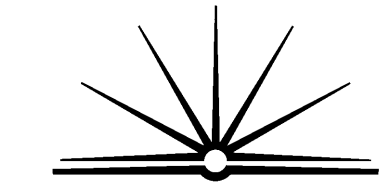

Hebrew K–10 Syllabus

Advice on Programming and Assessment

for Stages 4 and 5

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1 Introduction

This support document has been designed to help teachers understand key aspects of the new *Hebrew K–10 Syllabus* and to provide guidance for its implementation. The document shows how these aspects can be incorporated into teaching and learning programs, and how these programs are underpinned by the principles of *assessment for learning* (*Hebrew K–10 Syllabus*, p 65).

The document provides advice about constructing a program that will cover the scope of Hebrew for a stage. It sets out a process for planning and sequencing units of work, and developing teaching and learning activities.

The sample stage program plans and the sample units of work in this document demonstrate ways in which teachers can build a teaching and learning program and develop units of work to ensure coverage of the scope of the syllabus.

The document contains two sample units of work:

Stage 4 unit (100 hours mandatory study)
- Eating and Drinking: Learning in this unit focuses on developing the knowledge, understanding and skills that will enable students to discuss eating and drinking in a variety of contexts. Communicative activities include discussing likes and dislikes regarding food and drink, creating menus, writing surveys, and ordering food and drink in a restaurant.

Stage 5 unit (elective course – 100 and 200 hours)
- Special Occasions – A Birthday Party: Learning in this unit focuses on developing students' knowledge, understanding and skills within the context of planning a birthday party for a friend. Communicative activities include designing the birthday party invitation, deciding what people are to bring to the party, shopping for clothes, and gathering opinions about gift ideas.

These sample units can be used as models for planning units of work. They include:
- relevant outcomes and content
- assessment activities that have been designed and integrated into the units of work
- different types of possible feedback
- a variety of teaching and learning experiences
- opportunities for student reflection.

An assessment activity from each unit has been selected to show how assessment can fit into teaching and learning sequences. They are described in some detail to illustrate the process of *assessment for learning*. Teachers would not provide this level of detail in day-to-day classroom situations. The units of work and activities may be modified or amended to suit the needs, interests and abilities of students.

For a small percentage of students with special education needs who are undertaking Life Skills outcomes and content, support materials will be provided which will assist in the development of a meaningful and relevant program of study related to the *Hebrew K–10 Syllabus*. Units of work adapted for students undertaking Hebrew Life Skills will be included in a consolidated document that will be distributed to schools early in 2004.

2 Establishing a Scope and Sequence Plan

The acquisition of a language is a cumulative process that can be represented as a spiral that increases in breadth and depth of knowledge, understanding and skills as students experience a language through each stage of learning, visiting and revisiting themes, topics, structures and notions.

A fundamental step in the design of effective teaching and learning programs is the establishment of a scope and sequence plan. The scope and sequence plans provide overviews of units of work that may be taught in Stages 4 and 5 in Hebrew, with details about placement, sequence and duration.

A number of factors should be considered when establishing a scope and sequence plan.

Syllabus requirements
Essential syllabus content consists of a mandatory 100 hours study of one language in one continuous 12-month period between Years 7 and 10, but preferably in Years 7–8. The mandatory course, consisting of Stage 4 outcomes and content, is a requirement for the award of the Record of School Achievement.

Further considerations
When designing a scope and sequence plan, teachers also need to consider:

- the specific needs, interests and abilities of students and/or areas of community significance
- the most effective use of existing and available resources
- the previous learning experiences and language backgrounds of the students
- the provision for students of a range of experiences throughout the stage of learning that increase in challenge and level of sophistication.

The syllabus content is expressed in the form of *learn about* and *learn to* statements derived from the syllabus outcomes. These statements form the basis for planning programs of study and units of work that will enable students to maximise their learning in Hebrew and demonstrate the outcomes in a range of learning contexts. The themes and topics of these learning contexts will be determined by the classroom teacher, taking into account the needs, interests and abilities of students, and the resources and facilities of the school and its community.

A scope and sequence plan should comprise themes and topics that are drawn from everyday situations within and beyond the classroom, and that enable students to develop communicative skills within the cultural context of Hebrew-speaking communities. The following list of suggested themes and topics is not exhaustive, but it will serve as a guide for teachers when selecting and grouping appropriate themes and topics. It is not expected that all the suggested themes and topics would necessarily be covered in Stages 4 and 5.

Suggested themes and topics

About me, about you
After school activities
Daily routine
Eating and drinking
Entertainment
Family
Festivals
Finding the way
Future plans
Getting help
Health and fitness
Hobbies
Holidays
House and home
Lost and found
Making arrangements
Making friends
Meeting people
Music
Our community
Our local area
Part-time jobs
Parties
Pets
Restaurants
School life
Seasons and weather
Shopping
Sightseeing
Special occasions
Special outings
Sport
The environment
The weekend
Transport
Travel

2.1 Sample Stage 4 Scope and Sequence Plan

The sample scope and sequence plan below is based on the mandatory 100-hour course and is a model that could be followed by teachers.

Programming that integrates the essential content in a variety of units of work will enable teachers to cover the scope of the content within the mandatory hours. A unit of work will not necessarily cover all the content, but it is recommended that each unit be designed to address at least some content from each Stage 4 outcome.

When planning and programming, teachers may need to transfer outcomes and content across stages to ensure that the needs of all students are addressed, taking into account the multiple entry points of second language learners, and the varying degrees of ability of background speakers.

Weeks	1	2	3	4	5	6	7	8	9	10
Term 1	**Unit: About Me, About You** **Focus:** Greetings and formalities Introducing self and others					**Unit: Making Friends** **Focus:** Describing self and others				
Term 2	**Unit: Family and Pets** **Focus:** Identifying and describing family members Talking about pets					**Unit: House and Home** **Focus:** Describing types of dwellings Describing rooms Describing where things are				
Term 3	**Unit: Eating and Drinking*** **Focus:** Expressing likes and dislikes Discussing eating and drinking habits At a restaurant					**Unit: Hobbies and Sport** **Focus:** Talking about sports and hobbies Expressing likes and dislikes				
Term 4	**Unit: School Life** **Focus:** Exchanging information in the classroom Talking about school routine Finding places within the school					**Unit: On the Weekend** **Focus:** Discussing weekend activities Making plans				

* The sample unit of work for Eating and Drinking is described in detail on pages 23–33.

2.2 Sample Stage 5 Scope and Sequence Plan

The sample scope and sequence plan below is based on the 200-hour elective course and is a model that could be followed by teachers.

Programming that integrates the essential content in a variety of units of work will enable teachers to cover the scope of the content within the indicative hours. A unit of work will not necessarily cover all the content, but it is recommended that each unit be designed to address at least some content from each Stage 5 outcome.

When planning and programming, teachers may need to transfer outcomes and content across stages to ensure that the needs of all students are addressed, taking into account the multiple entry points of second language learners, and the varying degrees of ability of background speakers.

Plan for Year 9

Weeks	1	2	3	4	5	6	7	8	9	10
Term 1	**Unit:** **Our Local Area** **Focus:** Identifying local landmarks Describing shops Finding the way					**Unit:** **Shopping** **Focus:** Talking about where to shop Asking and paying for items Asking for and giving weights and quantities				
Term 2	**Unit:** **Daily Routine** **Focus:** Describing activities at home and at school Discussing your day					**Unit:** **Getting Help** **Focus**: Identifying parts of the body Talking about sickness and accidents Going to the doctor's Giving advice about health				
Term 3	**Unit:** **School Life** **Focus:** Describing teachers and friends Going on an excursion					**Unit:** **Making Arrangements** **Focus:** Organising an outing to the beach/mountains/country/city Deciding what to bring				
Term 4	**Unit:** **Entertainment – Films and Music** **Focus:** Talking about movies and favourite actors Talking about music and favourite performers					**Unit:** **Holidays** **Focus:** Transport Describing your ideal destination				

Plan for Year 10

Weeks	1	2	3	4	5	6	7	8	9	10
Term 1	**Unit: Special Occasions – A Birthday Party*** **Focus:** Writing invitations Organising what to bring Buying clothes Discussing gifts At the birthday party					**Unit: Special Days** **Focus:** Describing traditional events Discussing festivals				
Term 2	**Unit: Health and Fitness** **Focus:** Talking about a fitness routine A healthy diet					**Unit: Getting Help** **Focus:** Reporting lost and found Accidents Getting something fixed				
Term 3	**Unit: Entertainment – Television** **Focus:** Using a TV guide Describing favourite programs Describing favourite TV stars Making a commercial					**Unit: The Environment** **Focus:** Seasons and the weather City versus country Flora and fauna				
Term 4	**Unit: Travelling to Israel** **Focus:** Planning an itinerary Making bookings Sightseeing					**Unit: Future Plans** **Focus:** Discussing careers Relationships Talking about feelings				

* The sample unit of work for Special Occasions – A Birthday Party is described in detail on pages 36–44.

3 Advice on Assessment

3.1 Assessment for Learning

The Board's revised syllabuses advocate *assessment for learning*. Assessment that enhances learning recognises that learners use their current understanding to discover, develop and incorporate new knowledge, understanding and skills. *Assessment for learning* helps teachers and students to know if that current understanding is a suitable basis for future learning.

Assessment occurs as an integral part of teaching and learning. Teacher instruction and assessment influence student learning and learning processes. This involves using assessment activities to clarify student understanding of concepts, and planning ways to remedy misconceptions and promote deeper understanding.

Assessment for learning encourages self-assessment and peer assessment. Students can develop and use a range of strategies to monitor and evaluate actively their own learning, as well as the learning strategies they use.

The feedback that students receive from completing assessment activities will help teachers and students decide whether students are ready for the next phase of learning or whether they need further learning experiences to consolidate their knowledge, understanding and skills. Teachers should consider the effect that assessment and feedback have on student motivation and self-esteem, and the importance of the active involvement of students in their own learning.

By integrating learning and assessment, the teacher can choose which aspects of a student's performance to record. These records can be used to monitor the student's progress, determine what to teach next and decide the level of detail to be covered. At key points, such as the end of the year, this information is also available for the teacher to use to form a judgement of the student's performance against levels of achievement. This judgement can be used to inform parents, the next teacher and especially the student, of the student's progress. Consequently, teachers using their professional judgement in a standards-referenced framework are able to extend the process of *assessment for learning* into the assessment of learning.

Principles of assessment for learning
Assessment for learning:

AP1 emphasises the interactions between learning and manageable assessment strategies that promote learning

AP2 clearly expresses for the student and teacher the goals of the learning activity

AP3 reflects a view of learning in which assessment helps students learn better, rather than just achieve a better mark

AP4 provides ways for students to use feedback from assessment

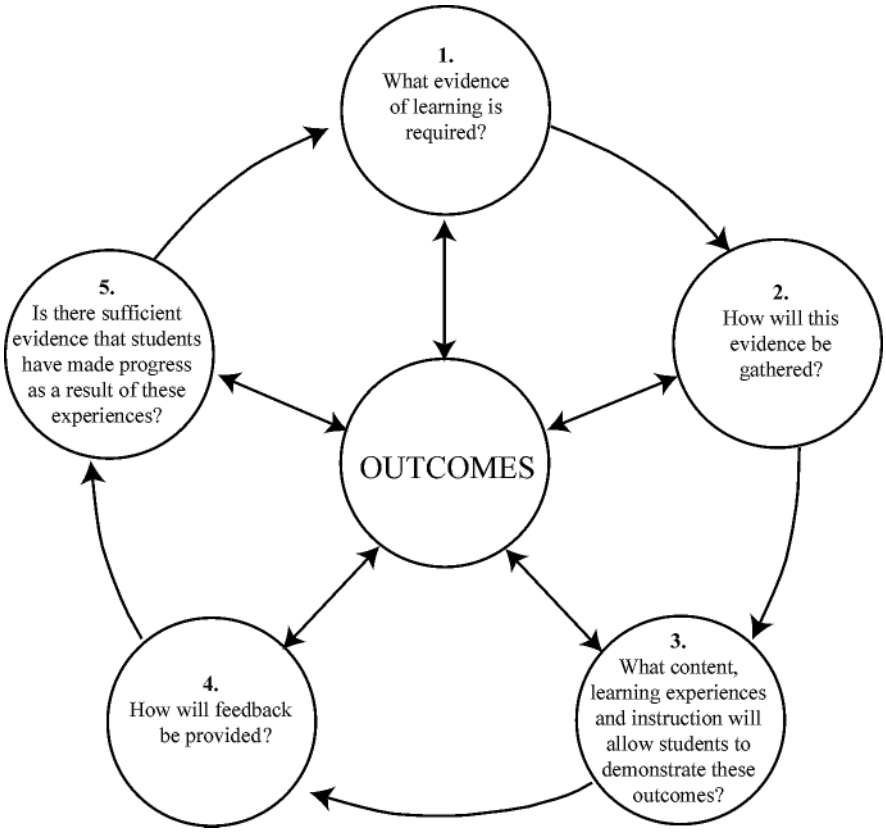
AP5 helps students take responsibility for their own learning

AP6 is inclusive of all learners.

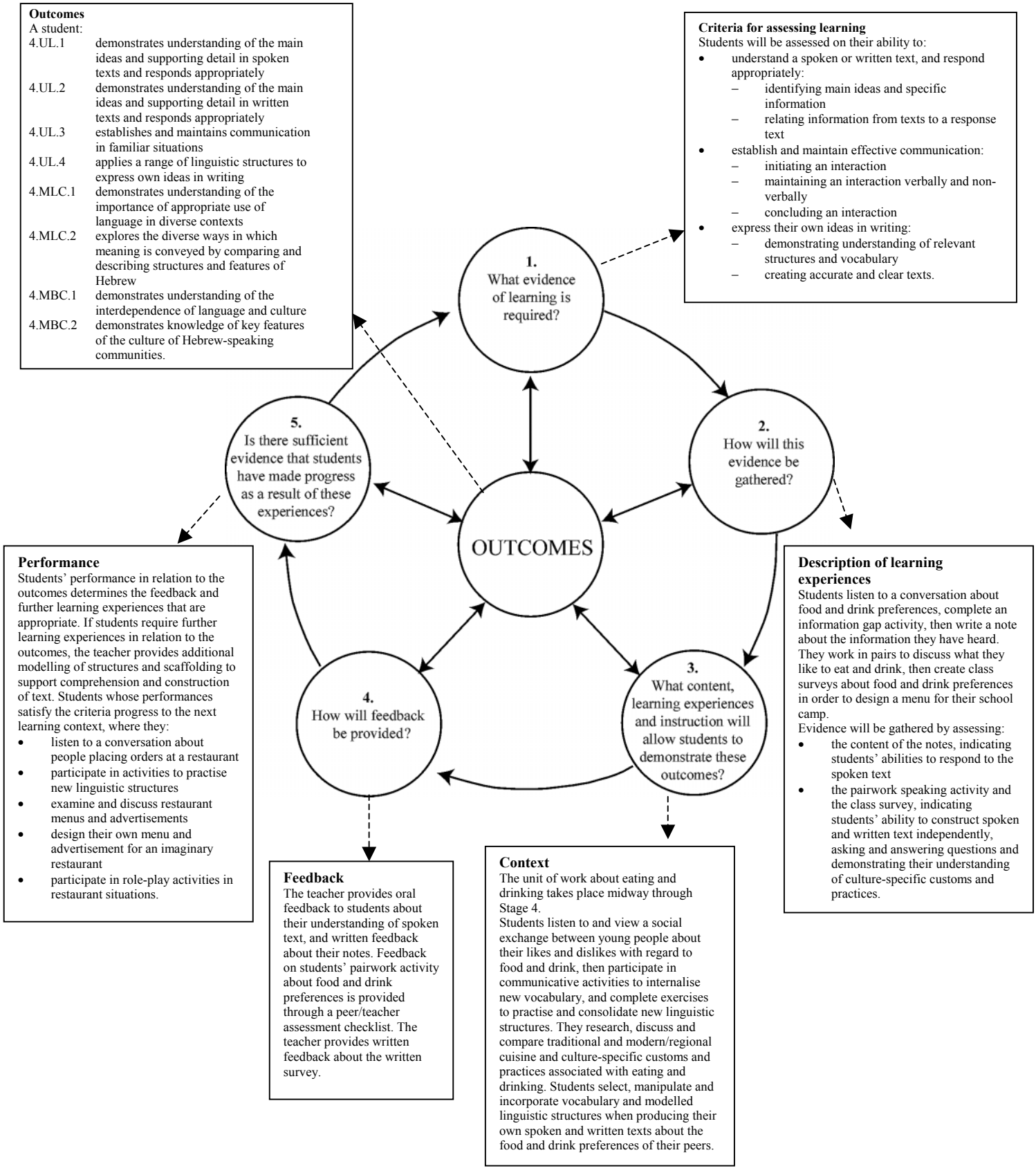
Details on how these principles translate in practice can be found on page 65 of the *Hebrew K–10 Syllabus*. One activity in this document has been annotated to show how the principles of *assessment for learning* feature in that activity. It can be found on page 15–16.

3.2 Planning for Effective Learning and Assessment

The diagram below summarises a model for integrating learning and assessment. It emphasises that outcomes are central to the decisions teachers make about the learning to be undertaken and the evidence of learning that needs to be collected. This evidence enables teachers to determine how well students are achieving in relation to the outcomes and to provide students with feedback on their learning. Evidence of learning assists teachers and students to decide if students are ready for the next phase of learning or if teachers need to adapt programs to provide further learning experiences to consolidate students' knowledge, understanding and skills.



The diagram below shows how this process has been applied in the design of the Stage 4 sample unit of work Eating and Drinking (pages 23–33).



3.3 Designing Effective Learning and Assessment

Designing effective learning experiences requires the selection of activities that develop students' knowledge, understanding and skills and that allow evidence of learning to be gathered. Methods of gathering evidence could include informal teacher observation, questioning, peer evaluation and self-evaluation, as well as more structured assessment activities. Assessment should be an integral part of each unit of work and should support student learning.

When designing assessment activities, teachers should consider whether the activity:

- has explicitly stated purposes that address the outcomes
- is integral to the teaching and learning program
- shows a clear relationship between the outcomes and content being assessed
- allows students to demonstrate the extent of their knowledge, understanding and skills
- focuses on what was taught in class and what students were informed would be assessed
- provides opportunities to gather information about what further teaching and learning is required for students to succeed
- provides valid and reliable evidence of student learning and is fair.

3.4 Annotated Assessment for Learning Activity

The *Assessment for Learning Principles* provide the criteria for judging the quality of assessment materials and practices. The Stage 4 sample assessment activity, Listening and Responding, has been annotated to show these principles.

Sample assessment for learning activity:
Listening and Responding

Syllabus outcomes are identified, with targeted knowledge, understanding and skills.
AP1, AP2, AP3

The activity forms an integral part of the learning process and builds on previous experiences.
AP1, AP3

Context
This is an introductory activity from a unit of work, midway through Stage 4, about eating and drinking. Students have listened to conversations about food and drink preferences. They have participated in communicative activities to internalise vocabulary, and have been given exercises to practise and consolidate their knowledge of new structures. They have learnt vocabulary relating to food and drink and they can identify what they like and dislike.

Outcomes
A student:

4.UL.1	demonstrates understanding of the main ideas and supporting detail in spoken texts and responds appropriately
4.UL.4	applies a range of linguistic structures to express own ideas in writing
4.MLC.1	demonstrates understanding of the importance of appropriate use of language in diverse contexts
4.MLC.2	explores the diverse ways in which meaning is conveyed by comparing and describing structures and features of Hebrew.

The activity has a clear purpose and is inclusive of all learners.
AP1, AP6

Description of activity
The class listens to a group of young people discussing their food and drink preferences. Students then complete an information-gap activity where they match the name of the speaker to a food/drink item. In order to prepare a lunch menu, students use this information to write a note in Hebrew as a reminder of what each individual prefers. They need to mention the name of the person, the food/drink item and state whether the person likes or dislikes it.

Criteria for assessing learning
(These criteria would normally be communicated to students with the task or activity.)
Students will be assessed on their ability to:

- understand the spoken text, by identifying:
  - the main ideas
  - specific information
- create accurate and clear texts, using:
  - correct word order
  - subject/verb agreement
  - choice of appropriate vocabulary
- respond to the conversation they have heard, by:
  - providing accurate information in note form
  - selecting and incorporating modelled linguistic structures
  - writing a series of linked sentences.

Criteria for assessing learning and marking guidelines relate to the outcomes and are clearly expressed in terms of the knowledge, understanding and skills required for the activity.
AP2, AP4

Guidelines for marking
The following guidelines for marking show one approach to assigning a value to a student's work. Other approaches may be used that better suit the reporting process of the school. Categories, marks, grades, visual representations or individual comments/notations may all be useful.

Range	A student in this range:
High	• understands the main ideas and supporting detail in spoken texts • selects information from a spoken text to express own ideas using modelled linguistic structures and provides additional details • creates coherent and original text using relevant structures and vocabulary and applying specific patterns and rules in word construction, word order and sentence structure
Satisfactory	• understands the main ideas and some supporting detail in spoken texts • selects information from a spoken text to express own ideas using modelled linguistic structures • creates original text using relevant structures and vocabulary and applying some specific patterns and rules in word construction, word order and sentence structure
Progressing	• understands some of the main ideas and/or isolated detail in spoken texts • selects some information from a spoken text to express own ideas, relying on teacher support and modelled linguistic structures • creates text using a limited range of vocabulary and st

The activity provides practical and meaningful ways for students to use feedback from assessment.
AP5

Feedback
Students will receive written feedback from the teacher. Comments wi
their ability to:

- identify main ideas and supporting detail in a spoken text
- apply relevant structures and vocabulary to the creation of text
- incorporate specific detail from a spoken text to express their own ideas in writing.

Future directions
If evidence indicates that students have experienced difficulty with the listening and responding activity, teachers may need to adjust subsequent learning experiences through additional modelling of structures and scaffolding to support the construction of text. Students whose performances satisfy the criteria progress to the next activity, where they participate in a role-play conversation about their food and drink preferences.

The activity has clear links to learning goals.
AP1

Resources
The recording of the listening passage
The information-gap activity worksheet

3.5 Sharing Learning and Assessment Intentions

Students must be aware of what they need to do to demonstrate evidence of learning. This information could be conveyed informally or formally by the teacher, as appropriate for the learning activity. Students should be informed of the criteria that will be used to assess their learning. They should be clear about the meaning of the language used, and the subject-specific terminology. They also need to be clear about any sources or stimulus material that are appropriate to the activity.

It may be helpful to give to students models of good responses and templates or procedures to help them demonstrate the extent of their knowledge, understanding and skills.

3.6 Effective Feedback to Students

The aim of feedback is to communicate to students how well their knowledge, understanding and skills are developing in relation to the outcomes. Feedback enables students to recognise their strengths and areas for development, and to plan with their teacher the next steps in their learning. They are then given opportunities to improve and develop further their knowledge, understanding and skills.

Teacher feedback about student performance is essential for students and is integral to the teaching and learning process. Student self-reflection and peer evaluation can also provide valuable feedback. Students should be provided with regular opportunities to reflect on their learning.

Feedback should:
- focus on the activity and what was expected
- be constructive, providing meaningful information to students about their learning
- correct misunderstandings
- identify and reinforce students' strengths and state clearly how students can improve.

Forms of feedback include:
- oral discussion with class, groups or individual students
- written annotations
- general comments to the class about those aspects of the activity in which students excelled and those aspects that still need to be addressed
- examples of good responses
- peer evaluation and self-evaluation.

3.7 Recording Evidence for Assessment

Recording student performance needs to be manageable. Teachers should make decisions about which aspects of student performance in an activity should be recorded, and in what format. The teacher can use this information to ascertain students' progress, what needs to be taught next and to what level of detail, and to form a judgement of student achievement at key points.

Record-keeping should reflect the reporting processes of the school and may take the form of individual comments or notations about, marks or grades for, or visual representations of the activities.

A scale such as the one below may be a useful way to summarise the extent of students' learning. This example shows how individual students performed on the same assessment activity.

Student	Activity – Listening and Responding date …/…/…		
A			✓
B	✓		
C		✓	
D	✓		
E		✓	
F	✓		
	Progressing	Satisfactory	High

This method can be adapted to capture evidence of an individual student's strengths and weaknesses in various elements of one activity, or the performance of a particular student, class, group or cohort of students, across a range of assessment activities.

4 Programming Units of Work

The *Hebrew K–10 Syllabus* promotes an approach to programming that has the outcomes as the focal point. The sample units of work in section 5 have been developed using the following process:

Step 1 Identify outcomes
Identify the outcomes that will be addressed in the unit. It is *recommended* that all outcomes for the stage be addressed. In some cases outcomes from other stages may also be included.

Step 2 Decide on the context or theme and topics, and focuses of the unit of work
Once the outcomes have been selected, the theme, topics and focuses of the unit should be determined.

Step 3 Select the relevant syllabus content
Learn about and *learn to* statements relating to the outcomes are selected and organised into a logical sequence according to the learning context. The amount of content selected should be manageable in the time allocated to the unit. In some cases content from other stages may also be included.

Step 4 Decide on the evidence of learning
Identify the specific evidence of learning to be observed through the teaching, learning and assessment activities. This evidence will enable judgements to be made on achievement in relation to the outcomes and identified content.

Step 5 Plan the teaching, learning and assessment activities
Assessment for learning activities occur as a normal part of the teaching process. Teachers plan the most suitable teaching, learning and assessment activities for the selected content, ensuring that they will provide the desired evidence of learning determined in Step 4. Teaching, learning and assessment activities should be student-centred, promoting the development of knowledge, understanding and skills. Teachers are encouraged to include creative and stimulating teaching and learning experiences that present the content in a meaningful context for students.

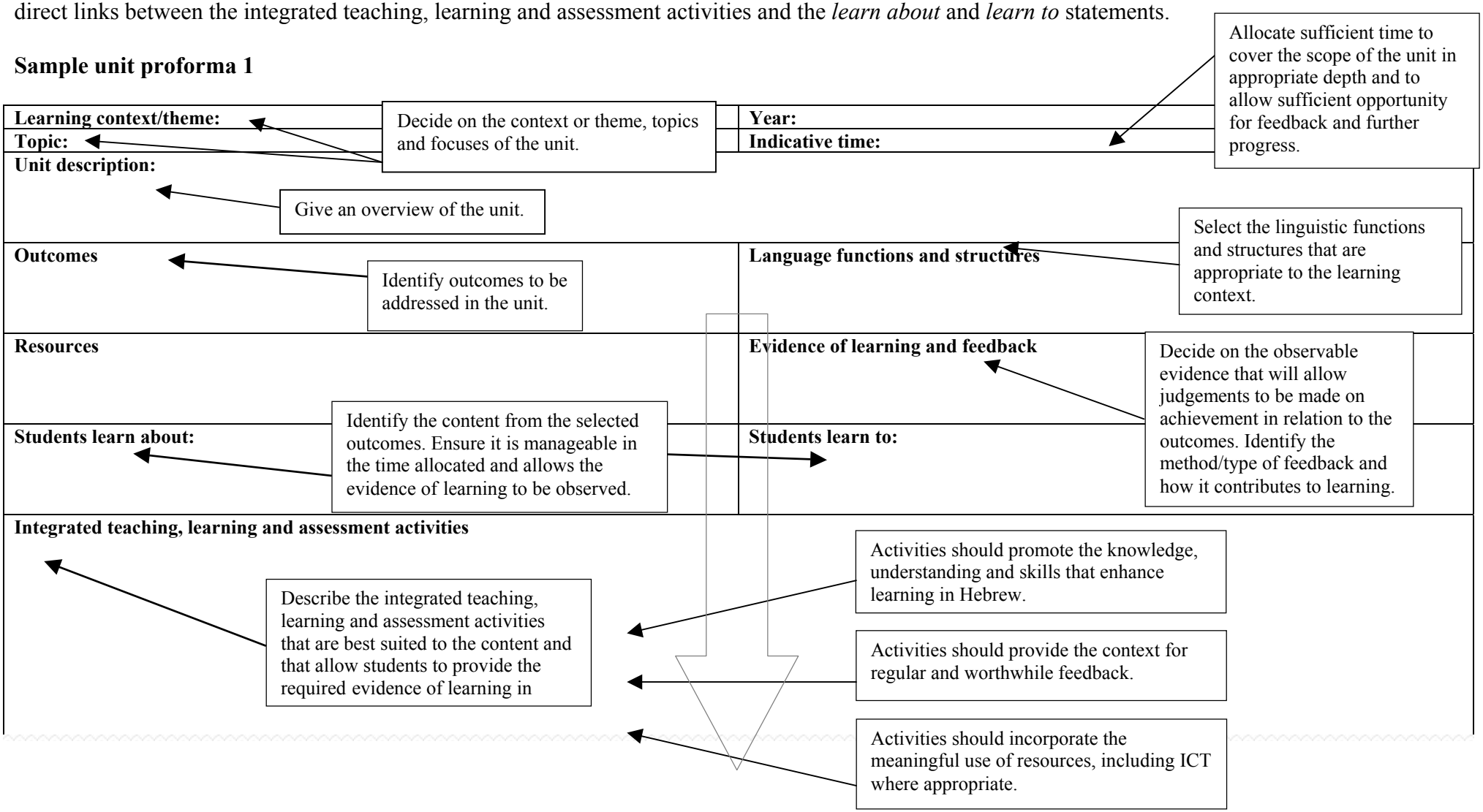
Step 6 Plan feedback opportunities
Feedback provides students with the necessary information and direction to progress their learning, and occurs normally through good teaching practice, mostly in an informal manner. However, when planning units of work teachers should consider how to maximise feedback in the context of the teaching, learning and assessment activities and how the feedback contributes to student learning.

Step 7 Plan opportunities for teacher's reflection and evaluation
As teachers progress through the programming process, it is important to reflect on previous steps and to evaluate the degree to which the unit has remained focused on the outcomes. Identifying the evidence of learning early in the process will assist in this. After the unit has been implemented it is also necessary to evaluate the degree to which students have progressed as a result of the experiences and what should be done next to assist them in their learning.

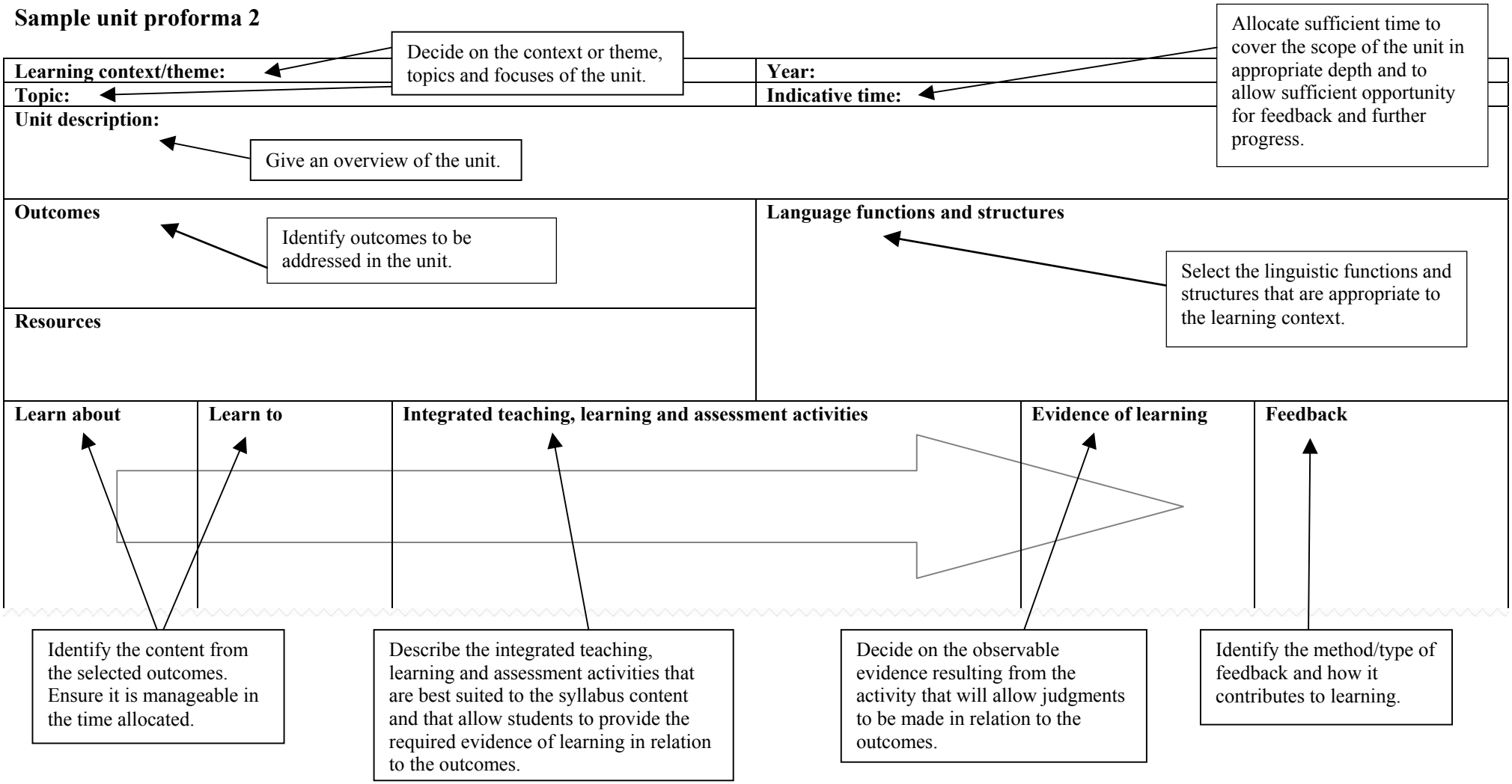
4.1 Sample Unit Proformas

Schools should design unit proformas that best meet their needs and circumstances. The samples provided have been annotated to highlight the characteristics of each section. Sample unit proforma 2 is used in this document to present the Stages 4 and 5 sample units of work. It demonstrates the direct links between the integrated teaching, learning and assessment activities and the *learn about* and *learn to* statements.

Sample unit proforma 1



Sample unit proforma 2



5 Sample Units of Work

The sample units of work that follow are designed to assist teachers in planning for the implementation of the *Hebrew K–10 Syllabus*. The units provide programming ideas for selected syllabus content.

The sample units show ways in which teachers can meet the needs, interests and abilities of their students, while assessing their progress towards a demonstration of outcomes. The sample units also illustrate ways in which assessment activities may be integrated into the teaching and learning sequence. They will assist teachers to understand the importance of:

- being explicit about the outcomes and content they are addressing
- being explicit about the evidence required to demonstrate student learning
- providing meaningful feedback to students
- adapting teaching and learning programs to students' demonstrated needs
- having a sound basis for modifying future teaching and learning programs (in light of students' demonstrated needs).

The sample units provide opportunities for students to engage in questioning and dialogue, self-assessment, peer assessment and reflection. Through these activities students can become clear about their own learning, understanding and needs.

Note that the assessment activities are described here in some detail to illustrate the process of *assessment for learning*. Teachers would not provide this level of detail in day-to-day classroom situations.

5.1 Stage 4 Sample Unit of Work: Eating and Drinking

Learning context: Eating and Drinking

Topic: My favourite foods and drinks

Indicative time: 4–5 weeks [Extended context (At a Restaurant): 4–5 weeks]

Unit description: Learning in this unit focuses on developing the knowledge, understanding and skills that will enable students to discuss eating and drinking. Students acquire vocabulary, expressions and language structures within this context. Student activities relate to the *learn about* and *learn to* statements and form the basis of the unit of work. Students listen to, read and respond to texts and learn to incorporate modelled linguistic structures in order to produce a series of linked sentences.

The *assessment for learning* activity in bold on page 27 has been described in detail at the end of the unit.

Outcomes

A student:

4.UL.1	understands the main ideas and supporting detail in spoken texts and responds appropriately
4.UL.2	understands the main ideas and supporting detail in written texts and responds appropriately
4.UL.3	establishes and maintains communication in familiar situations
4.UL.4	applies a range of linguistic structures to express own ideas in writing
4.MLC.1	demonstrates understanding of the importance of appropriate use of language in diverse contexts
4.MLC.2	explores the diverse ways in which meaning is conveyed by comparing and describing structures and features of Hebrew
4.MBC.1	demonstrates understanding of the interdependence of language and culture
4.MBC.2	demonstrates knowledge of key features of the culture of Hebrew-speaking communities.

Resources

Video, CD, CD-ROM, audio tape, textbook, flashcards of food and drink items, recipe books, tape, class set of lists with food and drink items and symbols to represent likes/dislikes etc, magazine interviews (imaginary), peer assessment checklist, internet, *webquest* task worksheets (using Google search engine: webquest+Hebrew+food)

Language functions and structures

- Identifying food and drink vocabulary

  אוכל, מאכל, מזון – בשר, דגים, ביצים, לחם, פירות, ירקות,מוצרי חלב

  שתייה - תה, קפה, מים, חלב, מיץ, שוקו, יין

- Expressing likes and dislikes

  אני אוהב ל.../לא אוהב ..., האוכל האהוב עלי הוא.../לא/מוצא חן בעיני, אני הכי אוהב

- Finding out what others like and dislike

  מה אתה אוהב/לא, מעדיף/לא

- Describing food and drink

  טעים/לא, מלוח, מתוק,חמוץ

- Asking and saying what you eat and drink

  מה אתה אוכל ושותה ?אני אוכל ... ושותה...

- Ordering food and drink in restaurants

  סלוק לכב סינמזה - תלונהל, סלשל, לבקל , שקבל, להזמין

  תפריט, מנה ראשונה, 'שניה, עקרית, קינוח, שתייה, קבלה ,

  השמות של כל הארוחות

Focus: Introduction to the unit				
Students learn about:	**Students learn to:**	**Integrated teaching, learning and assessment activities**	**Evidence of learning**	**Feedback**
		Teacher • outlines the communication goals of the unit in English **Students** • make lists in English of foods and drinks from Hebrew-speaking communities they already know • listen to and view a representation of a social exchange (without written text) in which young people are discussing the foods and drinks that they like and dislike		
• the importance of prior knowledge to interpreting meaning in text	• deduce meaning from context and prior knowledge when listening for main ideas	• brainstorm to identify the main ideas in the exchange	Oral responses and group discussion will demonstrate students' understanding of what they have heard	Teacher observation and oral feedback during discussion of the main ideas of the spoken text
• the importance of understanding the intention of the speaker and the context in interpreting meaning	• identify roles of and relationships between participants in text	• identify the roles of and relationships between the speakers		
• ways to analyse text structure and locate relevant information in text	• identify the purpose in texts and distinguish between the main ideas and supporting detail	• discuss what is happening in the text, and where the scene takes place		
• linguistic features of texts, such as conversations, interviews and messages	• identify specific information	• identify the specific information by answering questions orally in English	Accurate identification of specific details	Students' sharing of ideas, teacher's oral feedback on details in the text

Focus: Presentation of food and drink vocabulary				
Students learn about:	**Students learn to:**	**Integrated teaching, learning and assessment activities**	**Evidence of learning**	**Feedback**
		Teacher • presents new vocabulary using flashcards of food and drink pictures and models pronunciation **Students** • mimic pronunciation of food and drink items	Correct pronunciation of new vocabulary	Teacher observation and oral feedback on pronunciation
• ways of conceptualising and representing patterns and systems in language	• develop strategies for internalising new language and building on prior knowledge	• participate in communicative activities to internalise new vocabulary, eg memory games, matching games, card games	Oral responses and level of participation in activities will demonstrate how well students recognise and use the vocabulary	Teacher observation and oral feedback on knowledge of and ability to use vocabulary
		• complete a table of food and drink items that would be suitable for breakfast, lunch and dinner	Correct categorising of new vocabulary items	Peer observation and oral feedback on the food and drink categories
• the importance of tradition to a sense of cultural identity and diversity within the culture	• identify and explain features of traditional and contemporary lifestyle	• work in groups to select a traditional Hebrew dish and locate a recipe for the dish using resources from the library or internet • discuss, explain and compare variations in food and drink (traditional and modern/regional) • make a collage of the different recipes for a wall chart to be displayed in the classroom	Group discussion and identification of cultural differences in food and drink	Teacher observation during group discussion and research

Focus: Presentation and consolidation of language structures – likes/dislikes				
Students learn about:	**Students learn to:**	**Integrated teaching, learning and assessment activities**	**Evidence of learning**	**Feedback**
		Teacher • provides models of language structures: האם אתה אוהב או לא אוהב, כן אני אוהב, לא אני לא אוהב • explains the specific patterns and rules in sentence construction **Students**		
• ways to support effective communication	• identify ways in which stress, intonation and body language are used to convey meaning	• listen to and mimic models of language structures	Level of participation and performance in activity	Teacher observation and oral feedback on pronunciation, stress, intonation and body language
• metalanguage to describe the structures and features of language	• explore grammatical systems to appreciate how languages work	• identify features of structures such as word order, verb agreements	Class discussion and comments on grammatical structures	Teacher observation and oral feedback on ability to describe linguistic structures and features
• specific patterns and rules in word construction, word order and sentence structure	• identify specific characteristics of the language	• practise the structures by completing exercises such as word substitution and classification of information	Correct completion of exercises will demonstrate students' understanding of word construction, word order and sentence structure	Teacher observation and oral feedback on specific patterns and rules

Students learn about:	Students learn to:	Integrated teaching, learning and assessment activities	Evidence of learning	Feedback
• linguistic features of texts, such as conversations, interviews and messages • the purpose and context of communication and their influence on the choice of structure, format and vocabulary • manipulation of known structures for writing in new contexts • the importance of logical development of ideas in constructing text	• identify specific information • plan, draft and edit when constructing own text • select and incorporate modelled structures when producing own texts • express ideas and provide additional details in a series of linked sentences	**Assessment for learning activity – Listening and Responding** **Students** • **listen again to the conversations of the group of friends discussing what they love, like, dislike and hate and complete an information-gap activity in English** • **imagine that they are inviting these young people to lunch in the near future. They use the information from the information-gap activity worksheet to write a note as a reminder of what to serve**	**Completion of the information-gap activity will illustrate students' understanding of the conversations** **The writing of the note will demonstrate students' ability to respond to spoken text**	**Teacher's oral feedback on identification of specific information** **Teacher's written feedback on structure, format and vocabulary, manipulation of known structures and sequencing of ideas**
• the purpose and context of communication and their influence on choice of structure, format and vocabulary • verbal and nonverbal links with a conversational partner • manipulation of known structures for speaking in new contexts • ways of showing that the purpose of communication has been achieved	• initiate an interaction, eg by greeting or asking a question • maintain social interactions and communicate appropriately in familiar contexts • select and incorporate modelled structures when producing own texts • conclude an interaction using verbal cues and leave taking	• are given a sheet of paper with two columns – one containing a list of 4–5 food and drink items, the other containing symbols to represent like, dislike, love or hate of the food and drink items. Working in pairs, student A initiates a conversation and asks student B whether he/she likes a certain food or drink. Student B responds according to what is on the list. Students then swap roles	The ability to ask and respond to questions will indicate effective communication	Teacher's written feedback on pairwork activity

Focus: Presentation and consolidation of language structures – discussing what you eat and drink				
Students learn about:	**Students learn to:**	**Integrated teaching, learning and assessment activities**	**Evidence of learning**	**Feedback**
• the structures and features of specific text types in order to interpret key features of the text, such as heading, introduction, visual supports • the importance of prior knowledge to interpreting meaning in text • the importance of understanding the intention of the author and the context in interpreting meaning	• skim and scan text to predict meaning • deduce meaning from context and prior knowledge of the subject matter when reading for gist • identify roles of and relationships between participants in text	**Students** • read the text of an interview from a teen magazine between a reporter and some teenagers about their eating habits • discuss key features of the text, identifying the purpose and overall meaning • discuss the structure of the interview and identify the roles of and relationships between the participants in the text **Teacher** • models language structures: מה אתה אוכל ושותה ¸אני אוכל אני שותה ¸זה טעים/לא ¸זה חמוץ • provides opportunities for students to mimic models and practise the structures by participating in exercises, eg word substitution	Group discussion of features of the text type, text content and roles of and relationships between characters	Teacher observation and oral feedback during discussion on features of specific text types, text content and interview questions/answers

Students learn about:	Students learn to:	Integrated teaching, learning and assessment activities	Evidence of learning	Feedback
• specific patterns and rules in word construction, word order and sentence structure	• identify specific characteristics of the language	**Students** • in pairs or groups, explore and discuss grammatical structures to identify specific characteristics of the language such as like and dislike followed by the infinitive, eg אפשר, יכול, שונא, רוצה, אוהב. agreement of adjective and use of masculine and feminine for inanimate objects	Group discussion will show students' knowledge and understanding of the new structures	Teacher observation and oral feedback on specific patterns and rules
• ways of conceptualising and representing patterns and systems in language	• develop strategies for internalising new language and building on prior knowledge	• consolidate knowledge of structures by participating in communicative activities and exercises, both oral and written	Participation in the activities and responses to the exercises	Teacher's oral feedback during activities, correction of exercises by peers
• ways to analyse text structure and locate relevant information in text	• identify the purpose in texts and distinguish between the main ideas and supporting details	• read the interview article again, identifying specific information and constructing a graph of the teenagers' eating habits	Constructing the graph will demonstrate students' understanding of specific details in the text	Teacher observation and oral feedback on identification of main ideas and supporting details
• linguistic features of texts, such as descriptions, narratives and correspondence	• identify specific information			
• the purpose and context of communication and their influence on the choice of structure, format and vocabulary	• plan, draft and edit when constructing own text	• work in pairs to produce a written survey for completion by other students about what they eat and drink for breakfast, lunch and dinner. (Answers will inform them about how to cater for a two-day school Hebrew language camp.)	The written survey will demonstrate students' knowledge and understanding of and skills in producing their own texts	Written feedback from the teacher on the survey
• accessing resources and the organisation of relevant structures and vocabulary when planning and constructing text	• use available resources to access structures and vocabulary to build a message	• use available texts, dictionaries, library resources and/or internet resources to access vocabulary and structures		
• manipulation of known structures for writing in new contexts	• select and incorporate modelled linguistic structures in own writing			
• ways to analyse text structure and locate relevant information in text	• identify the purpose in texts and distinguish between the main ideas and supporting detail	• analyse the findings of all the groups and design a suitable menu for the camp	Students' menu will demonstrate how well they have analysed the answers to the survey	Peer assessment and teacher's written feedback on the design of the menu

Suggested additional context: At a Restaurant				
Students learn about:	**Students learn to:**	**Integrated teaching, learning and assessment activities**	**Evidence of learning**	**Feedback**
• the importance of prior knowledge to interpreting meaning in text	• deduce meaning from context and prior knowledge of the subject matter when listening for main ideas	**Students** • listen to/view a conversation between friends or family on an outing to a restaurant	Class discussion reflects students' understanding of what they have heard	Teacher observation and oral feedback during discussion of the main ideas of the spoken text
• linguistic features of texts, such as conversations, interviews and messages	• identify specific information, eg by choosing the correct word	• write down what the participants order for meals		
• ways of identifying cultural values and practices in observing social interaction among members of the community	• recognise the importance of culture and cultural awareness in learning a language	• identify culture-specific customs associated with eating and drinking such as washing hands before meals with the blessing, saying the blessing on the foods; saying grace after meals	Identification of the customs demonstrates students' knowledge of aspects of culture	Teacher observation and oral feedback during discussion
• ways in which language and behaviour reflect important aspects of the culture	• identify actions, and words and phrases in the language that encapsulate aspects of culture	• discuss words or phrases that are culture-specific [בתאבון, ברכות על האוכל, ונטילת ידיים, ברכת המזון]		
• the significance of cultural awareness in language use and the influence of cultural values on how meaning is conveyed	• recognise that there are culturally appropriate expressions for particular contexts	• mimic culture-specific and/or formulaic expressions that encapsulate aspects of culture	Correct expression, pronunciation and intonation	Teacher observation and oral feedback on expression, pronunciation and intonation
• key features of social interactions in diverse contexts	• recognise how culturally appropriate language and behaviour are used in formal and informal contexts			
• culture-specific expressions	• recognise that some words and concepts cannot be literally translated			

Students learn about:	Students learn to:	Integrated teaching, learning and assessment activities	Evidence of learning	Feedback
• ways to analyse text structure and locate relevant information in text	• identify the purpose in texts and distinguish between the main ideas and supporting details	• read the menu from the restaurant and locate culture-specific information, eg by answering questions in English	Oral responses identifying specific information	Teacher observation and oral feedback during discussion of the specific information in the written text
• linguistic features of texts, such as descriptions, narratives and correspondence	• identify specific information			
• the purpose and context of communication and their influence on the choice of structure, format and vocabulary	• plan, draft and edit when constructing own text	• work in pairs to design an advertisement for the restaurant using the information gathered from the spoken text and the restaurant menu	Production of the advertisement demonstrates students' ability to use resources to plan and construct their own text	Written feedback from the teacher on the advertisement
• accessing resources and the organisation of relevant structures and vocabulary when planning and constructing text	• use available resources to access structures and vocabulary to build a message	• use available texts, dictionaries, library resources and/or internet resources to access vocabulary and structures		
• manipulation of known structures for writing in new contexts	• select and incorporate modelled linguistic structures in own writing			
• the use of information and communication technologies for communicative purposes	• produce original text using information and communication technologies, eg word processing, digital images			

Students learn about:	Students learn to:	Integrated teaching, learning and assessment activities	Evidence of learning	Feedback
		Teacher • provides models of language structures: words followed by the infinitive אפשר לקבל *אני רוצה ל... • provides examples of formality in English • explains the use of formality, the importance of audience and how language varies accordingly • explains the linguistic choices made in order to make a request		
• appropriate choices made to achieve communication goals • the importance of recognising audience in communication	• recognise linguistic choices made according to purpose, eg request • identify ways in which texts vary according to their intended audience, eg formality	**Students** • identify the grammatical structures used to make a request אני רוצה ... אני רוצה ל, אפשר לקבל	Identification of the appropriate grammatical structures	Teacher observation and oral feedback on appropriate structures
• specific patterns and rules in word construction, word order and sentence structure	• identify specific characteristics of the language, eg grammatical structures and features	• internalise the structures by completing oral and written exercises such as word substitution, practising orally with classmates by requesting and giving meal orders	Appropriate completion of the exercises and the responses	Teacher observation and oral feedback on accuracy in the use of structures
• collecting and interpreting electronic information with consideration of its ethical use, in order to identify and reflect on representations of culture • representations of the culture of Hebrew-speaking communities in text, film and mass media	• research and present information on Hebrew-speaking communities using a range information and communication technologies, including CD-ROMs and the internet • identify generalisations about people and culture, eg questioning stereotypes	• work in groups to research restaurants on the internet using a *webquest* activity	Level of participation in research and quality of presentation will demonstrate students' ability to collect and interpret electronic information	Teacher observation and oral feedback on research and presentation

Students learn about:	Students learn to:	Integrated teaching, learning and assessment activities	Evidence of learning	Feedback
• the purpose and context of communication and their influence on the choice of structure, format and vocabulary	• plan, draft and edit when constructing own text	• name their imaginary restaurant and also design a menu	Production of the menus will demonstrate the students' ability to use resources to plan and construct their own text	Written feedback from the teacher on the content of menus
• accessing resources and the organisation of relevant structures and vocabulary when planning and constructing text	• use available resources to access structures and vocabulary to build a message	• use available texts, dictionaries, library resources and/or internet resources to access vocabulary and structures		
• manipulation of known structures for writing in new contexts	• select and incorporate modelled structures in own writing			
• the use of information and communication technologies for communicative purposes	• produce original text using information and communication technologies, eg word processing, digital images			
• the purpose and context of communication and their influence on the choice of structure, format and vocabulary	• initiate an interaction, eg by greeting or asking a question	• choose roles (customer, restaurant employee) and perform a role-play as if in a restaurant	Performance of the role-play will demonstrate students' ability to establish and maintain communication	Written feedback from the teacher on the content and performance of the role-play
• verbal and nonverbal links with a conversational partner	• maintain social interactions and communicate appropriately in familiar contexts, eg turn-taking, agreeing, acknowledging, replying			
• manipulation of known structures for speaking in new contexts	• select and incorporate modelled structures when producing texts			
• ways of showing that the purpose of communication has been achieved	• conclude an interaction using verbal cues and leave taking			

5.1.1 Sample assessment for learning activity: Listening and Responding

Context
This is an introductory activity from a unit of work, midway through Stage 4, about eating and drinking. Students have listened to conversations about food and drink preferences. They have participated in communicative activities to internalise vocabulary, and have been given exercises to practise and consolidate their knowledge of new structures. They have learnt vocabulary relating to food and drink, and they can identify what they like and dislike.

Outcomes
A student:

4.UL.1	demonstrates understanding of the main ideas and supporting detail in spoken texts and responds appropriately
4.UL.4	applies a range of linguistic structures to express own ideas in writing
4.MLC.1	demonstrates understanding of the importance of appropriate use of language in diverse contexts
4.MLC.2	explores the diverse ways in which meaning is conveyed by comparing and describing structures and features of Hebrew.

Description of activity
The class listens to a group of young people discussing their food and drink preferences. Students then complete an information-gap activity where they match the name of the speaker to a food/drink item. In order to prepare a lunch menu, students use this information to write a note in Hebrew as a reminder of what each individual prefers. They need to mention the name of the person, the food/drink item and state whether the person likes or dislikes it.

Criteria for assessing learning
(These criteria would normally be communicated to students with the task or activity.)

Students will be assessed on their ability to:
- understand the spoken text, by identifying:
  - the main ideas
  - specific information
- create accurate and clear texts, using:
  - correct word order
  - subject/verb agreement
  - choice of appropriate vocabulary
- respond to the conversation they have heard, by:
  - providing accurate information in note form
  - selecting and incorporating modelled linguistic structures
  - writing a series of linked sentences.

Guidelines for marking

The following guidelines for marking show one approach to assigning a value to a student's work. Other approaches may be used that better suit the reporting process of the school. Categories, marks, grades, visual representations or individual comments/notations may all be useful.

Range	A student in this range:
High	• understands the main ideas and supporting detail in spoken texts • selects information from a spoken text to express own ideas, using modelled linguistic structures and providing additional details • creates clear and original text using relevant structures and vocabulary and applying specific patterns and rules in word construction, word order and sentence structure
Satisfactory	• understands the main ideas and some supporting detail in spoken texts • selects information from a spoken text to express own ideas, using modelled linguistic structures • creates original text using relevant structures and vocabulary and applying some specific patterns and rules in word construction, word order and sentence structure
Progressing	• understands some of the main ideas and/or isolated details in spoken texts • selects some information from a spoken text to express own ideas, relying on teacher support and modelled linguistic structures • creates text using a limited range of vocabulary and structures.

Feedback

Students will receive written feedback from the teacher. Comments will inform students about their ability to:

- identify the main ideas and supporting detail in a spoken text
- apply relevant structures and vocabulary to the creation of text
- incorporate specific detail from a spoken text to express their own ideas in writing.

Future directions

If evidence indicates that students have experienced difficulty with the listening and responding activity, teachers may need to adjust subsequent learning experiences through additional modelling of structures and scaffolding to support the construction of text. Students whose performances satisfy the criteria progress to the next activity, where they participate in a role-play conversation about their food and drink preferences.

Resources

The recording of the listening passage
The information-gap activity worksheet

5.2 Stage 5 Sample Unit of Work: Special Occasions – A Birthday Party

Learning context: Special Occasions

Topic: A birthday party.

Indicative time: 4–5 weeks [Extended context (At the birthday party): 2–3 weeks]

Unit description: Learning in this unit focuses on developing students' skills, knowledge and understanding within the context of planning a birthday party. Students acquire vocabulary, expressions and language structures within this context. Student activities relate to the *learn about* and *learn to* statements and form the basis of the unit of work. Students listen, read and respond to texts and learn to experiment with linguistic structures in order to express their own ideas.

The *assessment for learning* activity in bold on page 43 has been described in detail at the end of the unit.

Outcomes

A student:

5.UL.1	selects, summarises and analyses information and ideas in spoken texts and responds appropriately
5.UL.2	selects, summarises and analyses information and ideas in written texts and responds appropriately
5.UL.3	uses Hebrew by incorporating diverse structures and features to express own ideas
5.UL.4	experiments with linguistic patterns and structures in Hebrew to convey information and to express own ideas
5.MLC.1	demonstrates understanding of the nature of languages as systems by describing and comparing linguistic features across languages
5.MLC.2	uses linguistic resources to support the study and production of texts in Hebrew
5.MBC.1	explores the interdependence of language and culture in a range of texts and contexts
5.MBC.2	identifies and explains aspects of the culture of Hebrew-speaking communities in texts.

Resources

Cartoon story/visual stimulus, audio tape/CD, birthday invitations, flashcards of clothing items with sizes and prices, price signs, advertisements (in both Hebrew and English), realia (clothing items), shopping lists, evaluation checklists

Language functions and structures

- Making arrangements, inviting someone to a party, responding to invitations
  הזמנה ,להזמין ,מוזמן ,לארגן ,לסדר ,נשמח לבוא ,מצטער ,לא יכול
- Initiating and completing a shopping transaction
  אפשר לקבל ,למדוד ,לראות ,לקנות ,לשלם
- Asking for and choosing an item of clothing
  אפשר למדוד את השמלה לפני שאני קונה אותה ,
- Asking for and giving specific information (eg size, colour)
  אפשר לקבל נעליים בצבע ,במספר בסגנונן וכו
- Expressing opinions about items prices (cheap/expensive), sizes, colours
  יקר- ביוקר ,זול – בזול ,צר ,רחב ,קצר ,ארוך ,גדול ,קטן ,יפה, מכוער,מוצא/לא מוצא חן בעיני
- Choosing and paying for an item
  אפשר לשלם ,אני רוצה לשלם ,כמה זה עולה ,
- Giving compliments
  זה יפה ,זה לא יפה ,לא/מתאים לך,
- Describing party activities
  לאכול ,לשתות ,לשחק ,לדבר ,לרקוד ,לראות סרט/וודיו ,להקשיב למוזיקה
- Expressing gratitude
  תודה רבה על ,אני מודה לך ,אני רוצה להודות לך

Focus: Introduction to the unit				
Students learn about:	**Students learn to:**	**Integrated teaching, learning and assessment activities**	**Evidence of learning**	**Feedback**
		Teacher • outlines the communication tasks of the unit in English **Students** • brainstorm ideas about what needs to be done when organising a birthday party • listen to and view a representation of a social exchange (without written text) at a party		
• ways in which texts are constructed for specific purposes	• identify purpose and distinguish between main points and specific and supporting details in text	• discuss the purpose of the exchange and the main ideas	Identification of the purpose and main ideas	Teacher observation and oral feedback during discussion of purpose and overall meaning
• ways of identifying relevant details when listening for specific information	• make judgements about the relevance of detail in understanding text	• identify the main ideas and specific information, completing an information-gap activity	Identification of main ideas and specific details	Teacher observation and oral feedback during discussion of main ideas and specific details

Focus: The birthday party invitations				
Students learn about:	**Students learn to:**	**Integrated teaching, learning and assessment activities**	**Evidence of learning**	**Feedback**
		Teacher • distributes examples of birthday party invitations to students • engages students in activities focusing on revision of days of the week, months of the year and the time **Students**		
• ways in which texts are formatted for particular purposes and effects	• explore the way text content is developed and how ideas and information are sequenced, eg headings	• read the birthday party invitations, paying particular attention to the way the text content is developed and the information sequenced	Oral responses recognising sequencing and text format	Teacher observation and oral feedback on format and sequencing of information
• ways in which texts are constructed for specific purposes	• identify purpose, eg to inform	• read the invitations again to identify the purpose, that is, to invite someone to a birthday party • locate the main ideas and supporting detail, such as the date, time, place of the party	Oral responses identifying the purpose, main ideas and specific details	Teacher observation and oral feedback on purpose and content
• ways of identifying relevant details when reading for specific information	• make judgements about the relevance of detail in analysing text, eg extracting ideas and issues referred to in text	• read the invitations again, this time extracting any ideas or issues, such as whether it is a surprise/fancy dress party, whether catering is provided etc	Oral responses identifying specific ideas and issues	Teacher observation and oral feedback on relevance of detail
• the manipulation of structure, format and choice of vocabulary to achieve specific purposes	• select and incorporate particular structures to achieve specific purposes	• work in pairs to write a birthday party invitation	Written responses will demonstrate students' ability to select and incorporate vocabulary and structures into the appropriate format	Written feedback from the teacher on structure, format and vocabulary
• resources available to enhance or promote independent learning	• develop skills in accessing appropriate additional information to enhance and expand communication	• use dictionaries or authentic texts in print or online to expand on the message in the invitation		
• the importance of being aware of the choices that are made to convey precise meaning	• evaluate the accuracy and appropriateness of structures when constructing and editing text			

Focus: Shopping for clothes for the party				
Students learn about:	**Students learn to:**	**Integrated teaching, learning and assessment activities**	**Evidence of learning**	**Feedback**
		Teacher • presents new vocabulary, using flashcards of clothing items, and models pronunciation **Students** • mimic pronunciation of clothing items and participate in activities to internalise new vocabulary	Correct pronunciation and use of new vocabulary	Teacher observation and oral feedback on pronunciation and use of vocabulary
		Teacher • presents flashcards of clothing items, this time showing prices and sizes **Students**		
• cultural concepts and ways they are reflected in language and behaviour	• identify and analyse ways in which culture is reflected in language use in diverse contexts	• discuss pricing and sizing: כמה זה עולה, שקל ישראלי חדש [ש"ח] המחאה,מזומן, כרטיס אשראי, מספרים של נעליים, מידות של בגדים	Group discussion of sizing and pricing systems in Israel	Teacher observation and oral feedback during discussion of prices and sizes
• the contributions of diverse cultures to the local and global community	• reflect on attitudes and practices that differ from their own	• make comparisons between communities with regard to sizing and prices of clothing items **Teacher** • provides examples of advertisements for various clothing stores **Students**		
• ways in which texts are formatted for particular purposes and effects	• explore the way text content is developed and how ideas and information are sequenced, eg headings, introductory sentences	• work in pairs to read the advertisements and discuss the way the information is sequenced • explore the meaning and sequencing of the heading and relevant sentences	Class discussion of how text content is developed and sequenced	Teacher observation and oral feedback on text content and sequencing

Students learn about:	Students learn to:	Integrated teaching, learning and assessment activities	Evidence of learning	Feedback
• ways in which texts are constructed for specific purposes	• identify purpose, eg to inform, persuade, and distinguish between the main ideas and specific and supporting details in text	• identify the purpose of the text and the main ideas and specific details	Oral responses will demonstrate level of understanding of the text	Teacher observation and oral feedback on students' responses to the written text
• ways of identifying relevant details when reading for specific information	• make judgements about the relevance of detail in analysing text, eg extracting ideas and issues referred to in text	• locate relevant details from the text such as prices, sizes, colours available, sale items		
• variations of the message according to context, purpose and audience	• reflect on formal and informal language, and when and where it is used	• compare the use of language in advertisements between those of Hebrew-speaking communities and English-speaking communities	Class discussion and level of participation will show intercultural understanding	Teacher observation and oral feedback on context, purpose and audience
• ways to analyse and explain features of language in use, and their relationship to the system	• analyse aspects of language in order to identify and explain structures and patterns in text	• analyse the language used in advertisements and identify and explain the structures which may be used, such as imperatives, use of highly descriptive language, abbreviated statements, exclamatory statements	Oral responses explaining and analysing linguistic features	Teacher observation and oral feedback on linguistic features and relationships
• cultural attitudes that add meaning to texts • the need for consistent application of grammatical rules and conventions to achieve effective communication	• identify and discuss cultural influences in specific texts, eg advertisements • use metalanguage to explain linguistic structures and textual features encountered in text	• identify cultural influences in the advertisements and discuss how they add meaning to the text	Class discussion and level of participation will show cultural understanding	Teacher observation and oral feedback on identification of cultural influences

Students learn about:	Students learn to:	Integrated teaching, learning and assessment activities	Evidence of learning	Feedback
• the manipulation of structure, format and choice of vocabulary to achieve specific purposes	• select and incorporate particular structures to achieve specific purposes	• create a promotional flyer for an imaginary clothing store which has the right 'look' for a party. The flyer needs to include a description of the clothing, prices and available sizes	The creation of the flyer will demonstrate students' ability to experiment with linguistic patterns and structures to express their own ideas in writing	Written feedback from the teacher on the ability to convey information and ideas using appropriate vocabulary and structures
• variations of the message according to context, purpose and audience	• reflect on formal and informal language, and when and where it is used			
• the importance of being aware of the choices that are made to convey precise meaning	• evaluate the accuracy and appropriateness of structures when constructing and editing text			
• cultural concepts and ways they are reflected in language and behaviour	• identify and analyse ways in which culture is reflected in language use in diverse contexts			
• cultural attitudes that add meaning to texts	• identify and discuss cultural influences in specific texts, eg advertisements			
• ways in which texts are structured for specific purposes	• identify purpose and distinguish between main ideas and specific details in text	• view and listen to a scene of a shopping transaction in a department store or similar place and complete an information-gap activity where students summarise the information	Correct completion of an information-gap activity identifying relevant details	Oral feedback from the teacher on main ideas and specific details
• ways of identifying relevant details when listening for specific information	• make judgements about the relevance of detail in understanding text, eg extracting ideas and issues referred to in text			

Students learn about:	Students learn to:	Integrated teaching, learning and assessment activities	Evidence of learning	Feedback
• etiquette and ethical behaviour associated with cross-cultural communication	• recognise appropriate intercultural behaviour in diverse settings	• view and listen again to the spoken text and identify and explain the culturally specific behaviours and expressions, eg different verbs applicable to wearing different clothes, jewellery, shoes and hats	Class discussion will show level of understanding of cultural aspects	Oral feedback from the teacher on etiquette and culturally specific expressions
• idioms, colloquialisms, register and formality in language use	• explain the use of words or expressions with particular cultural significance in Hebrew texts			
• the manipulation of structure, format and choice of vocabulary to achieve particular purposes	• select and manipulate particular structures to achieve specific communication goals	• work in groups to role-play a shopping transaction in an imaginary clothing store, about the purchase of an item to wear to a birthday party	Performance of the role-play will indicate students' ability to use Hebrew to express their own ideas	Teacher and peer assessment via a checklist with specific criteria that includes appropriate greetings, asking for the items, giving details of size/colour/price, commenting on the size/colour/price, giving compliments, completing the transaction
• the application of known linguistic structures in new contexts	• reconstruct information from a range of sources			
• variations of the message according to context	• reflect on formal and informal language, and when and where it is used			
• the importance of being aware of the choices made to convey precise meaning	• evaluate the accuracy and appropriateness of structures when constructing and editing text			
• etiquette and ethical behaviour associated with cross-cultural communication	• recognise appropriate intercultural behaviour in diverse settings			
• idioms, colloquialisms, register and formality in language use	• explain the use of words or expressions with particular cultural significance in Hebrew texts			

Focus: Selecting a present				
Students learn about:	**Students learn to:**	**Integrated teaching, learning and assessment activities**	**Evidence of learning**	**Feedback**
• ways in which texts are formatted for particular purposes and effects • ways in which texts are constructed for specific purposes • ways of identifying relevant details when reading for specific information	• explore the way text content is developed and how ideas and information are sequenced, eg paragraphing • identify purpose and distinguish between main points and specific and supporting detail • make judgements about the relevance of detail in analysing text, eg extracting ideas and issues referred to in text	**Students** • brainstorm vocabulary for items that would be suitable gifts **Teacher** • provides models of language structures relating to giving opinions and stating preferences אני חושב ש ,אני אוהב ,אני מעדיף • provides opportunities for students to mimic models and practise the structures by participating in oral and written exercises such as word substitution **Assessment for learning activity – Reading and Responding** **Students** • **read an email from a friend which details suggestions for possible gift ideas for another friend's birthday** • **write an email in response, giving an opinion about each of the gift ideas and then expressing a preference**	**The written response to the email**	**Written feedback from the teacher on responses**

Focus: At the birthday party				
Students learn about:	**Students learn to:**	**Integrated teaching, learning and assessment activities**	**Evidence of learning**	**Feedback**
• ways of identifying relevant details when listening for specific information	• make judgements about the relevance of details in understanding text, eg extracting ideas and issues referred to in text	**Students** • listen to the social exchange of the party scene without the visual support • take notes in English about what is happening at the party		
• application of known linguistic structures in new contexts	• reconstruct information from a range of sources, eg summarising information	• write a summary of the information in Hebrew, giving details about the party, eg what each person at the party is doing, wearing	Written summaries with appropriate reconstruction of information	Written feedback from the teacher on the summaries
• resources available to enhance and promote independent learning	• develop skills in accessing appropriate additional information to expand and enhance communication, eg dictionaries, word lists, grammar references	• present an oral commentary in Hebrew, using a visual cue as a prompt, eg one scene of a cartoon story or video **Teacher** • presents models of language structures relating to use of the past tense • provides opportunities for students to mimic models and practise the structures by completing oral and written exercises such as word substitution	Relevance of oral commentary to the visual cue	Written feedback from peers on relevance of the oral commentary to the visual cue
• the manipulation of structure, format and choice of vocabulary to achieve specific purposes	• select and incorporate particular structures to achieve specific purposes, eg use of appropriate tense for recounting	**Students** • write a letter about the birthday party to one of their classmates who is on exchange in Israel and could not attend the party	Appropriate use of structure, format and vocabulary in the letter	Written feedback from the teacher on structure, format and vocabulary

5.2.1 Sample assessment for learning activity: Reading and Responding

Context
This activity occurs in the middle of a unit of work that students undertake midway through Stage 5. Students are organising a birthday party for a friend. They have made plans for the party that have included sending out invitations and organising what to bring to the party. They have participated in role-play activities in shopping situations, to choose outfits to wear to the party. They have learnt vocabulary relating to gift ideas and participated in activities that have enabled them to internalise structures needed to state opinions. They now respond to an email from a friend, who makes suggestions regarding the birthday gift.

Outcomes
A student:

5.UL.2	selects, summarises and analyses information and ideas in written texts and responds appropriately
5.UL.4	experiments with linguistic patterns and structures in Hebrew to convey information and to express own ideas
5.MLC.1	demonstrates understanding of the nature of languages as systems by describing and comparing linguistic features across languages
5.MLC.2	uses linguistic resources to support the study and production of texts in Hebrew.

Description of activity
Students are trying to decide what to buy their friend for his/her birthday. They receive an email from a friend, with detailed suggestions for possible gift ideas. Students read the email and write an email in response, giving an opinion about each of the gift ideas and then expressing a preference.

Criteria for assessing learning
(The criteria would normally be communicated to students with the task or activity.)

Students will be assessed on their ability to:
- select, summarise and analyse information in a written text, by:
  - distinguishing between main points, specific and supporting detail
- convey information and express own ideas, by:
  - selecting and incorporating particular linguistic structures for a specific purpose
- demonstrate effective communication in a clear and cohesive text, by:
  - applying grammatical rules and conventions consistently
  - making linguistic choices to enhance intended meaning.

Guidelines for marking
The following guidelines show one approach to assigning a value to a student's work. Other approaches may be used that better suit the reporting process of the school. Categories, marks, grades, visual representations or individual comments/notations may all be useful.

Range	A student in this range:
8–10 (High)	• selects information from the written text and responds using relevant detail • creates an effective text using a range of linguistic patterns and structures to convey information and express own ideas for a specific purpose • applies grammatical rules and conventions to the development of clear and cohesive text.
4–7 (Satisfactory)	• selects information from the written text and responds using some relevant detail • creates a text using some linguistic patterns and structures to convey information and express own ideas for a specific purpose • applies grammatical rules and conventions to the development of cohesive text.
1–3 (Progressing)	• selects some details from the written text and responds, relying on teacher support • creates text using a limited range of linguistic patterns and structures to convey information and express own ideas • applies grammatical rules and conventions to the development of text, relying on teacher support and modelled linguistic structures.

Feedback
Students will receive written feedback from the teacher. Comments will inform students about their ability to:

- select, summarise and analyse information for use in a response
- convey information and express ideas in Hebrew in an email
- use particular vocabulary and structures to give opinions about gift ideas and express a preference.

Future directions
If evidence indicates that students have experienced difficulty with the activity, teachers may need to adjust learning experiences through additional modelling of structures, and scaffolding to support comprehension of written text and construction of the written response. Students whose performances satisfy the criteria progress to related activities, where, for example, they role-play the purchase of a gift, plan an imaginary birthday party, participate in role-play at the party, then write a letter about the party to a friend, such as a class member who is currently on exchange in Israel.

Resources
The stimulus email