



ISRAELI IDENTITY | זהות ישראלית

HEBREW LANGUAGE PBL CHOICE BOARD | GRADES 9-12

לוח בחירה לשפה עברית | כיתות ט-יב



Select One

PRESENTATION TYPE			
השוואה Comparison	תיאור Description	סיפור אישי Personal story	חוות דעת Persuasive

Select One



PRESENTATION FORMAT			
סרטון תדמית Corporate video	בלוג Blog	הסכת (ראיון) Podcast (interview)	מצגת אינטראקטיבית Interactive presentation



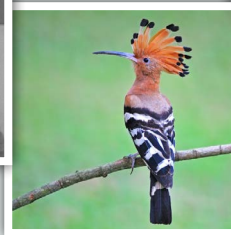
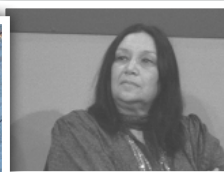
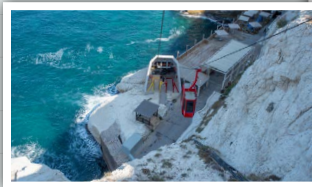
Select One

PEER REVIEW			
ביקורת מחבר The Peer Critique	משוב מחבר T.A.G. Peer Feedback	שני כוכבים ומשאלה Two Stars and a Wish	אהבתי, אני חושב ש... אני תוהה אם... I Like, I Wish, I Wonder

» share your work with peers and community, using the Gallery Walk strategy.

AUTHENTIC SOURCES

- » Israeli movies - [Salach Shabati](#), [Kazablan](#), [From Toledo to Jerusalem...](#)
- » Personal stories - Facebook groups of immigrants ([רוסיות בלי חוש הומור](#)), [Aliyah stories](#), [family interviews](#) (Iraq)
- » Government statistics
- » Newspaper articles
- » Cultural identity - music, food, art
- » Religious traditions and artifacts



TECH TOOLS (GOOGLE IT!)



TikTok



iMovie



Prezi



Nearpod



Mentimeter



Vocaroo



Genially



Padlet
(map)

BL STRATEGIES



**Revising Writing
Using the Painted
Essay Protocol**



**Controlled
Speaking Activities**



Digital Storytelling



**Sharing Your
Professional
Learning with an
Authentic Audience**



Student Blogging



**Giving and
Receiving Peer
Feedback**



Gallery Walk



**Bilingual and
Multilingual Family
Events**



**Family Culture
Survey**

TEACHERS' GUIDE

Enjoy these Choice Board activities that utilize authentic language materials including texts, audio and video resources designed for native language speakers. According to ACTFL, authentic materials provide real-life examples of language used in everyday situations. Authentic materials provide information about the target culture and that culture's perspective on an issue or event. The rich language found in authentic materials provides a source of input language learners need for acquisition.

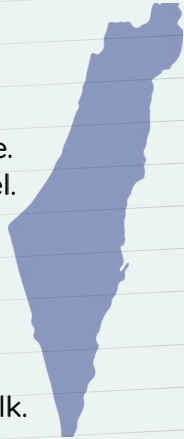
*Students select a type and a format of presentations and tech tools or 3-D format to be presented in front of an authentic audience.

OUTCOME:

Students use authentic sources, different presentation types and formats to learn, analyze, reflect on, and present information about different ethnic groups in Israel.

OBJECTIVES: I CAN...

- » **understand** authentic sources in Hebrew about Israeli identity.
- » **share** information I learned in one of the following types of presentations:
 - השוואה - Comparison | תיאור - Description | סיפור אישי - Personal story | חוות דעת - Persuasive.
- » **design** and produce a presentation to share information about ethnic groups in Israel.
- » **deliver** and receive feedback in an honest and direct manner.
- » **practice** discussion moves including
 - building on each others' ideas
 - asking clarifying questions
 - respectfully agreeing and disagreeing
 - providing meaningful and actionable feedback by participating in a Gallery Walk.



EXCELLENT מצוין ★★★★★	GOOD טוב ★★★	INSUFFICIENT בלתי מספיק ★
The student has completed all work in clear, creative and comprehensive ways.	The student has completed some work in somewhat clear and comprehensive ways using moderate creativity.	Student work is not clear. No creativity
The student has used correct and rich Hebrew language with fluency.	The student has used mostly correct Hebrew language with moderate fluency.	The student made many errors in Hebrew language and lacked fluency.