בס"ד

Core Standards for Teaching
תורה שבעל פה

A joint project of:

The Zekelman Core Standards Division of the
Menachem Education Foundation

And

Gemara Berura

This standard includes information about: the nature of תורה שבעל פה, the chain of our tradition, how to navigate the תורה שבעל פה in its written form, the תנאים ואמוראים who participate in it, and the key concepts and ideas that determine how Talmudic discourse is conducted. Some of the information should be taught as introductory units while other information should be taught as it appears in the משנה or סוגיא.

1.1 The nature and development of תורה שבעל פה.

The student should understand the fundamental connection between תורה שבכתב and how תורה שבעל פה developed into תורה שבעל פה and משנה/גמרא the.

Enduring Understandings

a. תורה שבעל פה is the explanation and elaboration of the מצות in תורה שבכתב. Without it, we would not know how to perform the מצות properly with all their details.

b. תורה שבעל פה consists of three general categories:

  I. That which was taught to משה by ה' on הר סיני. Including: Laws describing how the מצות are to be performed as well as principles of Torah interpretation.

  II. Laws that were derived later based on the principles received at הר סיני.

  III. Laws - תקנות וגזירות that were later enacted by the חכמים based on the authority given to them to do so at הר סיני.

c. The תורה שבעל פה was not allowed to be written as an official document. It had to be taught and passed on בעל פה. This is why it is called תורה שבעל פה.

d. When it was realized that people were no longer able to remember the entire תורה שבעל פה by heart and there was a fear that it would be forgotten forever from כלל ישראל, it was officially written in the form of the משנה and ברייתא.

e. The משנה can therefore be defined as a gathering of Halachic opinions of תנאים compiled by רבי יהודה הנשיא and was accepted as the authoritative body of work by all of כלל ישראל.

f. The אמוראים expounded on the משנה and their discussions were later written down in the גמרא.

Scope & Sequence

Year One	Year Two	Year Three, Four
Enduring understanding A, C, D, E	Enduring understanding A, C, D, E, **F**	Enduring understanding A, **B**, C, D, E, F

Assessment

Knowledge & Understanding

Sample Essay Questions

- Why is the תורה שבכתב alone insufficient?
- Why is the current הלכה so different from how it appears in the תורה שבכתב?
- What is the relationship between תורה שבכתב and תורה שבעל פה?
- Why was the תורה שבעל פה initially not allowed to be written? Why was it eventually written down?

1.2 The concept of מסורה from מתן תורה *until the present.*

The student should understand the concept of מסורה and be able to map out the שלשלת המסורה from the time of the giving of the תורה on הר סיני through the משנה, גמרא, גאונים, ראשונים and אחרונים to the present day.

Enduring Understandings

a. תורה שבעל פה was passed down orally in an unbroken chain from teacher to student, from the time of משה רבינו until the modern day.

<table>
<tr><td colspan="3" align="center">Scope & Sequence (see Appendix I)</td></tr>
<tr><td>Year One</td><td>Year Two</td><td>Year Three, Four</td></tr>
<tr><td>The שלשלת המסורה from משנה through the תנ"ך.</td><td>The שלשלת המסורה through the גמרא.</td><td>The שלשלת המסורה from the ראשונים through the אחרונים and today.</td></tr>
</table>

Assessment

Knowledge & Understanding

- Create a "family tree" or timeline of the שלשלת המסורה from משה רבינו to your teacher.
- Trace a מצוה from a פסוק in חומש through the stages of מסורה until the ruling of a present day פוסק.
- Ask your local Rabbi to share a halachik question that he has addressed which required him to research earlier poskim in order to rule on the matter. Write an essay describing the process.

Sample Essay Questions

- What implication does the unbroken chain of מסורה have on my life?

1.3 Navigating the משנה/גמרא

The student should know the key divisions that make up the structure of the משנה/גמרא and use this knowledge to navigate them. This includes:

מקרא, ששה סדרי משנה, מסכתות , פרקים , משניות, ברייתא, דף, עמוד, סוגיא, מימרא

The student should also know how to navigate a page of גמרא. This includes:

גמרא, רש"י, תוספות, ר"ח, עין משפט, מסורת הש"ס, תורה אור, הגהות הב"ח, פרק, דף, עמוד

Enduring Understandings

a. The תלמוד (משנה/גמרא) is organized according to a specific order which allows one to navigate it.

b. The layout of every דף in ש"ס is the same which allows one to locate all the different elements included in the דף.

c. מקורות :תורה שבעל פה includes within it 3 types of מקורות: Biblical sources which are called מקרא. Tannaitic sources which are called משנה or ברייתא. Some of the ברייתות were compiled into books called תוספתא. Amoraic sources are called מימרא, סוגיא.

Scope & Sequence

Year One	**Year Two, Three**	**Year Four**
ששה סדרי משנה The and sample מסכתות for each סדר.	The basic structure of a page of גמרא with רש"י and תוספות. Identify different types of מקורות on the page like מקרא, משנה, ברייתא, מימרא in an unseen גמרא.	עין משפט Utilize the תורה אור, מסורת הש"ס to look up the sources in other ספרים.

Assessment

Knowledge & Understanding

♦ List the ששה סדרי משנה and explain the topic of each סדר.
♦ List sample מסכתות and explain the topic of each one.
♦ Identify all the items on a דף and explain what they are.

Skills

♦ Navigate an unseen page of גמרא finding all the items on the page.
♦ Use the hyperlinks (עין משפט, תורה אור, מסורת הש"ס) to find sources in various ספרים.
♦ Identify מימרא, ברייתא, משנה, מקרא in an unseen גמרא.

1.4 Biographical information about important תנאים ואמוראים.

The student should know basic biographical information about the leading תנאים ואמוראים of each generation. This includes whether they were a תנא or אמורא, their generation, their main teachers, students, and colleagues, and their primary geographic location.

Enduring Understandings

a. In order to know a סוגיא in its entirety one must know who is a תנא and who is an אמורא, who is a teacher and who is a student. This gives us an understanding how

the גמרא raises objections from the statements of one to those of another.

b. Historically, most cultures looked up to their generals, statesmen, or athletes. In Judaism, we look up to our rabbis as our source of inspiration.

Scope & Sequence (See Appendix II)

Year One	Year Two, Three, Four
תנאים 10	10 תנאים or אמוראים per year.

Assessment

Knowledge & Understanding

♦ Describe a תנא/אמורא, where he is from, who is his בר פלוגתא, and any special information about him.

♦ Create a project about the תנא/אמורא to gain a greater appreciation of their uniqueness and contribution to the שלשלת המסורה.

Skills

♦ For every unfamiliar תנא/אמורא the student encounters he knows what questions to ask about him.

♦ In a new גמרא, the student can ascertain information based on what he already knows about the תנא/אמורא.

1.5 Tools of Talmudic discourse - מושגי לימוד

The student will be able to define the key concepts and ideas that determine how Talmudic discourse is conducted.

Enduring Understandings

a. There are generally accepted conventions that govern the conducting of the Talmudic discourse and for deciding the הלכה in any given situation.

b. The multiple traditions and forms of interpretation, as expressed by the concept of מחלוקת is one of the cornerstones of the Talmudic discourse.

c. When there is a מחלוקת there are rules for determining the halachic ruling.

d. An אמורא cannot argue with a תנא, a ראשון cannot argue with a גמרא etc. due to their closer proximity to הר סיני.

Scope & Sequence (See Appendix III)

Year One	Year Two, Three	Year Four
מחלוקת, דיוק	סמכותם של דורות הראשונים על דורות האחרונים Additional מושגי לימוד should be taught in context of the משנה and גמרא which students are learning.	פסק הלכה Additional מושגי לימוד should be taught in context of the משנה and גמרא which students are learning.

Assessment

Knowledge & Understanding
- Define each concept and idea.

Skills
- Teacher created stories in which students are asked to recognize and apply the concept they learned.
  - ◊ E.g. In a teacher created story, student recognizes a דיוק as opposed to a קל וחומר.
  - ◊ E.g. In a teacher created story, student determines what is inferred and what is explicit in the story so they understand what the דיוק is.

This standard covers the concepts specific to the topic being studied. In each מסכתא, there are Primary מושגים that are integral to the סוגיא, and to much of the discussion of the סוגיא, and Peripheral מושגים that are less integral to the סוגיא.

2.1 Halachic Concepts - מושגי הלכה

The student will be able to define the key halachic concepts within the סוגיא being studied.

Scope & Sequence (See Appendix IV)

Year One - Four

There is no master list for מושגי הלכה as it is subject specific and therefore depends on the syllabus being studied over the course of the 4 years. Each school needs to determine their checklist of מושגי הלכה.

Determining מושגי הלכה

♦ Teachers should distinguish between Primary מושגי הלכה and Peripheral מושגי הלכה.

◊ A Peripheral מושג. The student should be able to define the מושג in a sentence or two.

◊ A Primary מושג which is the basis for discussion of the סוגיא. For example, in פרק תפילת השחר, a primary מושג would be שמונה עשרה /תפילה. The students should know the following information:

• It's definition.

• The מקור: Is it דאורייתא, what is the פסוק that serves as its basis? If it is דאורייתא or דרבנן? Is it מקור: The

• Some הלכות.

See פרק specific sample lists in Appendix IV

Assessment

Knowledge & Understanding

♦ For each primary מושג, the student should know:

    ◊ It's definition.

    ◊ The מקור: Is it דאורייתא or דרבנן? If it is דאורייתא, what is the פסוק that serves as its basis?

    ◊ Some הלכות.

- For each peripheral, the student should be able to define the מושג in a few sentences.

Skills

- In a new סוגיא, students can identify primary מושגים that they have already learned and use them to ascertain information about the content of the סוגיא.

This standard covers vocabulary and reading skills needed to correctly read the גמרא. These skills include basic vocabulary, awareness of language, pronunciation, pausing and inflection, and grouping and translating.

3.1 Vocabulary words - מילים

The student will be able to translate vocabulary words that appear frequently in ש"ס.

Scope & Sequence (See Appendix V)		
Year Two	**Year Three**	**Year Four**
30 Words	35 Words	40 Words

Assessment

Knowledge & Simple Understanding

- Students should be able to match words with their definition in a matching or multiple choice format.
- Students should be able to read and translate words in context when given a line from the text.

3.2 Language

The student will be able to have sensitivity to the language in order to recognize when the language of the גמרא switches from Hebrew to Aramaic and vice versa.

Enduring Understandings

a. When our rabbis made statements of הלכה whether in the form of משנה/ברייתא or מימרא they always spoke in Hebrew since that is לשון הקדש. When they debated the הלכה in the גמרא they always spoke in Aramaic since that was their Mother

Tongue.

b. Sensitivity to the shift of language between Hebrew and Aramaic can help students divide the גמרא into different units of שקלא וטריא.

<table>
<tr><td colspan="3">

Scope & Sequence (See Appendix VI)
</td></tr>
</table>

Year Two	Year Three	Year Four
ה at beginning of word switches to א at the end of a word, the ז switches to ד, The ש switches to ת.	Aramaic Prefixes	Identify difference between Aramaic and Hebrew words in an unseen גמרא.

Assessment

Knowledge & Simple Understanding

- Students should identify phrases in the סוגיא they are studying as Hebrew or Aramaic.
- Students should identify the key language changes between Hebrew and Aramaic.
  - ◊ i.e. ה at beginning of word switches to א at the end of a word, the ז switches to ד, The ש switches to ת.

Skills

- The student will recognize when the Hebrew and Aramaic parts of an unseen גמרא.

3.3 Pronunciation

The student will be able to read the text with correct pronunciation.

Scope & Sequence

Year One	Year Two	Year Three	Year Four
The student can read the משנה with correct pronunciation.	The student can read the גמרא with correct pronunciation.	The student can read the רש"י with correct pronunciation.	The student can read the תוספות with correct pronunciation.

3.4 Pausing and Inflection

The student will be able read the text with correct "trop" by pausing in the right places and using the correct inflection to represent what the גמרא is doing in the שקלא וטריא.

Scope & Sequence

Year One	Year Two	Year Three	Year Four
The student can read the משנה with correct pauses and inflection.	The student can read the גמרא with correct pauses and inflection.	The student can read the רש"י with correct pauses and inflection.	The student can read the תוספות with correct pauses and inflection.

3.5 Group and Translate

This standard involves not only parroting the teacher's reading but demonstrating the ability to read and translate on the student's own.

Scope & Sequence

Year One	Year Two	Year Three	Year Four
The student can group and translate small phrases in the משנה exactly the way the teacher does.	The student can group and translate larger sentences and paragraphs in the גמרא.	The student can group and translate רש"י.	The student can group and translate תוספות.

Assessment for 3.3, 3.4, 3.5

Skills

- The student will read the text out loud that was already studied in class either in front of the teacher or into a recorder without making mistakes.
- The student will read a new text out loud that was not yet studied in class either in front of the teacher or into a recorder without making mistakes.
- Use rubric for self assessment. - (See Appendix VII)
- Performance based assessments are best with the student either reading to the teacher and into an audio recorder.

This standard includes the knowledge of the underlying structure of the גמרא and משנה, and the ability to Divide, Classify, and Connect (DCC) the משנה and גמרא. The COMD"T Structure is the basis for DCC in the משנה, the שקלא וטריא structure with its classifications and keywords are the basis for DCC in the גמרא. (See Appendix VIII A)

4.1 Classifications: COMD"T and שקלא וטריא classifications

The student will be able to define the COMD"T and שקלא וטריא classifications which represent the underlying structure of the משנה and גמרא.

Enduring Understandings

a. משנה/גמרא have different and specific functions and therefore follow different structures in their discourse. COMD"T for משנה and שקלא וטריא classifications for גמרא.

b. In writing the גמרא our rabbis transcribed the discussion from the בית מדרש in the form of שקלא וטריא which can be classified according to specific categories of discourse.

Scope & Sequence (See Appendix VIII B C)

Year One	Year Two, Three	Year Four
אומר, מקרה, דין, טעם	פתיחה, השלמה, שאלת בירור, קושיא, סתירה, תשובה מבארת, תשובת אוקימתא, סיוע, מסקנא, שקלא וטריא, סוגיא	תוספות classifications

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4.2 DCC

The student will be able to DCC the משנה, the גמרא, and the תוספות.

Enduring Understandings

a. The גמרא is divided into סוגיות, and each סוגיא has it own unique structure of שקלא

וטריא.

b. Each unit of text within the סוגיה can be divided based on three indicators:
   I. Keywords
   II. Change of language from Hebrew to Aramaic or vise versa, and
   III. New מאן דאמר.
c. Each unit of text within the סוגיה can be classified according the function it plays within the משנה and the שקלא וטריא process.
d. When חז"ל present הלכה, the method of DCC used is COMD"T structure. When חז"ל debate הלכה they use a question and answer format (שקלא וטריא).
e. The classifications of שקלא וטריא on a most basic level are Statement, Question, Answer, and Proof.
f. These four classifications can be further unpacked into :
   I. 2 types of statements (Introductory Statement, and Supplement)
   II. 3 types of questions (Inquiry, Objection, and Contradiction) and
   III. 3 types of answer (Clarification, Reassignment, and Conclusion).

Scope & Sequence

Year One	Year Two	Year Three	Year Four
DCC the משניות based on the COMD"T structure.	Utilize indicators to DCC a learned גמרא based on the שקלא וטריא classifications.	Utilize indicators to DCC an unlearned, simple גמרא based on the שקלא וטריא classifications.	Utilize indicators to DCC an unlearned גמרא based on the שקלא וטריא classifications. DCC a learned תוספות.

4.3 Keywords

The student will be able to identify COMD"T words and שקלא וטריא keywords and use them to divide and classify the משנה and גמרא.

Enduring Understandings

a. All Keywords serve to suggest the appropriate שקלא וטריא classifications. Some Keywords also serve to cite מקורות, others identify which of the COMD"T classifications of the מקור the גמרא is addressing.

<table>
<tr><td colspan="4" align="center">**Scope & Sequence** (See Appendix IX, X)</td></tr>
<tr><td>**Year One**</td><td>**Year Two**</td><td>**Year Three**</td><td>**Year Four**</td></tr>
<tr><td>Master 15 COMD"T words.</td><td>Master 30 keywords. These should primarily be keywords which introduce a מקור.</td><td>Master 30 additional keywords.</td><td>Master 30 additional keywords.</td></tr>
</table>

Assessment

Knowledge & Understanding

◆ The student should define the different classification categories for שקלא וטריא.

◆ The student should provide examples from the סוגיא he is learning of the different classification categories for שקלא וטריא.

◆ Students should be able to define commonly used COMD"T words and explain what stage they represent.

◆ The student should demonstrate his understanding of each stage in COMD"T and שקלא וטריא classifications by providing an example in his own language

◆ Students should be able to COMD"T a משנה that they have already studied in class.

◆ The student should know that the keyword, switch in language, or new מאן דאמר may indicate new stage of שקלא וטריא.

Skills

◆ The student should be able to identify COMD"T words in an unseen משנה and apply their mastery of COMD"T words to DCC it.

◆ The student should be able to identify keyword in an unseen סוגיא and apply their mastery of keywords to help DCC it.

◆ The student should be able to predict what keywords will come before and after, when applicable, based on this keyword. This applies both within one stage of שקלא וטריא and within multiple units of שקלא וטריא.

◆ The student should be able to anticipate what will occur next based on the stage of שקלא וטריא one is in.

◆ The student should be able to identify similar keywords (the same keyword family) so they will recognize the same type of keyword in different contexts.

  ◊ For example, מיתביה, איתביה, מתיב.

  ◊ Divide the משנה/גמרא already learned with the teacher into parts and classify it according to its function

◆ Identify the Title, Author, Case, Ruling, and Reason in a story.

  ◊ e.g. COMD"T the following: "Rules of the Playground: Students may not use the playground tomorrow because they are doing construction, said the Principal"

טעם :Reason	דין :Ruling	מקרה :Case	אומר :Speaker	כותרת :Title
Because they are doing construction	No students can use	The playground tomorrow	The Principal	Rules of the Playground

5. Comprehension • הבנה

This standard includes combining the knowledge and skills mastered from the previous four standards to enable the understanding of the particular *גמרא/משנה* being learned. This is expressed by the students' ability to paraphrase, summarize, compare and contrast, and add missing words.

5.1 Summarize

The student should be able to summarize the סוגיא by identifying the subject, the conflict/dilemma, the explanation of the different sides of the conflict, the proofs to each side, and the conclusion of the סוגיא (where applicable).

Assessment

Skills
♦ The student should be able to summarize the סוגיא either orally or in writing.

5.2 Compare and Contrast

The student should be able to identify similarities and differences between two things.

Explanation

Primarily this should be done for the following:

a. מחלוקת - Whenever there is an argument between תנאים or אמוראים. Student should be able to identify the points they agree on and the points they disagree on.

b. הוה אמינא \ מסקנא - Original way of thinking \ conclusion. Student should be able to identify the points which stay the same and the points which change.

c. To go back to the מקור and read the way the מקור was understood originally and the way the מקור is understood differently after the discussion of the שקלא וטריא.

d. Two לישנות - איכא דאמרי - Student should be able to identify the points they agree on and the points they disagree on.

e. Two (or more) answers – (איבעית אימא) - Student should be able to identify the similarities of both answers and the differences.

f. מחלוקת רש"י ותוספות - Students should be able to demonstrate their

understanding of how רש"י and תוספות argue about פשט in a particular passage and be able to identify the points they agree on and the points they disagree on.

Assessment

Skills

♦ The student should be able to compare and contrast between:
לשונות two, מקור a of understandings different ,מחלוקת, הוה אמינא \ מסקנא a or two answers.

5.3 Fill in missing words, etc.

The student should be able to add missing words in the גמרא by identifying precisely what each line is referring to and stating when the גמרא is raising a question, answer, proof etc.

Assessment

Skills

♦ The student should be able to paraphrase the שקלא וטריא either orally or in writing.

♦ The student should identify which part of the quote from the source (from תנ"ך, אמוראים or תנאים) is relevant for the discussion of the גמרא (even when that part of the source does not actually appear in the printed version of the גמרא in front of them).

Scope & Sequence

Year One	Year Two, Three	Year Four
Summarize, compare and contrast the משנה.	Summarize, compare and contrast, add missing words to the גמרא.	Summarize, compare and contrast, add missing words to the גמרא and the תוספות.

Work in Progress….