

Learning Objectives

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Learning Objectives

Unit 1: Shape and Color (*Tzura VaTzeva*)

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

- ☛ talk about situations related to shapes and colors in our daily lives;
- ☛ discuss the variety of shapes and colors in our world in analogy to multiculturalism in society;
- ☛ discuss the meaning of colors and shapes in art;
- ☛ describe the changes that occurred in the understanding of the globe throughout history;
- ☛ talk about an experiment related to shapes and colors;
- ☛ discuss the relevance of shapes and colors in nature;
- ☛ inflect names of colors (and some other words that follow the same pattern), and use them correctly in context;
- ☛ use nominal sentences in the present tense fluently and naturally.

Learning Objectives

Unit 2: Symbols in the Jewish World (*Smalim BaOlam HaYehudi*)

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

- ☛ discuss ways to resolve disagreements;
- ☛ talk about shapes, places, and people that are symbols in the Jewish world;
- ☛ discuss what turns an object, a place or a person into a symbol;
- ☛ describe the changes that occurred in the custom of sending "Shana Tova" cards;
- ☛ describe the official currency of the State of Israel in the past and in the present;
- ☛ use nominal sentences in the past tense fluently and naturally;
- ☛ conjugate verbs from the *pa'al* verb pattern (*shlemim* root type, the *ef'ol* group) in the past, present, future and infinitive (For example: שָׁמַר, שׁוֹמֵר, לְשַׁמֵּר, לְשָׁמֵר).

Learning Objectives

Unit 3: The Weather and Us (*Mezeg HaAvir VeAnakhnu*)

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

- ☛ discuss the impact of weather and seasons on our mood and on our decisions;
- ☛ discuss global climate changes and their causes;
- ☛ talk about the weather in different seasons and various places around the world;
- ☛ describe the effect of weather on animal behavior;
- ☛ read travelers' letters describing weather and mood, and describe photos from different climatic regions around the world;
- ☛ use impersonal sentences in the present tense correctly in context;
- ☛ conjugate verbs from the *pa'al* verb pattern (*shlemim* root type, the *ef'al* group) in the past, present, future and infinitive (For example: לִמְדָה, לֹמֵד, לִלְמַד, לְלַמֵּד, לִלְמוֹד, לְלַמֵּד).

Learning Objectives

Unit 4: What's in a Picture? (*Ma BaTmuna?*)

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

- discuss the meaning of taking someone's picture without his/her knowledge or consent;
- discuss the danger in distributing photographs on the Internet;
- describe the reasons why people take pictures;
- discuss the advantages and disadvantages of the selfie;
- compare the photographer's dilemmas with the dilemmas of the person being photographed;
- describe the stages in the development of photography in general and selfie photography in particular;
- prepare a timeline based on information they listened to;
- use nominal sentences in the future tense fluently and naturally;
- conjugate verbs from the *pi'el* verb pattern (*shlemim* root type) in the past, present, future and infinitive (For example: לְדַבֵּר, יְדַבֵּר, יִדְבַּר, לְדַבֵּר).

Learning Objectives

Unit 5: Remembering the Past and Thinking About the Future (*Zokhrim Et HeAvar VeKhoshvim Al HeAtid*)

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

- ☛ talk about different ways to document history;
- ☛ discuss the importance of documenting history and engaging in archeology;
- ☛ talk about discoveries that were made during archaeological excavations and discuss their credibility;
- ☛ discuss things from the present that they would like to preserve for the future;
- ☛ use existence sentences in the past tense (היה, הייתה, היו) fluently and naturally;
- ☛ use existence sentences in the future tense (יהיה, יהיתה, יהיו) fluently and naturally;
- ☛ use complex sentences that include existence sentences in the future tense fluently and naturally (For example: אני רוצה שיהיה שלום).

Learning Objectives

Unit 6: The Animals and Us (*Ba'ale HaKhayim VeAnakhnu*)

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

- ☛ talk about how humans relate to animals;
- ☛ write instructions for taking care of our pets;
- ☛ read short scientific articles about social relationships of different animals and compare the ways they communicate;
- ☛ write an article about the unique ways an animal communicates with other animals from the same group;
- ☛ use possessive sentences in the past tense (היה ל-..., הייתה ל-..., היו ל-...)
fluently and naturally;
- ☛ conjugate verbs from the *hif'il* verb pattern (*shlemim* root type) in the past, present, future and infinitive (For example: להִרְגִישׁ, מִרְגִישׁ, יִרְגִישׁ, לְהִרְגִישׁ).

Learning Objectives

Unit 7: Two Are Better (*Tovim HaShnayim*)

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

- ☛ talk about different types of friends;
- ☛ explain why we need friends;
- ☛ discuss the dynamic nature of friendships;
- ☛ talk about a non-profit organization that enables teenagers to meet friends from a different nationality;
- ☛ quote and explain friendship proverbs by the Jewish sages;
- ☛ compare things and say whether they are the same or not;
- ☛ use possessive sentences in the future tense (יהיה ל-..., תהיה ל-..., יהיו ל-...) fluently and naturally;
- ☛ conjugate verbs from the *hitpa'el* verb pattern (*shlemim* root type) in the past, present, future and infinitive (For example: הִתְנַדַּב, מִתְנַדֵּב, יִתְנַדֵּב, לְהִתְנַדֵּב).

Learning Objectives

Unit 8: Learning and Teaching (*Lilmod U'Leamed*)

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

- discuss the advantages and disadvantages of different forms of teaching and learning, and various types of teachers and students;
- express a personal opinion about a preferred learning style;
- talk about experiences related to teacher-student relationships;
- discuss the importance of failure in the learning process;
- use sentences in the form of: "מותר/אסור + ל-... + שם פועל" fluently and naturally;
- use sentences in the form of: "צריך + שם פועל" fluently and naturally;
- use sentences in the form of: "כדאי + ל-... + שם פועל" fluently and naturally;
- conjugate verbs from the *nif'al* verb pattern (*shlemim* root type) in the past, present, future and infinitive (For example: לְהִישָׁאֵר, יִישָׁאֵר, נִשָׁאֵר, נִשְׁאָר).