

### Unit 2: Here Is My Home! (*Po HaBayit Sheli!*)

Upon completion of the unit, students will be able to:

- ☛ tell what is found in the center of a big city;
- ☛ read a city map and mark the main sites and buildings (for instance: museum, university, street, mall) using the words זה , זאת , אלה, and the words יש or אין;
- ☛ order falafel and say what else comes with the falafel;
- ☛ describe and compare city life to life in a village, moshav, or kibbutz;
- ☛ talk about the place where they live;
- ☛ describe a moshava – a place that is like a city in some ways and a village in some ways – and compare it to where they live;
- ☛ describe where each member of their family is;
- ☛ read notices about community events and write short text messages about what is happening;
- ☛ tell about the life of a child on a kibbutz and compare it to their lives;
- ☛ change singular nouns to the plural form with the correct gender.

## Learning Objectives

### Unit 3: A School for Everyone (*LeKhol Ekhad Bet Sefer*)

Upon completion of the unit, students will be able to:

- ☛ talk about different schools in Israel, like the school for the arts, the nature school and a yeshiva;
- ☛ describe different schools in their country;
- ☛ discuss the pros and cons of tests versus term papers;
- ☛ act out conversations between students who study in different schools, between students studying for a test and students writing a term paper, and between a school principal and a new student;
- ☛ talk about a family tree project – how and why students write it;
- ☛ conjugate verbs belonging to the 5 main groups of the verb using the present tense, and use several common verbs from each of the groups in speech and writing.

## Learning Objectives

### Unit 4: Talking About the Desert

#### *(Medabrim Al Hamidbar)*

Upon completion of the unit, students will be able to:

- ☛ talk about the Negev, special settlements in the Negev, the school for environmental studies, the Bedouins, and life in the desert;
- ☛ tell a Bedouin folktale and discuss the value of hospitality as it emerges from the story;
- ☛ invite people to eat in their home and offer them refreshments;
- ☛ talk about what they want to do in different situations, using infinitives;
- ☛ identify the main patterns of infinitives and use different sentence structures in which the infinitive appears.

## Learning Objectives

### Unit 5: Where? To Jerusalem! (*Le'an? Li'Yrushalayim!*)

Upon completion of the unit, students will be able to:

- describe important sites in Jerusalem, like special streets, the library, the museum, and the market;
- speak about their own city, describe sites in the city and explain what's special about it;
- conduct a conversation with the salesperson in a souvenir shop, with a waiter in a restaurant, and with the salesperson in a clothing store;
- act out conversations as a tourist, speak with local residents and ask them about special sites in the city;
- summarize how to use adjectives in Hebrew and use adjectives in different patterns to describe streets and sites.

## Learning Objectives

### Unit 6: Everyday and Another Day (*Yom-Yom VeOd Yom*)

Upon completion of the unit, students will be able to:

- ☛ tell about a friend's surprise birthday party, and describe the friend's feelings before and after the party;
- ☛ tell about the preparations for a birthday party;
- ☛ write greeting cards to attach to gifts and write thank you notes for gifts they received;
- ☛ describe different moods;
- ☛ talk about good days and not-so-good days during the week and tell which is their favorite day of the week and why;
- ☛ compare weekends in Israel to weekends in their country;
- ☛ read the first chapter of Bereshit (Genesis) in Hebrew, and tell what was created on each day based on the verses;
- ☛ use the expressions "שום דבר" and "אף אחד";
- ☛ use the preposition "אֶת".

## Learning Objectives

### Unit 7: My Room Is Me (*HaKheder Sheli Ze Ani*)

Upon completion of the unit, students will be able to:

- describe the structure, colors, and furniture of a room or home;
- draw a room or apartment based on its description in words, and describe in words the drawing of a room or apartment;
- act out conversations between children or between parents and children who want to reorganize or paint furniture in a room;
- create advertisements and discuss the power of advertisements and how they influence people;
- discuss different aspects of neatness and messiness and describe their attitudes toward cleaning up their rooms;
- tell about the holiday of Passover and the Seder;
- put sentences in a folktale in a logical order;
- discuss the dilemma of a child who asks his parents not to go into his room, and the issue of privacy and the freedom to do what we want in our own rooms;
- count objects – masculine and feminine – up to 10;
- conjugate the word "של" in all persons (first person, second person, third person);
- use phrases in which the noun and the adjective have the definite article.

## Learning Objectives

### Unit 8: In Good Time (*BeSha'ah Tovah*)

Upon completion of the unit, students will be able to:

- ☛ tell about their routine daily schedule and about special schedules when they are on a trip, vacation, etc.;
- ☛ plan to go to a movie, performance, on a trip, or to a museum with a friend or friends;
- ☛ tell someone about museum hours based on museum announcements or ads;
- ☛ describe how the **mitzvot** (commandments) and customs of Jewish holidays have been interpreted from the Biblical times onwards, and to whom they apply;
- ☛ discuss the pros and cons of different school hours;
- ☛ write a short letter asking a rabbi a question;
- ☛ find out bus and train schedules at the information desk;
- ☛ tell about the concept of time and the hours of the day and night in the past and now, and in different life situations;
- ☛ construct a sentence that includes an opinion or fact and starts with:  
...אני יודע ש... אני הושב ש...
- ☛ construct a declarative sentence that includes a question word.

## Learning Objectives

### Unit 9: Bon Appetit! (*BeTe'avon!*)

Upon completion of the unit, students will be able to:

- ☛ exchange recipes and talk about cooking-related experiences;
- ☛ discuss food quality in restaurants – ask others and express their own opinions about restaurant meals;
- ☛ order food and offer refreshments to guests;
- ☛ describe Israeli cuisine and discuss the question "is there Israeli food?";
- ☛ tell about typical and popular foods in their own country;
- ☛ describe the land of Israel – the good land – according to the Torah;
- ☛ tell folktales related to food and eating;
- ☛ play group word games according to instructions;
- ☛ describe vegetarians and non-vegetarians and express feelings and opinions about vegetarianism;
- ☛ use the preposition ל- in the correct conjugation after verbs requiring the preposition ל-;
- ☛ express an opinion and describe places and people, using nominal sentences in which there is a definite noun and an indefinite adjective.

## Learning Objectives

### Unit 10: A Name and A Family (*Shem U'Mishpakhah*)

Upon completion of the unit, students will be able to:

- ☛ tell about their family members and family relations, discuss family trees and tell about family gatherings;
- ☛ describe different bar and bat mitzvah ceremonies and plan a mitzvah year in a community or school;
- ☛ tell a family-related folktale and write a similar story;
- ☛ describe how their names were chosen and the ways in which people choose names for their children;
- ☛ tell about the Semitic language family, to which the Hebrew language belongs;
- ☛ tell the story of the Book of Ruth, read selected verses from the book, and discuss the central values of the story;
- ☛ tell about the track of an Israeli child from kindergarten until the army, and address the different ages at each stage or grade in school;
- ☛ use the structure *יש לי / אין לי* with or without the conjugation of the preposition *ל*;
- ☛ use the numbers from 11 to 2000 in the masculine and feminine, in writing and in speech;
- ☛ say how old they are, and ask others their age.