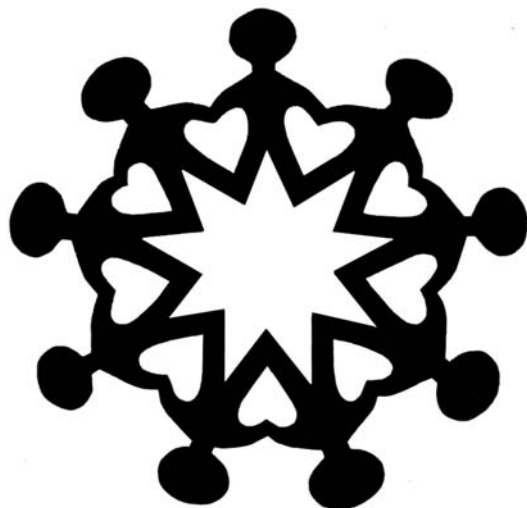


**CORE CURRICULUM FOR SPIRITUAL EDUCATION
OF CHILDREN AND JUNIOR YOUTH**

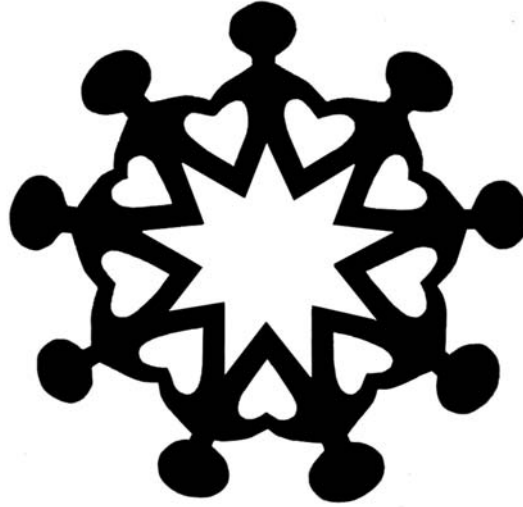


Teacher's
Spiritual Education
Planning Guide

**CORE CURRICULUM PROGRAMS FOR EDUCATION AND TRAINING
NATIONAL SPIRITUAL ASSEMBLY OF THE BAHÁ'ÍS OF THE UNITED STATES**

**CORE CURRICULUM FOR SPIRITUAL EDUCATION
OF CHILDREN AND JUNIOR YOUTH**

Teacher's Spiritual Education Planning Guide



School

Year

Teacher

Phone

Address

Email

Dates/Present:

Names:													



CORE CURRICULUM FOR SPIRITUAL EDUCATION

OF CHILDREN AND JUNIOR YOUTH

SCOPE AND SEQUENCE

Purpose – The Core Curriculum Scope and Sequence, a table found on the following pages, is designed to assist teachers and communities in planning curriculum for Bahá'í classes. It creates an integrated sequential program across all published Core Curriculum strands. Following this tool throughout the nine years of instruction ensures that the full range of content is covered, and will:

Assist Local Spiritual Assemblies and Education Committees in providing guidance for structuring a systematic spiritual education program

Provide teachers with a tool for sequencing curricular units of study in Bahá'í education (A Teacher's Spiritual Education Planning document may be ordered from Louhelen Bahá'í School, 810-653-5033, or email Louhelen@usbnc.org)

Keep parents informed through a feedback tool that shows what a child or junior youth has studied or will study (The Student's Spiritual Education Record may also function as a transcript. This tool can be ordered from Louhelen Bahá'í School, 810-653-5033, or email Louhelen@usbnc.org)

Ensure consistency in quality and content of spiritual educational program throughout the Bahá'í community

Ensure that children and youth maintain a consistent spiritual education program after moving from one community to another

Enable new Bahá'í children and junior youth to be easily incorporated into a systematic Bahá'í educational program

This sequential approach presents a well-balanced division of all available topics of study. In a community where the majority of students are children, the following age range is suggested for each level: Level 1: six – eight year olds; Level 2: nine – eleven year olds; Level 3: twelve – fourteen year olds.

The levels may also apply to an individual's general knowledge and understanding of the Core Curriculum topics as well as to chronological age. For instance, level one is applicable to a new believer of any age. The objectives are therefore ageless and apply equally to adults and children. Lessons may be planned for mixed age groups by adapting the activities to the needs of the group.

Structure – The Core Curriculum organizes the content of spiritual education curriculum into strands, including The Central Figures of the Faith, The Principle of Oneness, and The World Order of Bahá'u'lláh. Each strand may have several curriculum booklets or Lesson Planning Guides.

The Scope and Sequence is reproduced on pages 188–89. Reading across the page from left to right, the contents of the curriculum are listed in rows. Going down the table, the content of each strand is displayed across levels.

Learning Goals are listed in bold type; **Topics** are listed in regular type. Although it is possible to find the same goal of a given booklet mentioned in more than one level, a specific topic is only assigned to one level.

For example, under the booklet *The Báb*, the goal of “Historical Context” appears in both Level One and Level Two, but the topics of that goal covered in Level One are different from those covered in Level Two. Every topic from every strand booklet is placed in this table; thus a student who completes this course of study will have been introduced to every topic of the entire curriculum set.

This table allows a community to plan their whole curriculum at a glance, to see where they have been and where they are going. For each strand, classes should cover the topics sequentially from one level to the next.

Examples of Implementation – The following three examples illustrate several ways that communities organize their classes.

Example 1: Community A, a small but growing community begins their classes with 14 children, organizes classes by age, and plans Level One class content for ages 6–8; Level Two for ages 9–11; and Level Three for ages 12–14. Two teachers are assigned to each age group. They determine how to divide the topics in their Level over a three-year span, ensuring that by the end of three years all of the topics in their Level will be addressed.

Example 2: Community B, a larger community with 57 children at the beginning of the year, also organizes classes by age, and uses class content Level One for ages 6–8; Level Two for ages 9–11; and Level Three for ages 12–14. However, they have different classes for each age. A school committee has divided the topics of each level into 3 years of study. For instance, they noted that there are 27 topics in Level One, so 9 topics have been assigned to the 6-year-old class; 9 topics to the 7-year-old class; and 9 topics to the 8-year-old class.

Example 3: Community C, a Bahá'í community totaling 23 members, plans 3 multi-age classes. Each class studies the same strand, but one class covers Level One topics, another class covers Level Two topics and a third class covers Level Three topics. Thus the entire community may study the Báb in the spring of the year; Bahá'u'lláh in the summer; 'Abdu'l-Bahá in the fall; and Oneness of Humanity during the winter. Since each class will cover only a few topics of their Level in each strand, the cycle will repeat with new topics for the Báb in the spring of the following year; new topics for Bahá'u'lláh in the summer; new topics for 'Abdu'l-Bahá in the fall; and a study of The Covenant during winter.

Embracing a Rapid Cycle of Growth – As more and more individuals and families become attracted to the regenerating Teachings of Bahá'u'lláh, Bahá'í schools of all sizes must be ready to welcome these individuals with open arms. The example communities above illustrate different methods for integrating new members into existing Bahá'í classes.

In both examples 1 and 2, which divide classes by age, various solutions can be employed to ensure that students newly placed in classes can still learn topics their classmates have previously explored in previous classes. For example, a 10-year-old child of a new Bahá'í family will need to learn content elements of Level One, although the child enters a Level Two class. It is important, for instance, that every Bahá'í child study the Level One topic, “Prayers and Meditations of Bahá'u'lláh.” Community A has appointed a youth mentor to work weekly with this new Bahá'í outside of class. Community B has a formal home-study program and an adult home-study teacher to serve entering children. In example 3, the 10-year-old child of a new Bahá'í family is easily integrated into the multi-age Level One class along with other family members.

Produced by the Education Task Force of the National Spiritual Assembly of the Bahá'ís of the United States, 2007

- SCOPE AND SEQUENCE -

Core Curriculum for Spiritual Education

		STRAND: PRINCIPLE OF ONENESS				STRAND: THE CENTRAL		
		ONENESS OF RELIGION	ONENESS OF HUMANITY	RACE UNITY	EQUALITY OF WOMEN AND MEN	THE BÁB	BAHÁ'U'LLÁH	
LEVEL 1	<p>Understanding of the Oneness of God:</p> <ul style="list-style-type: none"> ○ The Meaning of Divine Unity <p>Understanding of the Major Religions of the Past:</p> <ul style="list-style-type: none"> ○ The Nature and Purpose of Religion 	<p>The Prime and Pivotal Teaching:</p> <ul style="list-style-type: none"> ○ The Prime and Pivotal Principle <p>To Know that Human Reality Is Spiritual:</p> <ul style="list-style-type: none"> ○ No Distinction or Separation ○ All Are Born With Potential 	<p>Understanding the Principle of Unity in Diversity:</p> <ul style="list-style-type: none"> ○ Beauty and Purpose of Diversity in the Realm of Creation <p>The Elimination of Racial Prejudice:</p> <ul style="list-style-type: none"> ○ Following the Example of 'Abdu'l-Bahá 	<p>Equality and How It Differs from Being the Same:</p> <ul style="list-style-type: none"> ○ Equal in Value, not Appearance <p>Equality In Family & Community:</p> <ul style="list-style-type: none"> ○ Roles of Fathers, Mothers, Wives and Husbands <p>Examples of Heroes and Heroines:</p> <ul style="list-style-type: none"> ○ The Holy Family 	<p>Historical Context:</p> <ul style="list-style-type: none"> ○ Religious Awakening in Anticipation ○ Mulla Husayn's Search <p>The Station of the Báb:</p> <ul style="list-style-type: none"> ○ The Titles of the Báb <p>The Life of the Báb:</p> <ul style="list-style-type: none"> ○ Early Life of the Báb ○ Youth and Early Manhood ○ Declaration of the Báb <p>The Writings of the Báb:</p> <ul style="list-style-type: none"> ○ Prayers of the Báb 	<p>Love for Bahá'u'lláh:</p> <ul style="list-style-type: none"> ○ Prayers and Meditations ○ Loving Acts ○ Children of His Household <p>The Station of Bahá'u'lláh:</p> <ul style="list-style-type: none"> ○ ... as Stated By 'Abdu'l-Bahá <p>His Life & Ministry:</p> <ul style="list-style-type: none"> ○ The Childhood of Bahá'u'lláh ○ Youth and Early Manhood <p>The Principles of Bahá'u'lláh:</p> <ul style="list-style-type: none"> ○ Oneness of God and of Humanity 		
	LEVEL 2	<p>Understanding of Oneness of God:</p> <ul style="list-style-type: none"> ○ To Be a True Seeker <p>Understanding of Major Religions of the Past:</p> <ul style="list-style-type: none"> ○ The Mission of the Prophets ○ The History, Laws, and Teachings of Major Religions <p>The Greatest Means for Unity:</p> <ul style="list-style-type: none"> ○ The Essential Foundation of All Religions 	<p>The Prime and Pivotal Teaching:</p> <ul style="list-style-type: none"> ○ For the Peoples of the World <p>The Diversity of Humanity:</p> <ul style="list-style-type: none"> ○ Appreciating Diversity <p>The Importance of the Principle of the Elimination of All Prejudices:</p> <ul style="list-style-type: none"> ○ A Barrier to Oneness and World Peace 	<p>The Unity and Equality of the Races:</p> <ul style="list-style-type: none"> ○ Created from the Same Dust ○ A Composite of Harmony and Beauty 	<p>Equality and How It Differs from Being the Same:</p> <ul style="list-style-type: none"> ○ Equality in Nature <p>The Principle of Equality as it is Reflected in Bahá'í Teachings</p> <ul style="list-style-type: none"> ○ The History of Equality and Inequality <p>Equality In Family & Community:</p> <ul style="list-style-type: none"> ○ Collaborative Family Life <p>Examples of Heroes and Heroines:</p> <ul style="list-style-type: none"> ○ Expressing Equality 	<p>Historical Context:</p> <ul style="list-style-type: none"> ○ The World of the 19th Century ○ Iran in the 19th Century <p>The Station of the Báb:</p> <ul style="list-style-type: none"> ○ The Herald of Bahá'u'lláh <p>The Life of the Báb:</p> <ul style="list-style-type: none"> ○ The Letters of the Living ○ The Ministry of the Báb After His Declaration ○ Conference at Badasht <p>The Writings of the Báb:</p> <ul style="list-style-type: none"> ○ The Development of the Bahá'í Calendar 	<p>Love for Bahá'u'lláh:</p> <ul style="list-style-type: none"> ○ The Suffering and Sacrifices ○ Bahá'u'lláh and 'Abdu'l-Bahá ○ The Holy Family <p>The Station of Bahá'u'lláh:</p> <ul style="list-style-type: none"> ○ ... as Stated by the Báb ○ ... as Stated by His Own Pen <p>His Life & Ministry:</p> <ul style="list-style-type: none"> ○ Bahá'u'lláh in the Siyah-Chál ○ Banishment to Iraq ○ Declaration in the Garden of Ridván <p>Proofs & Evidences of His Station</p> <ul style="list-style-type: none"> ○ Progressive Revelation <p>The Principles of Bahá'u'lláh:</p> <ul style="list-style-type: none"> ○ The Social Principles <p>Writings of Bahá'u'lláh:</p> <ul style="list-style-type: none"> ○ The Significance of the Writings 	
		JUNIOR YOUTH: COMING OF AGE						
LEVEL 3		<p>Understanding of the Oneness of God:</p> <ul style="list-style-type: none"> ○ Unity of Science and Religion ○ Progressive Revelation – The Prophetic Cycle <p>The Greatest Means for Unity:</p> <ul style="list-style-type: none"> ○ Religious Prejudice as Cause of War and Hatred ○ Religion Must Be Cause of Love and Unity 	<p>The Diversity of Humanity:</p> <ul style="list-style-type: none"> ○ The Principle of Unity in Diversity <p>The Importance of the Principle of the Elimination of All Prejudices:</p> <ul style="list-style-type: none"> ○ All Must Strive to Overcome their Prejudices ○ True Unity as the Outcome of the Elimination of All Prejudices 	<p>The Elimination of Racial Prejudice:</p> <ul style="list-style-type: none"> ○ The Most Vital and Challenging Issue ○ The Spiritual Qualities and Responsibilities Needed ○ The Promised Outcomes 	<p>The Principle of Equality as it is Reflected in Bahá'í Teachings</p> <ul style="list-style-type: none"> ○ The Role of the Institutions <p>Equality In Family and Community:</p> <ul style="list-style-type: none"> ○ Development of Human Economy ○ World Peace 	<p>The Station of the Báb:</p> <ul style="list-style-type: none"> ○ The Islamic Prophecies <p>The Life of the Báb:</p> <ul style="list-style-type: none"> ○ The Martyrdom of the Báb ○ Upheavals Associated with the Ministry of the Báb ○ The Shrine of the Báb <p>The Writings of the Báb:</p> <ul style="list-style-type: none"> ○ The Major Writings 	<p>The Station of Bahá'u'lláh:</p> <ul style="list-style-type: none"> ○ ... as Stated in the Holy Books of Previous Religions ○ ... as Stated by Shoghi Effendi <p>His Life & Ministry:</p> <ul style="list-style-type: none"> ○ Exiles - Constantinople, Adrianople ○ Exile to the Holy Land <p>Proofs and Evidences of His Station</p> <ul style="list-style-type: none"> ○ Proofs and Evidences Found in Divine Religions of the Past <p>The Principles of Bahá'u'lláh:</p> <ul style="list-style-type: none"> ○ The Personal Principles <p>Laws of Bahá'u'lláh:</p> <ul style="list-style-type: none"> ○ The Need for Laws ○ The Kitáb-i-Aqdas <p>Writings of Bahá'u'lláh:</p> <ul style="list-style-type: none"> ○ Mysteries and Hidden Meanings ○ Major Texts 	

of Children and Junior Youth

Learning Goals are in bold Topics in regular type

FIGURES	STRAND: WORLD ORDER OF BAHÁ'U'LLÁH					
'ABDU'L-BAHÁ	THE COVENANT	THE GUARDIANSHIP	HUQÚQU'LLÁH / BAHÁ'Í FUNDS	INSTITUTIONS OF THE BAHÁ'Í FAITH	A LIFE OF SERVICE	
<p>The Life of 'Abdu'l-Bahá:</p> <ul style="list-style-type: none"> ○ The Childhood of 'Abdu'l-Bahá ○ 'Abdu'l-Bahá's Life of Service ○ The Mother Temple of the West <p>The Writings of 'Abdu'l-Bahá:</p> <ul style="list-style-type: none"> ○ Tablets and Talks Addressed to Children 	<p>A Divine Covenant:</p> <ul style="list-style-type: none"> ○ The Definition of a Divine Covenant <p>The Greater Covenant:</p> <ul style="list-style-type: none"> ○ How the Manifestations have been Received by Mankind 	<p>The Life of the Guardian, Shoghi Effendi</p> <ul style="list-style-type: none"> ○ Lineage and Early Life, Childhood, Early Youth, Schooling <p>Guardian's Contributions</p> <ul style="list-style-type: none"> ○ Development of the World Center 	<p>The Bahá'í Fund:</p> <ul style="list-style-type: none"> ○ The Bahá'í Fund 	<p>The Structure and Function of the Administrative Order:</p> <ul style="list-style-type: none"> ○ The Nineteen Day Feast 	<p>The Purpose of Living a Life of Service</p> <ul style="list-style-type: none"> ○ The Purpose of Life <p>Care for One's Body</p> <ul style="list-style-type: none"> ○ The Relationship between physical cleanliness and spirituality <p>Develop One's Intellectual Faculties</p> <ul style="list-style-type: none"> ○ Excellence and Education <p>Develop Spiritual Capacity</p> <ul style="list-style-type: none"> ○ Spiritual Foundations <p>Develop One's Social Life</p> <ul style="list-style-type: none"> ○ Daily Deeds of Service 	L E V E L 1
<p>Station of 'Abdu'l-Bahá:</p> <ul style="list-style-type: none"> ○ 'Abdu'l-Bahá as Exemplar ○ 'Abdu'l-Bahá as Interpreter <p>Life of 'Abdu'l-Bahá:</p> <ul style="list-style-type: none"> ○ Youth of 'Abdu'l-Bahá ○ The Sacrifices of 'Abdu'l-Bahá <p>The Writings of 'Abdu'l-Bahá:</p> <ul style="list-style-type: none"> ○ Major Topics and Titles ○ <i>Memorials of the Faithful</i> <p>Journeys and Talks in the West:</p> <ul style="list-style-type: none"> ○ Significance to the Western Believers 	<p>The Greater Covenant:</p> <ul style="list-style-type: none"> ○ The Covenant of the Báb ○ The Covenant of Bahá'u'lláh <p>The Lesser Covenant:</p> <ul style="list-style-type: none"> ○ First of Its Kind in Religious History 	<p>The Life of the Guardian, Shoghi Effendi</p> <ul style="list-style-type: none"> ○ Character of the Guardian and His Excellence in All Things <p>Guardian's Contributions</p> <ul style="list-style-type: none"> ○ Translation and Interpretation of the Writings, Correspondence with the Bahá'ís of the World, and His Writings ○ The Appointment of Shoghi Effendi as Guardian of the Bahá'í Faith 	<p>The Bahá'í Fund:</p> <ul style="list-style-type: none"> ○ The Importance of Contributing <p>The History and Purpose of the Law of Huqúqu'lláh:</p> <ul style="list-style-type: none"> ○ Reciprocity, Mutual Assistance and Cooperation ○ Building the World Order of Bahá'u'lláh ○ Personal Aspects of the Law and Outcomes for the Individual 	<p>Significance and Distinction of the Institutions:</p> <ul style="list-style-type: none"> ○ The Administrative Order ○ Administrative Systems of the Past ○ The Covenant <p>Development of the Administrative Order:</p> <ul style="list-style-type: none"> ○ Heroic and Formative Ages ○ Institution of the Learned ○ The Bahá'í World Centre <p>Structure and Function of the Administrative Order:</p> <ul style="list-style-type: none"> ○ Structure and Form ○ The Learned and the Rulers ○ Local and National Institutions <p>Citizenship:</p> <ul style="list-style-type: none"> ○ Individual's Relationship to Institutions 	<p>The Purpose of Living a Life of Service</p> <ul style="list-style-type: none"> ○ The Power of Action <p>Care for One's Body</p> <ul style="list-style-type: none"> ○ Chastity and Purity <p>Develop One's Intellectual Faculties:</p> <ul style="list-style-type: none"> ○ The Needs of our Time <p>Develop One's Spiritual Capacity:</p> <ul style="list-style-type: none"> ○ Spiritual Habits <p>Develop One's Social Life:</p> <ul style="list-style-type: none"> ○ Serving the World and Humanity ○ Teaching through Words and Deeds 	L E V E L 2
JUNIOR YOUTH: COMING OF AGE						
<p>The Station of 'Abdu'l-Bahá:</p> <ul style="list-style-type: none"> ○ The Kitáb-i-Ahd ○ The Center of the Covenant ○ The Reactions of Others <p>Will and Testament of 'Abdu'l-Bahá:</p> <ul style="list-style-type: none"> ○ Themes in... ○ Bahá'í Administrative Order <p>The Writings of 'Abdu'l-Bahá:</p> <ul style="list-style-type: none"> ○ <i>Some Answered Questions</i> <p>Public Addresses</p> <ul style="list-style-type: none"> ○ Style and Presentation 	<p>The Lesser Covenant:</p> <ul style="list-style-type: none"> ○ Its Purpose to Preserve Unity <p>The Will and Testament of 'Abdu'l-Bahá:</p> <ul style="list-style-type: none"> ○ The Guardianship and the Universal House Of Justice <p>Individual & the Covenant:</p> <ul style="list-style-type: none"> ○ Complete Loyalty to Bahá'u'lláh ○ Participation and Obedience ○ Covenant-Breakers 	<p>The Life of the Guardian, Shoghi Effendi</p> <ul style="list-style-type: none"> ○ Family Relationships: Marriage, Greatest Holy Leaf, Covenant Breakers ○ Passing of the Guardian <p>Guardian's Contributions</p> <ul style="list-style-type: none"> ○ Expansion and Implementation of the Bahá'í Administrative Order, Design, Implementation ○ The Institution of the Guardianship 	<p>The Bahá'í Fund:</p> <ul style="list-style-type: none"> ○ Distinction Between the Bahá'í Fund and Huqúqu'lláh <p>The History and Purpose of the Law of Huqúqu'lláh:</p> <ul style="list-style-type: none"> ○ The Development of the Institution of Huqúqu'lláh and Its Trustees ○ The Disbursement of Huqúqu'lláh <p>Application of Law of Huqúqu'lláh:</p> <ul style="list-style-type: none"> ○ The Features of Huqúqu'lláh ○ Calculating Huqúqu'lláh 	<p>Development of the Administrative Order:</p> <ul style="list-style-type: none"> ○ 'Abdu'l-Bahá's Role as Architect <p>Structure and Function of the Administrative Order:</p> <ul style="list-style-type: none"> ○ The Universal House of Justice ○ Bahá'í Elections <p>Consultation:</p> <ul style="list-style-type: none"> ○ The Role of Consultation ○ Spiritual Prerequisites ○ Decision Making ○ The Steps Used in Consultation <p>Citizenship:</p> <ul style="list-style-type: none"> ○ America's Spiritual Destiny <p>The Mission and Future of the Faith:</p> <ul style="list-style-type: none"> ○ Purpose and Mission of Bahá'u'lláh ○ Unfolding Destiny 	<p>Develop One's Intellectual Faculties:</p> <ul style="list-style-type: none"> ○ The Kitáb-i-Aqdas ○ Heroes and Heroines <p>Develop One's Spiritual Capacity:</p> <ul style="list-style-type: none"> ○ Spiritual Practices <p>Develop One's Social Life:</p> <ul style="list-style-type: none"> ○ Community Service ○ Preparation for Marriage ○ Teaching our Peers 	L E V E L 3

Continuum Level I Core Curriculum for Spiritual Education of Children and Junior Youth

THE BÁB	DATE	ONENESS OF RELIGION	DATE
Historical Context: <input type="radio"/> Religious Awakening in Anticipation <input type="radio"/> Mulla Husayn's Search The Station of the Báb: <input type="radio"/> The Titles of the Báb The Life of the Báb: <input type="radio"/> Early Life of the Báb <input type="radio"/> Declaration of the Báb The Writings of the Báb: <input type="radio"/> Prayers of the Báb	_____ _____ _____ _____ _____	Understanding of the Oneness of God: <input type="radio"/> The Meaning of Divine Unity Understanding of the Major Religions of the Past: <input type="radio"/> The Nature and Purpose of Religion	_____ _____ _____
BAHÁ'U'LLÁH	DATE	ONENESS OF HUMANITY	DATE
Love for Bahá'u'lláh: <input type="radio"/> Prayers and Meditations <input type="radio"/> Loving Acts <input type="radio"/> Children of His Household The Station of Bahá'u'lláh: <input type="radio"/> ... as Stated By 'Abdu'l-Bahá His Life & Ministry: <input type="radio"/> The Childhood of Bahá'u'lláh <input type="radio"/> Youth and Early Manhood The Principles of Bahá'u'lláh: <input type="radio"/> Oneness of God and of Humanity	_____ _____ _____ _____ _____	The Prime and Pivotal Teaching: <input type="radio"/> The Prime and Pivotal Principle To Know that Human Reality Is Spiritual: <input type="radio"/> No Distinction or Separation <input type="radio"/> All Are Born With Potential	_____ _____ _____
'ABDU'L-BAHÁ	DATE	RACE UNITY	DATE
The Life of 'Abdu'l-Bahá: <input type="radio"/> The Childhood of 'Abdu'l-Bahá <input type="radio"/> 'Abdu'l-Bahá's Life of Service <input type="radio"/> The Mother Temple of the West The Writings of 'Abdu'l-Bahá: <input type="radio"/> Tablets and Talks Addressed to Children	_____ _____ _____ _____	Understanding the Principle of Unity in Diversity: <input type="radio"/> Beauty and Purpose of Diversity in the Realm of Creation The Elimination of Racial Prejudice: <input type="radio"/> Following the Example of 'Abdu'l-Bahá	_____ _____ _____
		EQUALITY OF WOMEN AND MEN	DATE
		Equality and How It Differs from Being the Same: <input type="radio"/> Equal in Value, not Appearance Equality In Family and Community: <input type="radio"/> Roles of Fathers, Mothers, Wives and Husbands Examples of Heroes and Heroines: <input type="radio"/> The Holy Family	_____ _____ _____

THE COVENANT	DATE	NOTES
<p>A Divine Covenant: <input type="checkbox"/> The Definition of a Divine Covenant</p> <p>The Greater Covenant: <input type="checkbox"/> How the Manifestations have been Received by Mankind</p>	<hr/> <hr/>	
THE GUARDIANSHIP	DATE	
<p>The Life of the Guardian, Shoghi Effendi <input type="checkbox"/> Lineage and Early Life, Childhood, Early Youth, Schooling</p> <p>Guardian's Contributions <input type="checkbox"/> Development of the World Center</p>	<hr/> <hr/>	
HUQÚQU'LLÁH / BAHÁ'Í FUNDS	DATE	
<p>The Bahá'í Fund: <input type="checkbox"/> The Bahá'í Fund</p>	<hr/>	
INSTITUTIONS OF THE BAHÁ'Í FAITH	DATE	
<p>The Structure and Function of the Administrative Order: <input type="checkbox"/> The Nineteen Day Feast</p>	<hr/>	
A LIFE OF SERVICE	DATE	
<p>The Purpose of Living a Life of Service <input type="checkbox"/> The Purpose of Life</p> <p>Care for One's Body <input type="checkbox"/> The Relationship between physical cleanliness and spirituality</p> <p>Develop One's Intellectual Faculties <input type="checkbox"/> Excellence and Education</p> <p>Develop Spiritual Capacity <input type="checkbox"/> Spiritual Foundations</p> <p>Develop One's Social Life <input type="checkbox"/> Daily Deeds of Service</p>	<hr/> <hr/> <hr/> <hr/> <hr/>	

Continuum Level II Core Curriculum for Spiritual Education of Children and Junior Youth

THE BÁB	DATE	ONENESS OF RELIGION	DATE
Historical Context: <input type="radio"/> The World of the 19 th Century <input type="radio"/> Iran in the 19 th Century The Station of the Báb: <input type="radio"/> The Herald of Bahá'u'lláh The Life of the Báb: <input type="radio"/> The Letters of the Living <input type="radio"/> The Ministry of the Báb After His Declaration <input type="radio"/> Conference at Badasht The Writings of the Báb: <input type="radio"/> The Development of the Bahá'í Calendar		Understanding of Oneness of God: <input type="radio"/> To Be a True Seeker Understanding of Major Religions of the Past: <input type="radio"/> The Mission of the Prophets <input type="radio"/> The History, Laws, and Teachings of Major Religions The Greatest Means for Unity: <input type="radio"/> The Essential Foundation of All Religions	
BAHÁ'U'LLÁH	DATE	ONENESS OF HUMANITY	DATE
Love for Bahá'u'lláh: <input type="radio"/> The Suffering and Sacrifices <input type="radio"/> Bahá'u'lláh and 'Abdu'l-Bahá <input type="radio"/> The Holy Family The Station of Bahá'u'lláh: <input type="radio"/> ... as Stated by the Báb <input type="radio"/> ... as Stated by His Own Pen His Life & Ministry: <input type="radio"/> Bahá'u'lláh in the Síyáh-Chál <input type="radio"/> Banishment to Iraq <input type="radio"/> Declaration in the Garden of Ridván Proofs & Evidences of His Station <input type="radio"/> Progressive Revelation The Principles of Bahá'u'lláh: <input type="radio"/> The Social Principles Writings of Bahá'u'lláh: <input type="radio"/> The Significance of the Writings		The Prime and Pivotal Teaching: <input type="radio"/> For the Peoples of the World The Diversity of Humanity: <input type="radio"/> Appreciating Diversity The Importance of the Principle of the Elimination of All Prejudices: <input type="radio"/> A Barrier to Oneness and World Peace	
'ABDU'L-BAHÁ	DATE	RACE UNITY	DATE
Station of 'Abdu'l-Bahá: <input type="radio"/> 'Abdu'l-Bahá as Exemplar <input type="radio"/> 'Abdu'l-Bahá as Interpreter Life of 'Abdu'l-Bahá: <input type="radio"/> Youth of 'Abdu'l-Bahá <input type="radio"/> The Sacrifices of 'Abdu'l-Bahá The Writings of 'Abdu'l-Bahá: <input type="radio"/> Major Topics and Titles <input type="radio"/> <i>Memorials of the Faithful</i> Journeys and Talks in the West: <input type="radio"/> Significance to the Western Believers <input type="radio"/> Important Principles Emphasized		The Unity and Equality of the Races: <input type="radio"/> Created from the Same Dust <input type="radio"/> A Composite of Harmony and Beauty	
		EQUALITY OF WOMEN AND MEN	DATE
		Equality and How It Differs from Being the Same: <input type="radio"/> Equality in Nature The Principle of Equality as it is Reflected in Bahá'í Teachings <input type="radio"/> The History of Equality and Inequality Equality In Family and Community: <input type="radio"/> Collaborative Family Life Examples of Heroes and Heroines: <input type="radio"/> Expressing Equality	

THE COVENANT	DATE	A LIFE OF SERVICE	DATE
<p>The Greater Covenant: <input type="checkbox"/> The Covenant of the Báb <input type="checkbox"/> The Covenant of Bahá'u'lláh</p> <p>The Lesser Covenant: <input type="checkbox"/> First of Its Kind in Religious History</p>	<p>_____</p> <p>_____</p> <p>_____</p>	<p>The Purpose of Living a Life of Service <input type="checkbox"/> The Power of Action</p> <p>Care for One's Body <input type="checkbox"/> Chastity and Purity</p> <p>Develop One's Intellectual Faculties: <input type="checkbox"/> The Needs of our Time</p>	<p>_____</p> <p>_____</p> <p>_____</p>
THE GUARDIANSHIP	DATE	<p>Develop One's Spiritual Capacity: <input type="checkbox"/> Spiritual Habits</p> <p>Develop One's Social Life: <input type="checkbox"/> Serving the World and Humanity <input type="checkbox"/> Teaching through Words and Deeds</p>	<p>_____</p> <p>_____</p> <p>_____</p>
<p>The Life of the Guardian, Shoghi Effendi <input type="checkbox"/> Character of the Guardian and His Excellence in All Things</p> <p>Guardian's Contributions <input type="checkbox"/> Translation and Interpretation of the Writings, Correspondence with the Bahá'ís of the World, and His Writings <input type="checkbox"/> The Appointment of Shoghi Effendi as Guardian of the Bahá'í Faith</p>	<p>_____</p> <p>_____</p> <p>_____</p>	NOTES	
HUQÚQU'LLÁH / BAHÁ'Í FUNDS	DATE		
<p>The History and Purpose of Huqúqu'lláh: <input type="checkbox"/> Reciprocity, Mutual Assistance and Cooperation <input type="checkbox"/> Building the World Order of Bahá'u'lláh <input type="checkbox"/> Personal Aspects of the Law and Outcomes for the Individual</p> <p>The Bahá'í Fund: <input type="checkbox"/> The Importance of Contributing to the Bahá'í Funds</p>	<p>_____</p> <p>_____</p> <p>_____</p>		
INSTITUTIONS OF THE BAHÁ'Í FAITH	DATE		
<p>Significance and Distinction of the Institutions: <input type="checkbox"/> The Administrative Order <input type="checkbox"/> Administrative Systems of the Past <input type="checkbox"/> The Covenant</p> <p>Development of the Administrative Order: <input type="checkbox"/> Heroic and Formative Ages <input type="checkbox"/> Institution of the Learned <input type="checkbox"/> The Bahá'í World Centre</p> <p>Structure and Function of the Administrative Order: <input type="checkbox"/> Structure and Form <input type="checkbox"/> The Learned and the Rulers <input type="checkbox"/> Local and National Institutions</p> <p>Citizenship: <input type="checkbox"/> Individual's Relationship to Institutions</p>	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>		

Continuum Level III Core Curriculum for Spiritual Education of Children and Junior Youth

THE BÁB	DATE	ONENESS OF RELIGION	DATE
The Station of the Báb: <input type="radio"/> The Islamic Prophecies The Life of the Báb: <input type="radio"/> The Martyrdom of the Báb <input type="radio"/> Upheavals Associated with the Ministry of the Báb <input type="radio"/> The Shrine of the Báb The Writings of the Báb: <input type="radio"/> The Major Writings	<hr/> <hr/> <hr/> <hr/> <hr/>	Understanding of the Oneness of God: <input type="radio"/> The Unity of Science and Religion <input type="radio"/> Progressive Revelation – The Prophetic Cycle The Greatest Means for Unity: <input type="radio"/> Religious Prejudice as Cause of War and Hatred <input type="radio"/> Religion Must Be Cause of Love and Unity	<hr/> <hr/> <hr/> <hr/> <hr/>
BAHÁ'U'LLÁH	DATE	ONENESS OF HUMANITY	DATE
The Station of Bahá'u'lláh: <input type="radio"/> ... as Stated in the Holy Books of Previous Religions <input type="radio"/> ... as Stated by Shoghi Effendi His Life & Ministry: <input type="radio"/> Exiles - Constantinople, Adrianople <input type="radio"/> Exile to the Holy Land Proofs and Evidences of His Station <input type="radio"/> Proofs and Evidences Found in Divine Religions of the Past The Principles of Bahá'u'lláh: <input type="radio"/> The Personal Principles Laws of Bahá'u'lláh: <input type="radio"/> The Need for Laws <input type="radio"/> The Kitáb-i-Aqdas Writings of Bahá'u'lláh: <input type="radio"/> Mysteries and Hidden Meanings <input type="radio"/> Major Texts	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	The Diversity of Humanity: <input type="radio"/> The Principle of Unity in Diversity The Importance of the Principle of the Elimination of All Prejudices: <input type="radio"/> All Must Strive to Overcome their Prejudices <input type="radio"/> True Unity as the Outcome of the Elimination of All Prejudices <input type="radio"/> 'Abdu'l-Bahá and Racial Unity	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
'ABDU'L-BAHÁ	DATE	RACE UNITY	DATE
The Station of 'Abdu'l-Bahá: <input type="radio"/> The Kitáb-i-'Ahd <input type="radio"/> The Center of the Covenant <input type="radio"/> The Reactions of Others Will and Testament of 'Abdu'l-Bahá: <input type="radio"/> Themes in... <input type="radio"/> Bahá'í Administrative Order The Writings of 'Abdu'l-Bahá: <input type="radio"/> <i>Some Answered Questions</i> Public Addresses <input type="radio"/> Style and Presentation	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	The Elimination of Racial Prejudice: <input type="radio"/> The Most Vital and Challenging Issue <input type="radio"/> The Spiritual Qualities and Responsibilities Needed <input type="radio"/> The Promised Outcomes <div style="background-color: #333; color: white; text-align: center; padding: 5px;">EQUALITY OF WOMEN AND MEN</div> The Principle of Equality as it is Reflected in Bahá'í Teachings <input type="radio"/> The Role of the Institutions Equality In Family and Community: <input type="radio"/> Development of Human Economy <input type="radio"/> World Peace	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

THE COVENANT	DATE	A LIFE OF SERVICE	DATE
The Lesser Covenant: <input type="checkbox"/> Its Purpose to Preserve Unity The Will and Testament of 'Abdu'l-Bahá: <input type="checkbox"/> Guardianship and the Universal House Of Justice The Individual & the Covenant: <input type="checkbox"/> Complete Loyalty to Bahá'u'lláh <input type="checkbox"/> Participation and Obedience <input type="checkbox"/> Covenant-Breakers	_____	Develop One's Intellectual Faculties: <input type="checkbox"/> The Kitáb-i-Aqdas <input type="checkbox"/> Heroes and Heroines Develop One's Spiritual Capacity: <input type="checkbox"/> Spiritual Practices Develop One's Social Life: <input type="checkbox"/> Community Service <input type="checkbox"/> Preparation for Marriage <input type="checkbox"/> Teaching our Peers	_____
THE GUARDIANSHIP	DATE	NOTES	
The Life of the Guardian, Shoghi Effendi <input type="checkbox"/> Family Relationships: Marriage, Greatest Holy Leaf, Covenant Breakers <input type="checkbox"/> Passing of the Guardian Guardian's Contributions <input type="checkbox"/> Expansion and Implementation of the Bahá'í Administrative Order, Design, Implementation <input type="checkbox"/> The Institution of the Guardianship	_____		
HUQÚQU'LLÁH / BAHÁ'Í FUNDS	DATE		
The History and Purpose of Huqúqu'lláh: <input type="checkbox"/> The Development of the Institution of Huqúqu'lláh and Its Trustees <input type="checkbox"/> The Disbursement of Huqúqu'lláh Application of the Law of Huqúqu'lláh: <input type="checkbox"/> The Features of Huqúqu'lláh <input type="checkbox"/> Calculating Huqúqu'lláh The Bahá'í Fund: <input type="checkbox"/> Distinction Between the Bahá'í Fund and Huqúqu'lláh	_____		
INSTITUTIONS OF THE BAHÁ'Í FAITH	DATE		
Development of the Administrative Order: <input type="checkbox"/> 'Abdu'l-Bahá's Role as Architect Structure /Function of Administrative Order: <input type="checkbox"/> The Universal House of Justice <input type="checkbox"/> Bahá'í Elections Consultation: <input type="checkbox"/> The Role of Consultation <input type="checkbox"/> Spiritual Prerequisites <input type="checkbox"/> Decision Making <input type="checkbox"/> The Steps Used in Consultation Citizenship: <input type="checkbox"/> America's Spiritual Destiny The Mission and Future of the Faith: <input type="checkbox"/> Purpose and Mission of Bahá'u'lláh <input type="checkbox"/> Unfolding Destiny	_____		

Notes:

Core Curriculum for Spiritual Education



www.core-curriculum.org

National Bahá'í Education Task Force
Office of Education and Schools
Bahá'í National Center
1233 Central St.
Evanston, IL 60201

(847) 869-9039