



# CORE CURRICULUM FOR SPIRITUAL EDUCATION OF CHILDREN AND JUNIOR YOUTH

Strain every nerve to acquire both inner and outer perfections, for the fruit of the human tree hath ever been and will ever be perfections both within and without. It is not desirable that a man be left without knowledge or skills, for he is then but a barren tree. Then, so much as capacity and capability allow, ye needs must deck the tree of being with fruits such as **knowledge, wisdom, spiritual perception, and eloquent speech.**

BAHÁ'U'LLÁH, *BAHÁ'Í EDUCATION*, No.9

The Bahá'í writings compiled in the book, *Foundations for a Spiritual Education*, guide the ongoing development of the curriculum. These writings outline the purpose, process, content, outcomes, and organizational principles for a spiritual education curriculum open to all.

## The Scope and Sequence of the Curriculum

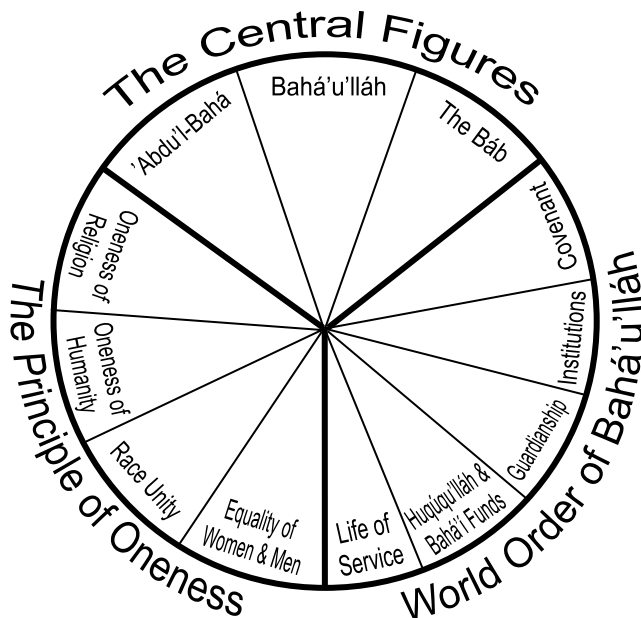
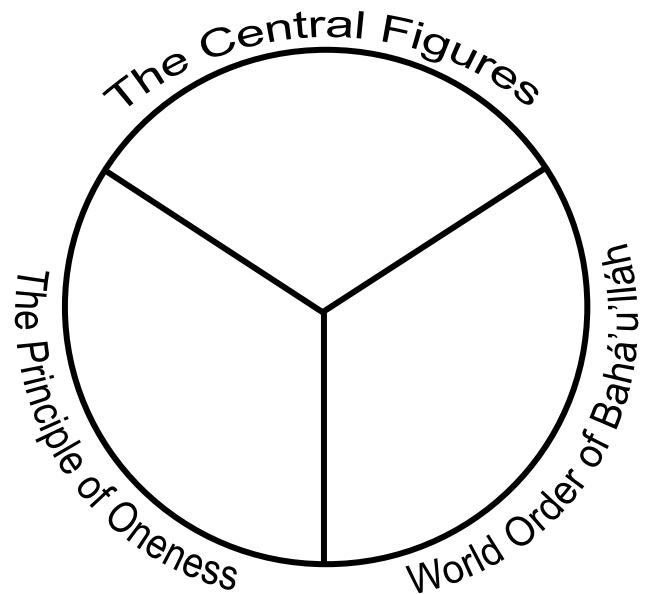
The source for the “strands” and themes in the curriculum is the Bahá'í sacred writings, referenced in *Foundations for a Spiritual Education*. The term “strand” provides the image of a combination of interrelated threads that, woven together, create a beautiful tapestry of spiritual education.

That which is of paramount importance for the children, that which must precede all else, is to teach them the oneness of God and the Laws of God.

BAHÁ'U'LLÁH, *BAHÁ'Í EDUCATION*

Following this exhortation of Bahá'u'lláh, the content of the Core Curriculum is organized into three strands, or major categories of study:

- The **Central Figures** of the Faith
- The **Principle of Oneness**
- The **World Order of Bahá'u'lláh**



## Themes of Study

Each strand has several themes:

**The Central Figures** includes The Báb, Bahá'u'lláh, and 'Abdu'l-Bahá.

**The Principle of Oneness** includes The Oneness of Religion, The Oneness of Humanity, Race Unity, and The Equality of Women and Men.

**The World Order of Bahá'u'lláh** includes The Covenant, The Institutions of the Faith, The Guardianship, Huqúqu'lláh and the Bahá'í Funds, and A Life of Service.

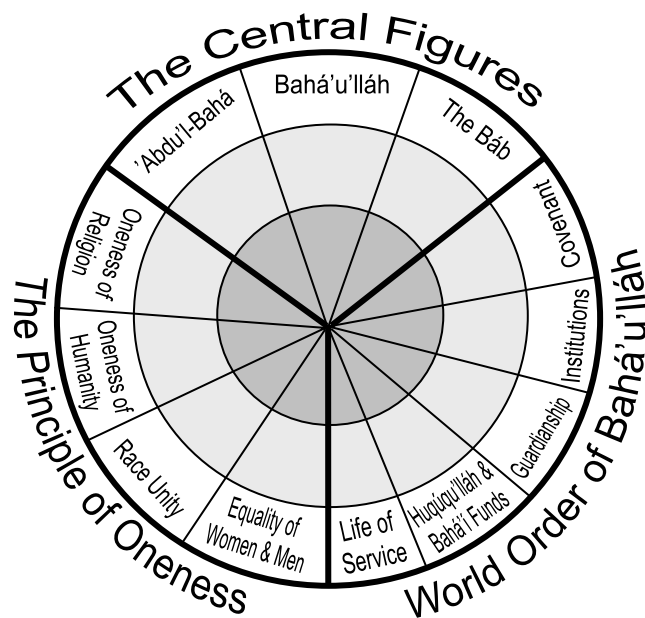
## Three Levels of Study

The Core Curriculum provides three levels of study. All of the themes of study are organized into a nine-year sequential curriculum for children and junior youth, ages 6 to 14:

- Level One, for children 6–8,
- Level Two, for children 9–11,
- Level Three, for junior youth 12–14.

These three levels of study may be adapted to meet the needs of learners of all ages and varied backgrounds. In a growing community, this flexibility enables beginning learners to start with the concepts of Level One, using age-appropriate activities.

The spiritual education of each learner is carefully documented in a comprehensive Spiritual Education Plan.



## Goals and Topics

- The Scope and Sequence of the Core Curriculum consists of a series of **goals** within each of the strands. These goals might be thought of as units of study.
- A number of **topics** are then suggested for each goal.

The Scope and Sequence table is structured so that going across the page from left to right the contents of the curriculum for all strands and themes in each level are listed in rows. Going down the table, the contents of each strand and theme are presented in columns through advancing levels. **Learning Goals** are listed in **bold type**; Topics are listed in regular type. This table thus allows a community to plan their whole curriculum at a glance, to see where they have been and where they are going.

**Examples of Implementation** – The following three examples illustrate different ways this tool can be used.

<p><b>Example 1:</b> 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.</p>	<p><b>Example 2:</b> 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.</p>	<p><b>Example 3:</b> 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.</p>
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**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.

# Core Curriculum for Spiritual Education of Children and Junior Youth

		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
L E V E L 1	L E V E L 1	<b>Understanding of the Oneness of God:</b> <ul style="list-style-type: none"> <li>○ The Meaning of Divine Unity</li> </ul> <b>Understanding of the Major Religions of the Past:</b> <ul style="list-style-type: none"> <li>○ The Nature and Purpose of Religion</li> </ul>	<b>The Prime and Pivotal Teaching:</b> <ul style="list-style-type: none"> <li>○ The Prime and Pivotal Principle</li> </ul> <b>To Know that Human Reality Is Spiritual:</b> <ul style="list-style-type: none"> <li>○ No Distinction or Separation</li> <li>○ All Are Born with Potential</li> </ul>	<b>Understanding the Principle of Unity in Diversity:</b> <ul style="list-style-type: none"> <li>○ Beauty and Purpose of Diversity in the Realm of Creation</li> </ul> <b>Eliminating Racial Prejudice:</b> <ul style="list-style-type: none"> <li>○ Following the Example of 'Abdu'l-Bahá</li> </ul>	<b>Equality and How It Differs from Being the Same:</b> <ul style="list-style-type: none"> <li>○ Equal in Value, not Appearance</li> </ul> <b>Equality In Family and Community:</b> <ul style="list-style-type: none"> <li>○ Roles of Fathers, Mothers, Wives and Husbands</li> </ul> <b>Examples of Heroes and Heroines:</b> <ul style="list-style-type: none"> <li>○ The Holy Family</li> </ul>	<b>Historical Context:</b> <ul style="list-style-type: none"> <li>○ Religious Awakening in Anticipation</li> <li>○ Mulla Husayn's Search</li> </ul> <b>The Station of the Báb:</b> <ul style="list-style-type: none"> <li>○ The Titles of the Báb</li> </ul> <b>The Life of the Báb:</b> <ul style="list-style-type: none"> <li>○ Early Life of the Báb</li> <li>○ Youth and Early Manhood</li> <li>○ Declaration of the Báb</li> </ul> <b>The Writings of the Báb:</b> <ul style="list-style-type: none"> <li>○ Prayers of the Báb</li> </ul>	<b>Love for Bahá'u'lláh:</b> <ul style="list-style-type: none"> <li>○ Prayers and Meditations</li> <li>○ Loving Acts</li> <li>○ Children of His Household</li> </ul> <b>The Station of Bahá'u'lláh:</b> <ul style="list-style-type: none"> <li>○ ... as Stated By 'Abdu'l-Bahá</li> </ul> <b>His Life &amp; Ministry:</b> <ul style="list-style-type: none"> <li>○ The Childhood of Bahá'u'lláh</li> <li>○ Youth and Early Manhood</li> </ul> <b>The Principles of Bahá'u'lláh:</b> <ul style="list-style-type: none"> <li>○ Oneness of God and of Humanity</li> </ul>
	L E V E L 2	L E V E L 2	<b>Understanding of Oneness of God:</b> <ul style="list-style-type: none"> <li>○ To Be a True Seeker</li> </ul> <b>Understanding of Major Religions of the Past:</b> <ul style="list-style-type: none"> <li>○ The Mission of the Prophets</li> <li>○ The History, Laws, and Teachings of Major Religions</li> </ul> <b>The Greatest Means for Unity:</b> <ul style="list-style-type: none"> <li>○ The Essential Foundation of All Religions</li> </ul>	<b>The Prime and Pivotal Teaching:</b> <ul style="list-style-type: none"> <li>○ For the Peoples of the World</li> </ul> <b>The Diversity of Humanity:</b> <ul style="list-style-type: none"> <li>○ Appreciating Diversity</li> </ul> <b>The Importance of the Principle of the Elimination of All Prejudices:</b> <ul style="list-style-type: none"> <li>○ A Barrier to Oneness and World Peace</li> </ul>	<b>The Unity and Equality of the Races:</b> <ul style="list-style-type: none"> <li>○ Created from the Same Dust</li> <li>○ A Composite Harmony and Beauty</li> </ul>	<b>Equality and How It Differs from Being the Same:</b> <ul style="list-style-type: none"> <li>○ Equality in Nature</li> </ul> <b>The Principle of Equality as it is Reflected in Bahá'í Teachings</b> <ul style="list-style-type: none"> <li>○ The History of Equality and Inequality</li> </ul> <b>Equality In Family and Community:</b> <ul style="list-style-type: none"> <li>○ Collaborative Family Life</li> </ul> <b>Examples of Heroes and Heroines:</b> <ul style="list-style-type: none"> <li>○ Expressing Equality</li> </ul>	<b>Historical Context:</b> <ul style="list-style-type: none"> <li>○ The World of the 19<sup>th</sup> Century</li> <li>○ Iran in the 19<sup>th</sup> Century</li> </ul> <b>The Station of the Báb:</b> <ul style="list-style-type: none"> <li>○ The Herald of Bahá'u'lláh</li> </ul> <b>The Life of the Báb:</b> <ul style="list-style-type: none"> <li>○ The Letters of the Living</li> <li>○ The Ministry of the Báb After His Declaration</li> <li>○ Conference at Badasht</li> </ul> <b>The Writings of the Báb:</b> <ul style="list-style-type: none"> <li>○ The Development of the Bahá'í Calendar</li> </ul>
L E V E L 3	<b>JUNIOR YOUTH: COMING OF AGE</b>						
	L E V E L 3	L E V E L 3	<b>Understanding of the Oneness of God:</b> <ul style="list-style-type: none"> <li>○ Unity of Science and Religion</li> <li>○ Progressive Revelation – The Prophetic Cycle</li> </ul> <b>The Greatest Means for Unity:</b> <ul style="list-style-type: none"> <li>○ Religious Prejudice as Cause of War and Hatred</li> <li>○ Religion Must Be Cause of Love and Unity</li> </ul>	<b>The Diversity of Humanity:</b> <ul style="list-style-type: none"> <li>○ The Principle of Unity in Diversity</li> </ul> <b>The Importance of the Principle of the Elimination of All Prejudices:</b> <ul style="list-style-type: none"> <li>○ All Must Strive to Overcome Prejudice</li> <li>○ True Unity as the Outcome of the Elimination of All Prejudice</li> </ul>	<b>Eliminating Racial Prejudice:</b> <ul style="list-style-type: none"> <li>○ The Most Vital and Challenging Issue</li> <li>○ Spiritual Qualities and Responsibilities Needed</li> <li>○ Promised Outcomes</li> </ul>	<b>The Principle of Equality as it is Reflected in Bahá'í Teachings</b> <ul style="list-style-type: none"> <li>○ The Role of the Institutions</li> </ul> <b>Equality in Family and Community:</b> <ul style="list-style-type: none"> <li>○ Development of Human Economy</li> <li>○ Equality and World Peace</li> </ul>	<b>The Station of the Báb:</b> <ul style="list-style-type: none"> <li>○ The Islamic Prophecies</li> </ul> <b>The Life of the Báb:</b> <ul style="list-style-type: none"> <li>○ The Martyrdom of the Báb</li> <li>○ Upheavals Associated with the Ministry of the Báb</li> <li>○ The Shrine of the Báb</li> </ul> <b>The Writings of the Báb:</b> <ul style="list-style-type: none"> <li>○ The Major Writings</li> </ul>

**- SCOPE AND SEQUENCE -**

Learning Goals are in bold    Topics in regular type

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