

YBH of PASSAIC

Mishna and Gemara *Curricular Objectives*

A Working Guide for Rebbeim for the School Year 5775 (2014-2015) Rabbi Berel Leiner-Menahel Binyomin Perlstein-Associate Menahel

Introduction

This guide has been designed to help *rebbeim* (and others) understand the YBH approach to aligning:

- **Curriculum** (what we say we teach),
- **Instruction** (how we teach what we say we teach) and
- **Assessment** (how we test to see how well what we have taught has been learned).

Such alignment of curriculum, instruction and assessment has been found by educational researchers to be characteristic of high performing schools. YBH faculty has recognized that although **content coverage** is important, it is essential that **skills** be mastered.

As a result, we have undertaken this effort to collaboratively formulate a more detailed grade by grade listing of *Chumash* and *Rashi* skills targeted for YBH student mastery. It has been formulated in such a way as to maximize the potential for high student achievement.

A condensed and summarized version of the YBH objectives for the 5775 (2014-2015) school year is presented below, beginning on page 2 of this guide, to provide a broad overview of what may generally be expected of YBH *talmidim* as they progress from the primary to the middle and upper grades (1 through 8).

GRADE 3:

Skills to be mastered:

By the end of Grade 3, progressing from introductory skill level to mastery skill level, learner will....

A. Mishna:

Text

1. Accurately translate all words of any *mishna* learned in class.

Concepts/Comprehension

2. Understand the framework of תורה שבכתב and תורה שבעל פה – i.e. the difference between them and what is included in each group.
3. Be able to summarize the תורה שבעל פה of סדר המסורה – including naming the primary תקופות/periods of חז"ל. (... תנאים, גביאים)
4. Know and understand the source פסוקים in חומש for the הלכות/מצוות upon which the פרק/מסכת is based.
5. Relate the main idea of the *mishna* and who said it.
6. Explain any new הלכות learned from the *mishna*.
7. Be familiar with a systematic method (א. מ. ד. ט. ??) to aid comprehension of *mishna*.
 - a. א. = אמר, מ. = מעשה, ד. = דין, ט. = טעם

B. Texts and Materials to be Covered:

Masechet Sukkah – Perek 1; Masechet B'rachos – Perek 6. – Mishnayos Me'iros

GRADE 4:

Skills to be mastered:

By the end of Grade 4, progressing from introductory skill level to mastery skill level, learner will....

A. Mishna:

Mishna Text

1. Demonstrate mastery of all *Mishna* objectives intended for Grade 3.

Comprehension

1. Be able to summarize the main idea of the פרק and to explain how the specific *mishna* fits into that background.
2. Progress toward mastery of a systematic method (א. מ. ד. ט. ??) to aid comprehension of *mishna*.
 - a. א = אמר, מ = מעשה, ד = דין, ט = טעם
3. Divide a *mishna* into distinct parts and explain the key point of each part.
4. Understand the concept of a מחלוקת in דין and be able to explain the main point of the מחלוקת.
5. Learn to use an advanced organizer to organize information.

B. Texts and Materials to be Covered:

Mishnayos Maseches B'rachos – Mishnayos Me'iros

GRADE 5 (I):

Skills to be mastered:

By the end of Grade 5, progressing from introductory skill level to mastery skill level, learner will....

A. Mishna:

Mishna Text

1. Demonstrate mastery of all *Mishna* objectives intended for Grades 3-4.

Comprehension

2. Demonstrate mastery of all *Mishna* objectives intended for Grades 3-4.

GRADE 5 (II):

Skills to be mastered:

By the end of Grade 5, progressing from introductory skill level to mastery skill level, learner will....

A. Gemara:

Concepts

1. Understand the role of מסורה in transmitting תורה שבעל פה.
2. Understand how מדות שהתורה נדרשת בהן help us understand the Torah.
3. Thoroughly know the names of the primary periods of חז"ל and examples of חכמים from each period
4. Understand the meaning of a ראייה – that it must be ‘conclusive’

Vocabulary/Dikduk

5. Explain the meaning of 50 common *Shas Words* contained in the accompanying list compiled by Rabbi Finkel.
6. Identify key words on the list that note a question (שמע..מיתיבי) or proof (שמע..מינה) or start of a new section (גופא, איתמר..)
7. Understand key similarities between Hebrew and Aramaic grammar.

a. Suffixes

Hebrew

ך
כס/כן
ו / יו
נו
הַ
הם/הן

Aramaic

ך
כו
יהּ
ן
הּ
הוּ

b. Prefix or Prefix/Suffix

ש
ה (the)

ד
תא __ / אַ __

c. Exchanged letters

ש
ז
צ

ת
ד
ע

GRADE 5 (III):

Gemara Text

8. Understand how to navigate the daf –
 - a. Know the meaning of the headings on top of the page
 - b. Know where to find the גמרא, רש"י, תוספות..
 - c. Identify where a *mishna* begins, where the *gemara* begins.
9. Independently find a specific piece of *gemara* when given the *daf* and *amud*.
10. Read any unfamiliar *gemara*, **with nekudos**, (with no allowable errors).
11. Accurately read any *gemara* taught in class, with appropriate pauses and stops – indicating comprehension.
12. Read *gemara* aloud with proper cadence and inflection.
13. Correctly read and translate words and explain phrases taught in class – after review.
14. Understand the association between specific parts of *gemara/mishna* and the category of חכם speaking; i.e. תנא = משנה/ברייתא, אמורא = גמרא, תנא = רש"י/תוספות, אמורא = גמרא, תנא = משנה/ברייתא e.
15. Identify who is speaking in a specific text - whether he's a תנא or אמורא.

Comprehension

16. Understand the use of the terms מסקנא and הוה אמינא.
17. When given an advanced organizer, will demonstrate understanding of the sugya structure.
18. Explain the key point of the קשיא in a *gemara*.
19. Explain the answer in a piece *gemara*
20. Understand the following key concepts in ילפותא – and give an example
 - a. היקש and גזירה שוה, קל וחומר, דיוק.
21. Give a basic explanation of what the *perek* is about.
22. Relate the specific *gemara* back to the relevant part of *mishna*.
23. Know and understand the source פסוקים in חומש for the הלכות/מצוות upon which the פרק/מסכת is based.
24. Understand *halachic* concepts relevant to the *sugya*.

B. Texts and Materials to be Covered:

Maseches Bava Metzia – Perek Eilu Metzios – Tuvia's - Menukad

GRADE 6 (I):

Skills to be mastered:

By the end of Grade 6, progressing from introductory skill level to mastery skill level, learner will....

A. Gemara:

Vocabulary/Dikduk

1. Demonstrate mastery of *Gemara* objectives intended for Grade 5.
2. Explain the meaning of 200 common *Shas Words* contained in Rabbi Rajchgod's accompanying list.
3. Identify categories of key words on the list that indicate the meaning of a gemara: question (מיתבי..) or proof (שמע מינה..) or start of a new section (איתמר, גופא) or (תנן, תניא) משנה/ברייתא
4. Demonstrate increased fluency and ease with *gemara dikduk* skills learned in 5th grade.

Gemara Text

5. Demonstrate mastery of all *Gemara* objectives intended for Grade 5 with greater fluency and ease.
6. Accurately read and translate any *gemara* taught in class.
7. Identify, in the text, the start and end of each step of the *gemara*; i.e. the first and last words of the question..
8. Identify where a quoted *passuk, mishna, memra* etc.. begins and ends.
9. Independently recognize where common key words appear in the *sugya* and identify their purpose.
10. Explain the *gemara's* objective in quoting a *braisa*– either to add information, as a ראיה, or to ask a contradiction.
11. Be familiar with the names of common תנאים and אמוראים.

Comprehension

12. Know the background information required as a prerequisite for the *sugya*.
13. Explain the difficulty posed by the *gemara*, in his own words.
14. Explain the answer of the *gemara*, in his own words.
15. Explain a proof brought by the *gemara* – including what specific point is proven.
16. Using a *Venn Diagram*, articulate the similarities and differences between two things.
17. Relate the overall objective of the specific *sugya*
18. Explain whether the *gemara* accomplished its goal and how.
19. Accurately relate the שקלא וטריא of a *sugya* – up to 3 steps at one time.

GRADE 6 (II):

Skills to be mastered:

By the end of Grade 6, progressing from introductory skill level to mastery skill level, learner will....

B. Rashi: (Emphasis placed on demonstrating how *Rashi* complements the *gemara*.)

Rashi Text

20. Accurately read and translate any *Rashi* taught in class.

21. Identify the words in the *gemara* that *Rashi* addresses.

Comprehension

22. Identify the purpose of the specific *Rashi* (explain a word, ask a question ..)

C. Texts and Materials to be Covered:

Maseches Bava Kamma – Perek Hakones and Perek Hachovel? -

Tuvia's - Menukad

GRADE 7 (I):

Skills to be mastered:

By the end of Grade 7, progressing from introductory skill level to mastery skill level, learner will....

A. Gemara:

Vocabulary/Dikduk

1. Demonstrate mastery of *Gemara* objectives intended for Grades 5-6.
2. Explain the meaning of 200 common *Shas Words* learned in 6th grade with greater fluency and ease.
3. Explain the meaning of the words common to *Perek Arba'ah Avos*, contained in the list compiled by Rabbi Abraham.
4. Apply knowledge of key vocabulary words to independently recognize and translate them prior to learning the *gemara* text in class

Gemara Text

5. Demonstrate mastery of all *Gemara* objectives intended for Grades 5-6 with greater fluency and ease.
6. Read aloud and accurately pronounce the words, **without nekudos**, of *gemara* learned in class.
7. Read aloud with appropriate pauses and stops for proper phrases, in text **without nekudos**, of *gemara* learned in class.
8. Read aloud with proper inflection and tone, indicating comprehension, in text **without nekudos**, of *gemara* learned in class.
9. Choose any phrase he has learned and correctly label it as a *statement*, *question*, *answer* or *proof*.

Comprehension

10. Explain the question of a *gemara* and identify which words indicate the question.
11. Explain the answer of a *gemara* and identify which words indicate the answer.
12. Explain the reasons for two sides of a *halachic* concept, as in a *מחלוקת* or two sides of a *שאלה*.
13. Relate a specific step of the *gemara* to the broader objective of the *sugya*.
14. Relate the specific *sugya* to the broader background of the *perek*.
15. Explain key changes in the *gemara's* understanding from the *הוה אמינא* to the *מסקנא*
16. Create a *Venn Diagram* to compare and contrast the similarities and differences between two things – i.e. *הו"א/מסקנא*, *ההלכות*...
17. Understand the concept and find examples of
(a) *מה מצינו* (b) *קל וחומר* (c) *צד השוה*
18. Accurately relate the *שקלא וטריא* of the *sugya* – up to 6 steps at one time.

GRADE 7 (II):

Skills to be mastered:

By the end of Grade 7, progressing from introductory skill level to mastery skill level, learner will....

C. Rashi: (Emphasis placed on demonstrating how *Rashi* complements the *gemara*.)

Rashi Text

19. Demonstrate mastery of *Rashi* objectives intended for Grade 6.

Comprehension

20. Give a brief explanation of the problem/answer of *Rashi*.

21. Identify specific words in *Rashi* that indicate the problem/answer.

D. Texts and Materials to be Covered:

Maseches Bava Kamma – Perek Arba'ah Avos – Oz Ve'hadar L'talmidim

GRADE 8 (I):

Skills to be mastered:

By the end of Grade 8, progressing from introductory skill level to mastery skill level, learner will....

A. Gemara:

Vocabulary/Dikduk

1. Demonstrate mastery of *Gemara* objectives intended for Grades 5-7 with increased fluency and ease.

Gemara Text

2. Demonstrate mastery of all *Gemara* objectives intended for Grades 5-7 with greater fluency and ease.
3. Using an advanced organizer apply key *Shas* words to independently divide the text into phrases.

Comprehension

4. Analyze the effectiveness of a proposed solution to a question
5. Notice discrepancies/anomalies in *mishna/gemara* to anticipate the next step of the *gemara* or *Rashi/Tosfos*.
6. Accurately explain step-by-step of the *שקלא וטריא*, even of a lengthy *sugya*.
7. Summarize the key points of each *sugya* throughout the *perek*.
8. Discuss any unresolved points at the conclusion of a *sugya*.
9. Apply *halachos* learned from a *sugya* to other situations.

B. Rashi: (Emphasis placed on demonstrating how *Rashi* complements the *gemara*.)

10. Demonstrate mastery of *Rashi* objectives intended for Grades 6-7 with greater fluency and ease..

C. Tosfos:

Tosfos Text

11. Identify the words in the *gemara* that *Tosfos* addresses
12. Accurately read and translate any *Tosfos* taught in class.

Comprehension

13. Identify the purpose of the specific *Tosfos* (explain a word, ask a question ..)
14. Give a brief explanation of the problem and each answer of *Tosfos*.
15. Identify specific words in *Tosfos* that indicate the problem/answer.

D. Texts and Materials to be Covered:

Maseches Makos – Shas Vilna