Adult Education Class Outline
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# 1.2056 Foreign Language/American Sign Language

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| **Date Posted:** | 7/21/2005 |
| **Title:** | Foreign Language / Hebrew 1 |
| **Submitted by:** | Marsha Easterday |
| **Written by:** | Ron Cohen |

## Los Angeles Unified School District

## *CBE*

## *Competency-Based Education*

## *COURSE OUTLINE*

COURSE NO.: 25-41-65 REVISED: July 2004

TITLE: **Foreign Language / Hebrew 1**

DEPARTMENT: Adult Secondary Instruction (Foreign Languages)

CREDITS: 5 HOURS: 60

APPORTIONMENT NO.: 1.2056 Foreign Language/American Sign Language - (replaces # 02.025.102)

COURSE DESCRIPTION:

This competency-based course focuses on speaking, listening and developing proficiency in basic Hebrew. The emphasis is on correct pronunciation, stress, and inflection; fluency in everyday social exchanges; and an introduction to Hebrew history and customs. This course has been approved to satisfy UC "a-g" subject requirements for freshman admission.

PREREQUISITES:

None

After a student has completed this course, he/she may not be allowed to re-enroll in the course.

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***Los Angeles Unified School District***
***Division of Adult and Career Education***
***Instructional and Counseling Services Unit***
***Adult Curriculum Office***
***adultinstruction.org***

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# THE DEVELOPMENT of a COMPETENCY-BASED COURSE OUTLINE

Every approved CBE course outline is written by Los Angeles Unified School teachers who teach the course. All teacher/writers have been inserviced and certified by the Adult Curriculum Office to learn about competency-based education and the outline format.

New courses and course revisions are initiated by school and/or central office subject area departments. The schools and the subject area departments share the responsibility for approving the subject content, hours, credits, etc. Teacher/writers submit their first draft to the appropriate central office subject area supervisor, specialist, consultant or adviser.

Course outline draft copies are next submitted to the curriculum office. There information required by the District and the State is verified. The outlines are edited and entered into the course outline computer data base. One formatted copy of an outline, with every page stamped "Draft Copy Only", is either approved by the curriculum office or returned for clarification or improvement.

Once signed off by the curriculum office an outline is routed back to the department that submitted it. When approved there, it is routed to the office of the Director of Instructional Services and finally to the Division's Assistant Superintendent for approval. The curriculum office then requests the required approvals by the LAUSD Board of Education.

The curriculum office sends master file copies of every approved CBE outline to principals of all Community Adult Schools and Employment Preparation Centers. These masters are used to reproduce copies for counselors and teachers. Students, community members, and other interested parties may also request copies. The curriculum office maintains a limited inventory of all outlines for additional distribution.

Changing needs are reflected in the constant development and revision of course outlines. It is an ongoing process designed to support the various demands of students, teachers, and the communities we serve.

TOM CALDERON
Adult Curriculum Office
Instructional and Counseling Services

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# CBE
# COMPETENCY BASED EDUCATION

### Course Outline Competency-Based Component Definitions

**Course descriptions** state the major emphasis and content of the course.

**Competency areas** are units of instruction based on related competencies.

**Competency statements** are competency area goals that together define the framework and purpose of the course.

**Competencies** fall on a continuum between goals and performance objectives and denote outcome of instruction.

## Competency-Based Philosophy Overview

Competency-based instruction tells a student before instruction what skills or knowledge he/she will demonstrate after instruction.

A competency is stated as a minimum. This is the least a student has to demonstrate or know to be judged as competent. Stating competencies as minimums does not mean minimum instruction. Activities and opportunities should be provided for students to achieve maximum potential.

Competency-based education provides instruction that enables each student to attain individual goals as measured against pre-stated standards.

CBE instruction provides immediate and continual repetition and remediation. A student repeats tasks until achieving competence.

In competency-based education the curriculum, instruction, and assessment share common characteristics based on clearly stated competencies.

Curriculum, instruction and assessment in CBE are: explicit, known, agreed upon, integrated, performance-oriented, and adaptive.

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## *ACKNOWLEDGMENTS*

Special thanks are extended to RON COHEN for developing the original course outline.

Thanks to KEN KAY and CARLYNN HUDDLESTON for editing and preparing this course outline as competency based.

MOLLY MILNER
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Adult Academic Instruction

WAYNE MORRISON
Director
Instructional and Counseling Services

APPROVED:
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Division of Adult and Career Education

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# *CBE*
# *Competency-Based Education*

## *COMPETENCY-BASED COMPONENTS*
## *for the Foreign Language / Hebrew 1 Course*

| COMPETENCY AREAS AND STATEMENTS | MINIMAL COMPETENCIES |
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| A. INTRODUCTION<br><br>Understand the history and development of modern Israeli Hebrew.<br><br>(2 hours) | 1. Trace the history of Hebrew.<br>2. Explain why modern Hebrew is very similar to biblical Hebrew.<br>3. Identify Hebrew writing as right to left.<br>4. Differentiate between Ashkenazic and Sephardic Hebrew.<br>5. Explain why modern Israeli Hebrew uses the Sephardic rather than the Ashkenazic pronunciation. |
| B. PHONOLOGY<br><br>Demonstrate knowledge of the Hebrew alphabet and Hebrew vowel system; combine letters and vowels to form basic Hebrew sounds. | 6. Identify, pronounce, and write (print and script) letters of the Hebrew alphabet, including the five sibling letters and the five final letters.<br>7. Explain the meaning of each Hebrew letter.<br>8. Identify the eleven major vowels in Hebrew.<br>9. Practice writing the Hebrew vowels over, under, and following the letters.<br>10. Identify the Hatafim and the Kamats Katan.<br>11. Identify the guttural letters Alef, Heh, Het and Ain and explain why they are the only letters that receive a hataf under them.<br>12. Identify sibling letters, final letters, and look-alikes and explain the differences among them.<br>13. Identify sound-alike pairs of letters. |

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| (20 hours) | 14. Differentiate among Sephardic, Ashkenazic, and Yemenite Jews' pronunciation of certain letters and vowels.<br>15. Identify the numerical value of Hebrew.<br>16. Explain how to form foreign sounds that do not exist in Hebrew, by placing a line over certain Hebrew letters.<br>17. Describe the rules of accentuation (mil'el and milra).<br>18. Accent Hebrew words correctly when speaking.<br>19. Pronounce the "shwa" sound.<br>20. Explain the concept of the Dagesh Hazak and the Dagesh Kal.<br>21. Practice pronouncing sounds such as the Het and Tsadi.<br>22. Identify silent letters, especially the Yod after Hirik and Tsereh and the Yod preceding the Vav.<br>23. Explain the rule for Patah Gnuvah under the Het at the end of a word.<br>24. Discuss the division of vowels into long and short vowels. |
| C. EVERYDAY COMMUNICATIONS<br>Practice commonly used patterned social exchanges; use correct word order in statements, questions, and negations.<br>(21 hours) | 25. Use greetings appropriate to different times of the day.<br>26. Use good-byes appropriate to different occasions.<br>27. Introduce yourself and others.<br>28. Respond appropriately to introductions.<br>29. Express thanks.<br>30. Ask about a person's well-being and respond appropriately.<br>31. Use vocabulary to describe family relationships.<br>32. Use vocabulary to identify professions and vocations.<br>33. Describe your home.<br>34. Express emotions and needs, such as hunger, thirst, and fear.<br>35. Describe emergencies and seek assistance.<br>36. Identify normal word order.<br>37. Ask questions using who, where, when, what, and why.<br>38. Form negative statements using lo, al, aim. |

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| D. NUMBERS, DATES, TIME, AND MEASUREMENTS<br><br>Use cardinal and ordinal numbers; use dates, time, and Israeli monetary and measurement units in conversation.<br><br>(10 hours) | 39. Use cardinal numbers from 1-100.<br>40. Use ordinal numbers from 1-20.<br>41. List the days of the week and show how they are derived from numbers.<br>42. List the months of the year.<br>43. Describe the Jewish calendar and properly state the year in those terms.<br>44. State the time.<br>45. Ask what time it is.<br>46. State dates correctly.<br>47. Ask what the date is.<br>48. State your phone number.<br>49. Ask for a phone number.<br>50. State your address.<br>51. Ask for an address.<br>52. Identify monetary units used in Israel .<br>53. Describe the metric system as it is used in Israel .<br>54. Match Hebrew letters with their numerical values.<br>55. State your age and date of birth.<br>56. Ask someone's age. |
| E. SEASONS AND WEATHER<br><br>Identify seasons of the year.<br><br>(5 hours) | 57. Identify seasons of the year.<br>58. Inquire about the weather.<br>59. Describe the weather, including weather conditions, temperature, and forms of precipitation. |
| F. HEBREW HISTORY AND CULTURE<br><br>Identify locations, events, names, and holidays.<br><br>(2 hours) | 60. Identify major cities on a map of Israel .<br>61. Identify countries bordering Israel .<br>62. Discuss briefly the events that led up to the establishment of the state of Israel .<br>63. Discuss Israel as a melting pot of Jews who came from all over the world.<br>64. Discuss the meaning of Hebrew names and explain their origin.<br>65. Identify Hebrew holidays and use greetings appropriate |

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| | to each. |

## *SUGGESTED INSTRUCTIONAL MATERIALS AND OTHER RESOURCES*

### TEACHER RESOURCE BOOKS


Blumberg, Harry. *Modern Hebrew*. NY: Crest Litho, Inc., 1988.

Johnson, Pall. *History of the Jews*. NY: Harper and Row, 1988.

Kolatch, Alfred. *The Jewish Book of Why's*. NY: Jonathan David Publishers, 1985.

Webber, Jessica. *My Jewish World*. NJ: Behrman House, Inc., 1987.

Shumsky and Shumsky. *Alef Bet: A Hebrew Primer*. UAHC, 1979.

Raphael, Chaim. *Festivals: A History of Jewish Celebrations*. Grove Atlantic , 1991.


### RESOURCE PERSON

Subject area supervisor

## *TEACHING STRATEGIES AND EVALUATION*

### METHODS AND PROCEDURES

Lecture and discussion

Multi-sensory presentations

Visual aids

Field trips

Classroom drills

### EVALUATION

Teacher-developed tests in listening, speaking, reading, and writing, using the competencies in this course outline.

Teacher observation

Achievement assessment

Oral presentations and discussion

Individual practice

## Statement for Civil Rights

All educational and vocational opportunities are offered without regard to race, color, national origin, gender, or physical disability.

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OUTREACH AND TECHNICAL ASSISTANCE NETWORK
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