



LIMUDEI KODESH CURRICULUM

The following is a projected curriculum for Mesivta Kesser Torah. It is our intention that by reading and understanding the curriculum you will gain a better feeling for our goals and expectations for Talmidim entering the Mesivta. The curriculum will also give you the framework from which the Rebbe will teach and the goals he will set for his class. Since the curriculum covers four years of High School, it is imperative that the Rebbeim teach to the standards of the curriculum. However, it should be understood that the objective of a curriculum is that each class meet its expectations and that each Talmid be prepared for the next level by the end of the year.

9th GRADE



גמרא בעיון

The primary objective of the 9th Grade curriculum is to develop a Talmid who understands a Blatt Gemorah with all of its Tosfos. The 9th Grade Shiur will teach a Talmid how to integrate the Tosfos into the Blatt and to appreciate the differences between Rashi and Tosfos. It goes without saying that a thorough understanding of the Gemorah and Rashi must precede any learning of Tosfos. The 9th Grader will be exposed to Reshonim and Acharonim, and Meforshim that explain Rashi and Tosfos such as the Maharsha and Pnei Yehoshua. On occasion a Rebbe may use other Meforshim to give Bochorim a taste of Lomdus.

THE AREAS OF EVALUATION OVER THE COURSE OF THE YEAR WOULD BE:

- A. How is a Talmid reading and understanding the basic Gemorah and Rashi. A consolidation of these skills and evaluation of them is important. The Rebbe must on a regular basis monitor a student's reading skills to ensure that the Bochor has achieved a level of proficiency.
- B. How does the Talmid adapt to reading the Tosfos. Initially the Rebbe must ensure that every Talmid understands the simple terminology of a Tosfos, that he can read the words smoothly and translate them correctly while understanding the meaning of the words.
- C. As the year progresses the Rebbe must coach the Talmid to appreciate the problem that Tosfos has with the Gemorah. This obviously must be stressed initially, however may take some maturity with some students to actually become second nature.
- D. Can the Talmid articulate what Tosfos has done with the Gemorah? Has he answered a question and left the Sugya unchanged, or does the answer of the Tosfos present a new approach to reading and understanding the Gemorah?
- E. Can the Talmid identify and explain a Machlokes between Rashi and Tosfos?
- F. In some Tosfos the kushya is implied but not spoken out, or the answer is given without clearly stating the question. A bochor must be able to explain the unspoken questions of Tosfos.
- G. The Rebbe must make sure Talmidim know the difference between Tanaim, Amoraim, Rishonim and Acharonim, and how Rashi and Tosfos can only explain Gemorah and not argue with it.

THE 3 AREAS OF ASSESSMENT OVER THE COURSE OF THE 9th GRADE YEAR WOULD BE:

- First Semester -Has the Bochor consolidated his proficiency in Gemorah and Rashi and is he beginning to be fluent in Tosfos?
- Second Semester - Can he read most Tosfos fairly well with a basic understanding?
- Third Semester -Can he understand a whole Blatt with its Tosfos? Does he have a full understanding of what Tosfos is doing and does he appreciate the difference between Rashi and Tosfos?

חומש

The curriculum will cover two עליות of the פרשת השבוע. Each week the בחורים will be responsible to know two עליות of the פרשת השבוע and be tested on them. The עליות will change each year, providing a תלמיד the opportunity to master each פרשה over his Mesivta years. Aside from רש"י, the Rebbe will teach relevant רמב"ן and other מפרשים while focusing on the השקפה of the פרשה as well. Each Sunday will be "P.T.A." "Parsha Take Away," in which 5 main lessons of the previous פרשה will be discussed.

הלכה

The הלכה curriculum will focus on חלק ב' of the משנה ברורה and the בחורים will study הלכות such as בציעת הפת, בציעת המזון, ברכות ידיים, נטילת ידיים, and ברכות. In addition, prior to each יום טוב, the relevant הלכות pertaining to those ימים טובים will be taught through the משנה ברורה and other sources. An emphasis will be placed on teaching students how to become familiar and comfortable with using a משנה ברורה.

נביא

The נביא curriculum will include ספר עזרא and ספר דניאל. We will also cover ספר יונה before יום כפור and פורים before מגילת אסתר, with a small segment of מגילת רות before שבועות.

בקיאות

Each day, time will be dedicated to learning בקיאות. Currently, the 9th-grade is learning מס' ראש השנה. Tests are given weekly and בחורים are expected to review the material on a daily basis. A short Seder each day after Shacharis affords each Bochur the opportunity to chazer. The goal is that each Blatt is reviewed a minimum of 4 times offering each Bochur the ability to master the מס'.

מוסר

The Mesivta will have a מוסר shiur daily 15 minutes prior to night seder with the exception of Thursday night when a shmeusse is given after night seder. The objective of the מוסר שדר is simply to teach דרך ארץ, and supply them with the tools to grow. Prior to the ימים טובים, the מוסר שדר will use the יום טוב as the catalyst for growth; selecting from the unique message each יום טוב delivers. The rest of the year, the Rebbe will discuss various topics in מוסר and השקפה such as תפילה, קדושה, מידות, אמונה, חסד, etc. Prior to שבועות, we will use the מ"ח דברים שהתורה נקנית בהן as the format for the מוסר שדרים.

NIGHT SEDER

Night seder is one hour for reviewing each day's shiur. בחורים, together with a חברותא, review the day's shiur while Rebbeim and Yungerlite supervise and provide assistance. Bochurim will receive a חזרה sheet to facilitate their חזרה. As the year progresses the focus of the sheet will adjust to the Bochurim's level of proficiency in learning, eventually guiding them towards mastering the ability to make a laynen.

10th GRADE



The 10th grade student will need to be proficient in reading Gemorah with Rashi and Tosfos and over the course of the year will work to enhance this skill with a more thorough appreciation of the differences between Rashi and Tosfos and how these differences effect the Sugya and the Halacha. The Talmid will also be introduced to some of the other Rishonim on the Sugya and begin to see a broader spectrum of the Sugya. Nevertheless, the Rebbe will still maintain a focus on each Bochur's understanding of Gemorah, Rashi and Tosfos while slowly expanding the Sugya to include more Rishonim and those Mefarshim that focus on explaining the Rishonim and the differences between them. Finally the 10th grade will be given a minimal exposure to making a Laynen, however this should not impact the format of the Shiur.

THE AREAS OF EVALUATION OVER THE COURSE OF THE YEAR WOULD BE:

- A. To what degree is the Talmid able to read Rashi and Tosfos? (The first part of the z'man may require some consolidation of these skills and the Rebbe will assess and evaluate each Bochur.)
- B. How well does the Talmid actually understand and appreciate the Sugya with the Pshat of Rashi and Tosfos integrated into the Sugya.
- C. To what extent can a Bochur appreciate a Kushya on Rashi and Tosfos.
- D. Can a Talmid appreciate a new approach to a Tosfos and how it changes the way he understood it until now.
- E. The Rebbe needs to impress upon Talmidim and at the same time monitor that they are not losing the forest because of the trees. In other words there is a Sugya. The Gemorah deals with an issue. The Talmid can be so focused on reading and getting the question that he loses the broader picture of the Sugya. It is essential that the Rebbe regularly reinforce this idea that the Rishonim are vehicles of understanding Gemorah, not ends in themselves and ultimately a Bochur needs to be able to have a Pshat in the Gemorah.

THE 3 AREAS OF ASSESSMENT OVER THE COURSE OF THE 10th GRADE YEAR WOULD BE:

- First Semester -Does the student possess proper skills from 9th grade and is he beginning to sharpen them?
- Second Semester -To what extent have his skills matured and can he hear a kushya on a Tosfos and appreciate the Teretz?
- Third Semester -Is he ready to start making a Laynen, is he ready to hear a broader approach to the Sugya?

11th GRADE



A Talmid entering 11th grade will need to be prepared to hear a Shiur that will begin to integrate Rishonim into the Sugya along with the Acharonim. They will need to be proficient in reading Gemorah, Rashi and Tosfos and have a mature understanding of the Gemorah. The nature of the 11th grade shiur will be to broaden the Sugya and the Talmid's exposure to it, yet to limit the depth of the Sugya. Acharonim such as the Ketzos Hachoshen and perhaps the Kehillos Yaakov would usually be more appropriate than the Birchash Shmuel at this level. It is however, imperative that despite the shiur addressing a higher level, the Rebbe maintain a pulse on the shiur and ascertain that each bochur realizes that he must first master Gemorah, Rashi and Tosfos before endeavoring to understand a Rashba or Ran. Bochorim will be shown how the Rishonim are offering alternative explanations to the Gemorah and what difference that will make, rather than seeing Rishonim as "speak outs" or cute vertlach. It therefore follows that thought will be given to what the Rebbe talks out on the Sugya and the Rebbe will explain to Talmidim why in the overall spectrum of the Sugya that is said in Shiur was significant. In a word, the 11th grader should be given a taste of Lomdus but in measured doses.

During the 11th grade year, a bochur will begin making a Laynen as a regular part of the Seder Hayom and will be expected to make strides in his Laynen skills over the course of the year. Despite the Laynen Seder the Rebbe should teach the Gemorah in class without assuming that the Bochorim already know it. As the year progresses the Rebbe will adjust this according to his understanding of how the class has developed. The Rebbe should also facilitate the Laynen Seder by giving Bochorim an introduction to the Sugya, explaining some concepts they need to know in advance of the Sugya and perhaps by offering a list of words they may otherwise not know.

THE AREAS OF EVALUATION OVER THE COURSE OF THE YEAR WOULD BE:

- A. Is the Talmid proficient in Gemorah and Tosfos and ready for this level?
- B. Does the Talmid understand what the objective of the Shiur is and what the Rebbe was trying to convey by saying what he said in Shiur?
- C. The Rebbe needs to make sure that the Talmid is not losing the Sugya by focusing on the individual points of the Shiur, but rather to integrate the shiur into the overall understanding of the Sugya.
- D. Are the Talmid's Laynen skills being developed?

THE 3 AREAS OF ASSESSMENT OVER THE COURSE OF THE 11th GRADE YEAR WOULD BE:

- First Semester -Is the student showing a readiness for a higher level shiur based on what he has learnt and on how he appreciates what he knows?
- Second Semester -Is the Talmid able to digest the shiur and integrate the shiur into the Sugya? At the same time is he utilizing his time effectively during Laynen seder?
- Third Semester -Does the Talmid have a broader view of the Sugya that does not cloud his understanding of the simple Pshat in the Gemorah? Can he understand the explanation of an Acharon in analyzing a Machlokes Rishonim? Finally, is the bochur making some level of a Laynen even if it is not perfect?

12th GRADE



The objective of the 12th grade is to prepare a Bochur for Bais Hamedrash . It is obvious therefore that a Bochur entering 12th grade should be on a Pre- Bais Hamedrash level. This means the Bochur entering 12th grade has begun to develop Laynen skills and will be able to improve to the level where he is ready to make a sufficient laynen for the first year of Bais Medrash. The 12th grade will therefore be focusing on some of the same issues that will be addressed by the shiurim in the Bais Hamedrash with the difference being reflected only in the depth of the shiur and the degree of Lomdus the Rebbe will expose the class to. The time the 12th grade will spend in the Bais Medrash will also be longer and this will help prepare a Bochur for a Bais Medrash experience where most of the day is spent with a chavrusa. As the year progresses, the Rebbe will take for granted that the Bochurim have prepared for the shiur and already know the basics of the Sugya. It is up to the Rebbe to gauge the level of his shiur, however, expecting more from a Bochur will usually bring out more production and maturity. The Rebbe may also choose to have Bochurim say Chaburas.

THE AREAS OF EVALUATION OVER THE COURSE OF THE YEAR WOULD BE:

- A. Has the Bochur begun making a laynen?
- B. Does the Bochur readily appreciate the problems in a Sugya that the shiur is addressing?
- C. Does the Bochur use his time in the Bais Hamedrash productively?
- D. Does the Bochur know how to work with a chavrusa?
- E. Could the Bochur say a simple Chabura?

THE 3 AREAS OF ASSESSMENT OVER THE COURSE OF THE 12th GRADE YEAR WOULD BE:

- First Semester -Does the Bochur have some Laynen skills? Does he appreciate the issues of the Sugya?
- Second Semester - Are the Laynen skills being developed further and being reflected in his accomplishments during Laynen seder? How well does the Bochur grasp the shiur?
- Third Semester -Is the Bochur ready for Bais Hamedrash?

TO SUMMARIZE



THE EXPECTATIONS OF EACH CLASS:

- Entering 9th grade - A Bochor is ready to begin learning each Tosfos, and his skills in Gemorah and Rashi are sufficient both in reading and comprehension.
- Entering 10th grade - A Bochor can learn a Blatt Gemorah and all its Tosfos with a level of understanding.
- Entering 11th grade -The Bochor has a more mature understanding of Gemorah Rashi and Tosfos and he is ready for a shiur that will include Rishonim and Acharonim on the Sugya. He is also ready to sit in the Bais Hamedrash for a laynen seder each day.
- Entering 12th grade -The Bochor is on a Pre-Bais Medrash level. He will be able to spend more time in the Bais Medrash, demonstrate the ability to make a Laynen and is ready for a deeper shiur with more lomdus.

