

One of the tenets of personalized learning is designing instruction around what the student needs to learn instead of what the educator needs to teach. In order to make this transition from a traditional classroom, there needs to be a scope and sequence of the grade expectations for each skill. Our team was far from such an achievement. Therefore, I started working with the Rabbeim to map out their curriculum using a custom template that I designed. The format required a delineation of specific skills and content knowledge being taught for each domain in each unit. These were shared with the other members of the team as well as with the administration. Since it was done through Google sheets, the items in each cell are searchable across multiple sheets allowing for me to identify areas where gaps or overlays exist.

Another key result of the curriculum map was how it was used to develop student agency. The unit map provided an outline of the skills and content knowledge that students were expected to master in each of the primary domains. I created a copy and shared this with my students on the first day of the unit. Any student who was able to demonstrate mastery (or proficiency) could move on to other parts of the unit map. Additionally, during our personalized learning time, students could identify the areas they felt needed more practice and spend time working with other students to develop those skills. It also was a teaching tool as students usage of the map reinforces the connections between the various skills needed to access the text and provide a deeper appreciation for the complexity of the Talmud without the overwhelming and paralyzing feeling of “Gemara is too hard.”

[YOU CAN ACCESS THE 2-UNIT SAMPLE MAP BY CLICKING HERE](#)

*** This is a checklist given to students on the first day of the unit - taken from the curriculum map***

1. Unit Name & Information

- a. Unit #2: Finding scattered fruits
- b. Gemara lines 24 - 32
 - i. מפקר להו' through גמ'

2. Essential Questions:

- a. How do we define an item that is scattered?
- b. How do we decide whether or not a scattered item can be kept?

3. CONTENT

- a. קב בארבע אמות Students will know the rule of
- b. Students will know the difference between a case where an owner KNOWS that he left the object behind and where it is, and where the owner does NOT know where it is - regarding whether or not one can keep it
- c. Students will know the Gemara's conclusion of תיקו - that we aren't sure which is more important for יאוש to take place, size of item or distance spread out.
- d. ספק דרבנן לקולא וספק דאורייתא לחומרא Students will know the application of the rule

4. Vocabulary

- a. Check Quizlet for Unit #2 words and translations
 - i. הכי, אף על גב, למימר, רחמנא, השתא, כי
- b. Review words from Unit #1 on Quizlet

5. Functional Structures

- a. Check Quizlet for new functional structures added on to the previous set. Need to know ones from Unit #1 as well.
- b. היכי דמי
 - i. What case is the text talking about?
* A clarifying question
- c. אבל
 - i. However, but
* Used to show contrast between regular case and exception
- d. בעי
 - i. "Needs, Wants, Asks" - Dependent on context of the sentence
 - ii. * Used as an inquiry - a question of "WHAT IF". Asks for a ruling in a unique case
- e. תיקו
 - i. "Let it stand" - The question is unresolved

6. Navigation

- a. Students will know, and be able to utilize, the following navigational marks:
 - i. "Two Dots",
 - ii. מתני'
 - iii. גמ'
 - iv. Location of Rashi & Tosafot