

## CURRICULUM SUMMARY - Modern Hebrew

### YEAR 7

TERM 1	TERM 2	TERM 3
<p><b>CONTENT</b></p> <p>Topic: Foundation- Letters' formation, vowels and sounds. Culture-Myself and my world. Higher- Myself and my family.</p> <p>Grammar focus: Pronouns, 1<sup>st</sup> group of verbs and sentences without verbs, use knowledge of gender to make pronouns, prepositions as prefixed to following word.</p> <p>Foundation: Chapter 1 Units 1-5 Besod Ha'Ivrit book Higher: Chapter 1 YeashV'Yesg book 1</p>	<p><b>CONTENT</b></p> <p>Topic: Foundation- The way to school and school. Higher- Music.</p> <p>Grammar focus: All present tense forms, and identification of word classes – nouns, verbs, adjectives, pronouns, preposition changes, subject/verb agreement, forming yes/no questions by intonation, subject</p> <p>Foundation: Chapters 2, 3 and 4 Besod Ha'Ivrit book Higher: Chapter 2 YeashV'Yesg book 1</p>	<p><b>CONTENT</b></p> <p>Topic: Foundation- Holiday in Israel. Higher- Tel Aviv, comparing Tel Aviv to your hometown.</p> <p>Grammar focus: 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>Foundation: Chapter 5 units Besod Ha'Ivrit book Higher: Chapter 3 YeashV'Yesg book 1</p>
<p><b>ASSESSMENTS</b></p> <p>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.</p> <p>These will aim to cover all four language skills within the term.</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://lvitil.cet.ac.il">lvitil.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 8

TERM 1	TERM 2	TERM 3
<p><b>CONTENT</b></p> <p>Tel Aviv (Wrapping up the topic from previous year)</p> <p>Grammar focus: Review and consolidate taught grammar.</p> <p>.</p> <p>Chapters 3 (YeashV'Yesg book 1)</p>	<p><b>CONTENT</b></p> <p>sport</p> <p>Grammar focus: Past tense 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>Chapter 4 (YeashV'Yesg book 1)</p>	<p><b>CONTENT</b></p> <p>holidays</p> <p>Grammar focus: Opinion phrases, feminine and masculine forms, conjugation of the base form and past tense of <b>לי/לה</b> 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 5 (YeashV'Yesg book 1)</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.</p> <p>Half-termly assessed work submitted to the teacher. This can be in the form of classwork, summative assessments or homework.</p> <p>After the February Half-term standardized Setting assessment.</p> <p>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://lvitil.cet.ac.il">lvitil.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 - AQA 8678**

TERM 1	TERM 2	TERM 3
<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

TERM 1	TERM 2	TERM 3
<b>CONTENT</b>  Theme 2: Local, National, International, Global areas of interest Topic 1: Home, town, neighbourhood and Region & Topic 4: Travel and Tourism	<b>CONTENT</b>  Theme 3: Current and Future Study and employment. Topic 1 My Studies & Topic 2 My life at school Topic 3 Education and Post 16	<b>CONTENT</b>  Theme 3: Current and Future Study and employment. Topic 3 Education and Post 16 & Topic 4 Jobs, Career choices and ambition.
<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: Topic 4: Travel and Tourism.            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>		

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> <p>1 Reading comprehension texts + variety types of Q&amp;A.                      2 Writing short essays + opinions according to texts.                      3 Translation from Hebrew to English.</p>	<p><b>CONTENT</b></p> <p>Main topics: Places in Israel, Israel modern society, Israeli places (old and new).</p> <p>1 continue reading comp. + q&amp;a.                      2 Essays, express opinion.                      3 First steps Listening comprehension and express opinion accordingly.                      4 Translation from Hebrew to English.</p>	<p><b>CONTENT</b></p> <p>1 Reading comp. + Q&amp;A.                      2 Translation from Hebrew to English and vice versa.                      3 Cont. listening texts.                      4 General guidelines of an independent research.</p>
<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

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>		

