

Learning Objectives

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Learning Objectives

Unit 1: Tel Aviv – A City by the Sea

(Tel Aviv – Ir Leyad HaYam)

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

- ☛ describe life in Tel Aviv – a city by the sea, with major centers of entertainment, culture and art;
- ☛ tell about the advantages and disadvantages of life in a big city, about ecological problems in a city, and about different solutions;
- ☛ discuss the need to re-use clothing and furniture;
- ☛ act out conversations and rallying cries of people demonstrating about ecological issues related to nature preservation and life in a big city;
- ☛ use "יכול" (can) in the four forms + the infinitive;
- ☛ use verbs in the *paal* verb patterns in the *lamed yud/hey* root group in the present tense and the infinitive.

Learning Objectives

Unit 2: From Head to Toe (*MiKaf Regel VeAd Rosh*)

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

- describe the bodies and faces of different people in paintings and photographs;
- discuss the "selfie culture" – what does it mean, and what's good and what's bad about this culture;
- discuss the function of portraits and the reasons for the creation of portraits throughout the history of art;
- discuss caricatures in general and specifically caricatures of doctors and patients;
- discuss folk remedies and attempts to test the influence of folk remedies on health and well being;
- speak with a doctor about pains and medications and write doctor's notes;
- describe a person and the person's characteristics using expressions connected to different body parts;
- discuss the Rambam's advice about good health and preventing disease;
- use the "noun/pronoun + צריך + noun" structure and the "noun/pronoun + צריך + infinitive" structure in the appropriate contexts;
- identify, conjugate and use verbs in the *paal* verb pattern in the present tense.

Learning Objectives

Unit 3: Wear It in Good Health! (*Titkhadshu!*)

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

- ☛ act out conversations between customers and salespeople in a clothing store and between friends about fashion and brands;
- ☛ describe their clothes closet and how they choose what to buy and what to wear;
- ☛ describe how people dressed in the past, and how they dress nowadays;
- ☛ describe paintings based on Biblical stories and discuss to what extent the landscape and clothes reflect the heroes' era;
- ☛ identify past tense suffixes for every verb and the basis of each active *binyan* (verb structure) in the past tense;
- ☛ change verbs from one grammatical person to another in the same *binyan* in the past and from past tense to present tense in all persons in the 5 active *binyanim* (verb structures).

Learning Objectives

Unit 4: Good People (*Anashim Tovim*)

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

- describe different volunteer programs, and discuss their value and their contribution to the volunteer and to the community;
- discuss the pros and cons of mandatory volunteer programs in different educational and community settings;
- ask questions via e-mail or respond to e-mail questions about different volunteer programs;
- discuss different levels of giving or *tzedaka* (charity) according to the Rambam (Maimonides), and express an opinion about the meaning of true giving;
- identify the prefixes and suffixes of verbs in the future tense in the 5 active *binyanim* (verb structures) in Hebrew, and change verbs from future tense to present tense and from pronoun to pronoun in the future tense in all the *binyanim* (verb structures).

Learning Objectives

Unit 5: I and Other Animals (*Ani VeKhayot Akherot!*)

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

- ☛ act out conversations about raising pets at home and about working in a zoo;
- ☛ discuss the connection between humans and animals and Judaism's attitude towards animals;
- ☛ act out a conversation about training animals and discuss whether or not it is right to train animals;
- ☛ converse about animals that help other animals, and about the "humane" aspects of animals;
- ☛ discuss the role of zoos in the world and ways to ensure the animals' well-being;
- ☛ use the words "אסור", "מותר", "כדאי" and "לא כדאי" + infinitive verb correctly, fluently, and naturally;
- ☛ add the correct pronoun endings to the preposition "אֶת" and use it correctly.

Learning Objectives

Unit 6: Hearing Every Sound (*Lishmo'a Kol Qol*)

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

- describe the place of music in their lives and discuss questions such as what is good music and what are the differences between noise and music;
- act out conversations about choosing songs for a bar mitzvah party and teaching a new song;
- discuss the effect of music on mood and on feelings in different situations, like studying for an exam, painful medical examination and eating in a restaurant;
- tell the biography of Naomi Shemer, the famous Israeli composer and songwriter;
- use the expressions "אפשר"/"אי אפשר" in the appropriate contexts;
- use: אֵינִי, אֵינָהּ, אֵינֶה, אֵינָהּ... אֵינֶה, combine it with appropriate verbs, and use it in the correct form with the verbs.

Learning Objectives

Unit 7: Rolling in the Galil and the Golan (*Mitgalgelim BaGalil U'VaGolan*)

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

- ☛ tell the history of famous places in the *Galil*, such as *Pki'in*, *Tzfat*, and the *Kinneret* and describe them;
- ☛ describe different types of itineraries in the *Galil* and other places, and give directions to travelers;
- ☛ discuss different types of trips and how they suit different people, and act out conversations about trips;
- ☛ send text messages or emails thanking tour guides after a trip with them;
- ☛ identify the construct state combinations (*smikhut*) and use them in various contexts;
- ☛ add the correct pronoun endings to the preposition "על" and use it correctly.

Learning Objectives

Unit 8: Not on the Smartphone Alone

(Lo Al HaSmartphone Levado)

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

- ☛ discuss the advantages and disadvantages of communication with devices such as smartphones for social purposes and for educational tasks;
- ☛ discuss the positive and negative effects of social media and give examples of these effects;
- ☛ describe the language of contemporary social media and its use of agreed-upon symbols;
- ☛ formulate rules for proper behavior online and for taking care of devices such as a smartphone;
- ☛ discuss the future of education with personal devices, especially smartphones, and the fundamental changes that this kind of learning makes in schools;
- ☛ identify the imperative verb form in both the positive and the negative, and produce the most common forms in the spoken language.

Learning Objectives

Unit 9: Only in Israel (*Rak BeYisrael*)

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

- discuss the image of the Israeli *tzabar* 60 or 70 years ago, and describe the changes that have taken place in Israeli society since then;
- discuss habits and customs in Israel, and compare them to habits and customs in our society;
- describe the various meanings of the word "*chutzpah*" and tell folktales and *midrashim* that illustrate the concept of "*chutzpah*";
- compare between schools and social connections in schools in Israel and in our country;
- use the purpose phrase "כדי" (in order to), the reason phrase "בגלל" (because of) and consequence word "לכן" (therefore).

Learning Objectives

Unit 10: One Language and a Common Speech ***(Safa Akhat U'Dvarim Akhadim)***

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

- ☛ chat and discuss the question: Why learn more languages;
- ☛ describe how human beings learn a language, based on two different scientific theories;
- ☛ tell about the history of the Hebrew language and describe it graphically;
- ☛ tell about the various approaches to the state of Hebrew today;
- ☛ describe some common ways to create new words in Hebrew;
- ☛ analyze the Hebrew mistakes of children;
- ☛ explain to someone who doesn't learn a foreign language why it is worthwhile to learn a foreign language.