

## CURRICULUM SUMMARY - Modern Hebrew

**YEAR 7: 2 separate schemes of work based on different abilities.**

TERM 1	TERM 2	TERM 3
<p><b>CONTENT</b></p> <p>Topic: <b>Foundation</b> Based on baseline testing conducted before starting Hasmonean, students have been placed in sets. Those students who are not secure in reading and writing in Ivrit will learn the hebrew alphabet and focus on Letters' formation, vowels and sounds speaking and listening skills when doing this Scheme of work. Students will start with basic question words and how to introduce themselves as a basis for conversation skills. This leads to asking where they live and how old they are. In addition, they are introduced to different cities in Israel.</p> <p><b>Foundation Extension</b> from Ivrit Becllick- who am I, my family, birthday, where do I live, food and drink</p> <p><b>Grammar focus Foundation:</b> Greetings, The verb גר/ה, Singular pronouns e.g. אתה / אני, Numbers (feminine) 1-12, Asking questions (age, name, where you are from, how are you?), Singular present tense introduction -The verb 'live' – גר/ה (singular forms) Understand that prefixes can sometimes function as words in Ivrit Prepositions – in /from, Connectives: Extend sentences by using 'and' / 'also'-</p> <p><b>Higher-</b> Myself and my family, Music and Festivals' stories.</p> <p><b>Grammar focus Higher:</b> Pronouns, 1<sup>st</sup> group of verbs and sentences without verbs, Use knowledge of gender to make changes, subject/verb agreement, forming yes/no questions by intonation, subject pronouns, prepositions as prefixed to following word, all present tense forms, and identification of word classes – nouns, verbs, adjectives, pronouns, prepositions</p> <p><b>Foundation:</b> Chapter 1 Units 1,2,5,6 Ivrit Becllick book <b>Higher:</b> Chapters 1 and 2 YeashV'Yesg book 1 &amp; Chagim book</p>	<p><b>CONTENT</b></p> <p>Topic: <b>Foundation</b> Students continue studying about themselves in the context of the family unit, this includes pets. This develops to a study of adjectives so that people and pets can be described.</p> <p><b>Foundation Extension:</b> from Ivrit Becllick- food and drinks, in the class, picnic in the park, clothes, my daily routine and shopping.</p> <p><b>Grammar focus Foundation:</b> Family members and pets, Preposition- the, Question words: 'who is this?', 'I have' / I don't have (singular) – יש לי / אין לי... Of – של e.g. זה אבא של, My/ his /her (singular) שלה / שלו / שלי , Masculine numbers to 10 (oral and recognition), Introduction of adjectives (m/f), Adjectives-noun adjective agreement singular (Simple descriptions of people)</p> <p><b>Higher-</b> Tel Aviv, comparing Tel Aviv to your hometown, Sport and Festivals' stories.</p> <p><b>Grammar focus Higher:</b> There is and there isn't, 2<sup>nd</sup> group of verbs (all present tense forms) and opinions, possessive, adjectives with gender and number agreements.</p> <p><b>Foundation:</b> Ivrit Becllick <b>Higher:</b> Chapter 3 and 4 YeashV'Yesg book 1 &amp; Chagim book</p>	<p><b>CONTENT</b></p> <p>Topic: <b>Foundation-</b> The next unit focuses on School describing activities they do daily. Talking about what equipment they have, describe a class room and lessons/ daily routine (morning/lunch and night time). Linking to previous vocabulary becomes crucial at this point as they then need to be able to describe the daily routine of family members</p> <p><b>Foundation Extension</b> from Ivrit Becllick- Birthday, what I did yesterday, end of year party, going on a trip and after a trip</p> <p><b>Grammar focus Foundation:</b> There is, the isn't אין / יש, בביתה יש, I like to learn (infinitive) subjects, adjectives, school equipment (nouns), time, numbers and time phrases.</p> <p><b>Higher-</b> Holidays and Festivals' stories.</p> <p><b>Grammar focus Higher:</b> Review and consolidate taught grammar</p> <p><b>Foundation:</b> Chapter 1(4) Chapter 3(5&amp;6) chapter 4 (4&amp;5) Ivrit Becllick <b>Higher:</b> Chapter 5 YeashV'Yesg book 1 &amp; Chagim book</p>

## ASSESSMENTS

An entry setting exam to set the students at the correct level.

End of Unit assessments of Reading, Writing, Speaking and Listening according to the book, together with translation tasks and grammar tests.

There will also be regular vocab and grammar tests.

Half-termly assessed work submitted to the teacher. This can be in the form of classwork, summative assessments or homework.

Term 2 Setting assessment.


End of year Assessment will be set for year 8.

These will aim to cover all four language skills within the term.

## HOW PARENTS CAN SUPPORT LEARNING

- Encourage and aid students to access and use the [lvitil.cet.ac.il](http://lvitil.cet.ac.il) website regularly for homework and revision and consolidation of classwork.
- Have short basic conversations in Modern Hebrew at home.
- Ensure students are equipped with pens, glue sticks and rulers.
- Help students plan their revision timetable effectively as they will be given two weeks' notice prior to the setting exam.
- Continue to encourage students to practice their pronunciation by having short conversations with them regularly.
- Keep track of your child's progress, all students will have an assessment grid at the back of their folder/exercise book with all tests results.

**YEAR 8: Yesh V yesh: digital book 1**

TERM 1	TERM 2	TERM 3
<p><b>CONTENT</b></p> <p>Holidays (Wrapping the topic from previous year) Present studies and future</p> <p>Grammar focus: Past tense for further verb groups, the direct object marker definite, article and direct objects and before people and places, infinitive, unusual plurals of a range of common nouns – applying knowledge of gender to make changes.</p>  <p>Chapters 1 and 2 (YeashV'Yesg book 2)</p>	<p><b>CONTENT</b></p> <p>Healthy lifestyles- Food</p> <p>Grammar focus: opinion phrases, feminine and masculine forms, conjugation of the base form and past tense of ל'ה/ל' verbs, transactional language of ordering in restaurant, including infinitives, using increasing range of verbs in the present and past tense with correct gender and number agreement, without clear time makers, complex sentences, subordinate clauses, beginning with the conjunction (that), impersonal sentences with no subject for giving instructions.</p> <p>Chapter 3 (YeashV'Yesg book 2)</p>	<p><b>CONTENT</b></p> <p>Relationships- Me and my Friends</p> <p>Grammar focus: future tense; comparative structures, range of adjectives, related to personality traits, with gender and number agreement, comparative language with first person singular inflection only, conjugation of the base form and past tense of intensive verb groups, use of present tense to express the future intention with time markers, use of preposition after certain verbs, conjugation of the base form and past tense of the causative verb group.</p> <p>Chapter 4</p>
<p><b>ASSESSMENTS</b></p> <p>End of Unit assessments of Reading, Writing, Speaking and Listening according to the book, together with translation tasks and grammar tests. There will also be regular vocab and grammar tests. Half-termly assessed work submitted to the teacher. This can be in the form of classwork, summative assessments or homework. After the February Half-term standardized Setting assessment. End of year Assessment.</p>		
<p><b>HOW PARENTS CAN SUPPORT LEARNING</b></p> <ul style="list-style-type: none"> <li>• Encourage and aid students to access and use the <a href="http://lvt.il.cet.ac.il">lvt.il.cet.ac.il</a> website regularly for homework and revision and consolidation of classwork.</li> <li>• Have short basic conversations in Modern Hebrew at home.</li> <li>• Ensure students are equipped with pens, glue sticks and rulers.</li> <li>• Help students plan their revision timetable effectively as they will be given two weeks' notice prior to the setting exam.</li> <li>• Continue to encourage students to practice their pronunciation by having short conversations with them regularly.</li> <li>• Keep track of your child's progress, all students will have an assessment grid at the back of their folder/exercise book with all tests results.</li> </ul>		

**YEAR 9 – Yesh V yesh: Book 3: Cultural year. Bridge between ks3 and ks4.**

<b>TERM 1</b>	<b>TERM 2</b>	<b>TERM 3</b>
<p><b>CONTENT</b></p> <p>Culture- multicultural family and diversity in Israel, exploring multi-ethnic locations in Israel.</p> <p>Grammar: Recognition and use of present and past tense of a range of familiar verbs, Impersonal sentences in present and past tense with pronoun suffixes, Past tense with object agreement, Conjugation of the base form and past tense of causative verbs, Roots and word families in Hebrew. Future tense first person plural of small range of known verbs – recognition, meaning and use Simple explanation of one rule of first person plural future tense formation, Formation of questions using a range of simple and compound question words, use a range of verbs related to travel and directions.</p> <p>Chapters 1 and 2</p>	<p><b>CONTENT</b></p> <p>Future plans and Technology and Global issues</p> <p>Grammar: Use the future tense of small range of familiar verbs, Conjugation of the future tense of the “verb to be”, Complex sentences in the future tense, Recognition and use of the future tense of an increasing range of familiar verbs, with clear time markers, Use of the connectives: therefore and because, The impersonal expression, Numbers in their thousands, there is/are not all three tenses, with object agreement in the past and future tense, Conditional sentences beginning with followed by two clauses in the future tense.</p> <p>Chapters 3 and 4</p>	<p><b>CONTENT</b></p> <p>Hiking in Israel</p> <p>Grammar: Recap of connectives, Use of all three tenses, Impersonal structures (must), infinitives.</p> <p>Introduction into GCSE- Theme 1: Identity and culture. Topic 1: Me, my family and friends &amp; Topic 2: Technology in everyday life.</p> <p>Chapter 5</p>
<p><b>ASSESSMENTS</b></p> <ul style="list-style-type: none"> <li>Advanced Modern Hebrew assessments will follow the GCSE Higher paper format.</li> <li>Mixed Modern Hebrew assessments will follow the GCSE Foundation paper format.</li> <li>All classes will have a half-termly summative assessment with a focus on one or two language skills.</li> </ul>		
<p><b>HOW PARENTS CAN SUPPORT LEARNING</b></p> <ul style="list-style-type: none"> <li>To provide real life opportunities for students to practise the language.</li> <li>Consult the tracking sheet in the booklet and look at strengths and areas of development with students.</li> <li>To encourage students to read online material in the target language /to subscribe to Modern Hebrew magazines.</li> <li>Help students plan their revision timetable effectively.</li> </ul>		

## YEAR 10 – AQA 8678

<b>TERM 1</b>	<b>TERM 2</b>	<b>TERM 3</b>
<b>CONTENT</b>  Theme 1: Family Friends and relationships.  Technology and free time	<b>CONTENT</b>  Theme 1: Festivals.  Theme 2: home and surrounding Holiday and tourism	<b>CONTENT</b>  Theme 2: Topic 4: Travel and Tourism.
<b>ASSESSMENTS</b> <ul style="list-style-type: none"><li>• Mid-Year Exams in February/March will be Higher and Foundation full papers. This assessment series will include a full speaking (9-12 minutes).</li><li>• All classes will have a half-termly summative assessment with a focus on one or two language skills.</li></ul>		
<b>HOW PARENTS CAN SUPPORT LEARNING</b> <ul style="list-style-type: none"><li>• To provide real life opportunities for students to practise the language.</li><li>• Consult the tracking sheet in the booklet and look at strengths and areas of development with students.</li><li>• To encourage students to read online material in the target language /to subscribe to Modern Hebrew magazines.</li><li>• Help students plan their revision timetable effectively.</li></ul>		

**YEAR 11 – AQA 8678**

<b>TERM 1</b>	<b>TERM 2</b>	<b>TERM 3</b>
<p><b>CONTENT</b></p> <p>Theme 2: Social issues Healthy and unhealthy life style</p> <p>Theme 3: Current and Future Study and employment. Topic 1 My Studies &amp; Topic 2 My life at school. Topic 3 Education and Post 16.</p>	<p><b>CONTENT</b></p> <p>Theme 3: Current and Future Study and employment. Topic 3 Education and Post 16 &amp; Topic 4 Jobs, Career choices and ambition.</p>	<p><b>CONTENT</b></p> <p>Revision of all themes + preparation for Public Speaking exams.</p>
<p><b>ASSESSMENTS</b></p> <ul style="list-style-type: none"> <li>• Mock exams in January will be Higher and Foundation full papers. This assessment series will include a full speaking (9-12 minutes).</li> <li>• All classes will have a half termly summative assessment with a focus on one or two language skills.</li> <li>• <b>Public speaking exams will take place in the first weeks of the summer term. Students will have an official appointment for their Public GCSE Speaking Exam which is shared with the exam board and can only be moved following JCQ regulations.</b></li> </ul>		
<p><b>HOW PARENTS CAN SUPPORT LEARNING</b></p> <ul style="list-style-type: none"> <li>• To provide real life opportunities for students to practise the language.</li> <li>• Consult the tracking sheet in the booklet and look at strengths and areas of development with students.</li> <li>• To encourage students to read online material in the target language /to subscribe to Modern Hebrew magazines.</li> <li>• Help students plan their revision timetable effectively.</li> </ul>		

## YEAR 12 - AQA 7672

TERM 1	TERM 2	TERM 3
<p>Main topics: Communities in Israel (Jewish and non), History of Jews in the world and Israel, leaders of Israel</p> <ol style="list-style-type: none"><li>1 Reading comprehension texts + variety types of Q&amp;A.</li><li>2 Writing short essays + opinions according to texts.</li><li>3 Translation from Hebrew to English.</li></ol>	<p><b>CONTENT</b></p> <p>Main topics: Places in Israel, Israel modern society, Israeli places (old and new).</p> <ol style="list-style-type: none"><li>1 continue reading comp. + q&amp;a.</li><li>2 Essays, express opinion.</li><li>3 First steps Listening comprehension and express opinion accordingly.</li><li>4 Translation from Hebrew to English.</li></ol>	<p><b>CONTENT</b></p> <ol style="list-style-type: none"><li>1 Reading comp. + Q&amp;A.</li><li>2 Translation from Hebrew to English and vice versa.</li><li>3 Cont. listening texts.</li><li>4 General guidelines of an independent research.</li></ol>
<p><b>ASSESSMENTS</b></p> <ul style="list-style-type: none"><li>• Essays and Exam questions in class.</li><li>• Mock exam in January: all four skills will be tested: Speaking/Writing/Listening/Reading.</li><li>• Essays and Exam questions in class.</li></ul>		
<p><b>HOW PARENTS CAN SUPPORT LEARNING</b></p> <ul style="list-style-type: none"><li>• Encourage your child to learn independently and read material in the target language.</li><li>• Subscribe your child to a monthly Israeli magazine which will enhance his/her cultural awareness as well as his/her vocabulary and grammar.</li></ul>		

## YEAR 13 – AQA 7672

TERM 1	TERM 2	TERM 3
<p><b>CONTENT:</b></p> <p>Different topics in reading comprehension texts. Translation from English to Hebrew.</p> <p>Wider study of 2 topics (chosen out of 4): Literature:</p> <ol style="list-style-type: none"><li>1. Following historical events – Film + essay</li></ol> <p>Non Literature:</p> <ol style="list-style-type: none"><li>1. Communities in Israel – Ethiopian Jews: History and Aliya</li></ol>	<p><b>CONTENT:</b></p> <p>Continue the same topics Past papers – beginning.</p> <p>Literature:</p> <ol style="list-style-type: none"><li>1 following Historical events – 2 short stories + essays.</li><li>2 Israel Communities – Ethiopian Jews – integration.</li></ol>	<p><b>CONTENT</b></p> <p>Revision with past papers.</p>
<p><b>ASSESSMENTS</b></p> <ul style="list-style-type: none"><li>• Mock exam in January: all four skills will be tested: Speaking/Writing/Listening/Reading.</li><li>• Essays and Exam questions in class.</li><li>• <b>A2 Modern Hebrew exam in May/June.</b></li></ul>		
<p><b>HOW PARENTS CAN SUPPORT LEARNING</b></p> <ul style="list-style-type: none"><li>• Encourage your child to learn independently and read material in the target language.</li><li>• Subscribe your child to a monthly Modern Hebrew.</li><li>• Ensure students have an effective revision timetable.</li></ul>		



