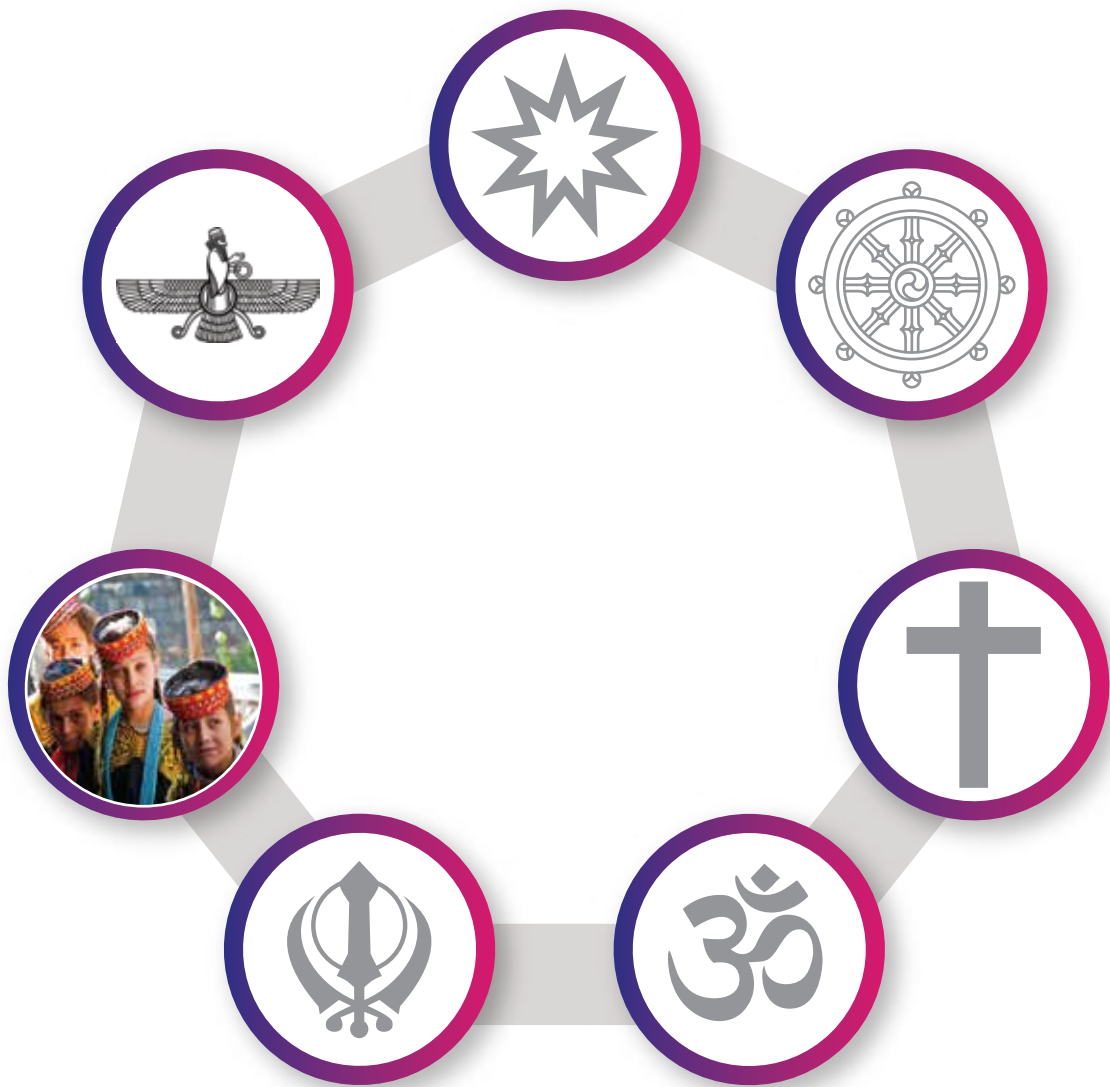


National Curriculum of Pakistan  
2022-23

# RELIGIOUS EDUCATION








## GRADES 1-12



**NATIONAL CURRICULUM COUNCIL SECRETARIAT**  
MINISTRY OF FEDERAL EDUCATION AND  
PROFESSIONAL TRAINING, ISLAMABAD  
GOVERNMENT OF PAKISTAN



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In the pursuit of national curriculum reforms aimed at fostering inclusivity within classrooms across Pakistan, the Ministry of Federal Education and Professional Training (M/o FEPT) has taken the important step of developing standards for Religious Education (RE). This subject, denoted as 'Religious Education' in National Curriculum of Pakistan 2022-23, is poised to replace the subject of 'Ethics' as outlined in the National Curriculum 2006.

Religious Education encompasses seven religions of Pakistani students belonging to minorities in the country: Bahai, Buddhism, Christianity, Hinduism, Kalash, Sikhism, and Zoroastrianism. The primary objective underpinning this comprehensive reform is to fulfill the mandate articulated in Article 22(1) of the Constitution of Pakistan. This provision stipulates that individuals attending educational institutions shall not be compelled to receive religious instruction that pertains to a religion divergent from their own.

The meticulous development process of the Religious Education curriculum involved the active engagement of diverse stakeholders; renowned school principals and teachers of minority faiths, religious experts, local religious community members, and respected non-controversial academic figures representing each faith.

To ensure participation by all, foster open dialogue, and develop inter and intra-faith harmony, multiple Curriculum Workshops were conducted for each religion in Islamabad. The National Curriculum Council (NCC) Secretariat also held multiple Policy Dialogues in various cities with high minority populations across all provinces. In the end, representatives of various sects within each religion achieved consensus and signed off on their Religious Education Standards for Grades 1-12.

Acknowledging that any curriculum is a dynamic and evolving document, I express my sincere gratitude to all those who have contributed to the development of the Religious Education curriculum. I anticipate that their continued involvement will further enhance and refine this curriculum in the years to come.

**Dr. Mariam Chughtai**

Director

National Curriculum Council Secretariat

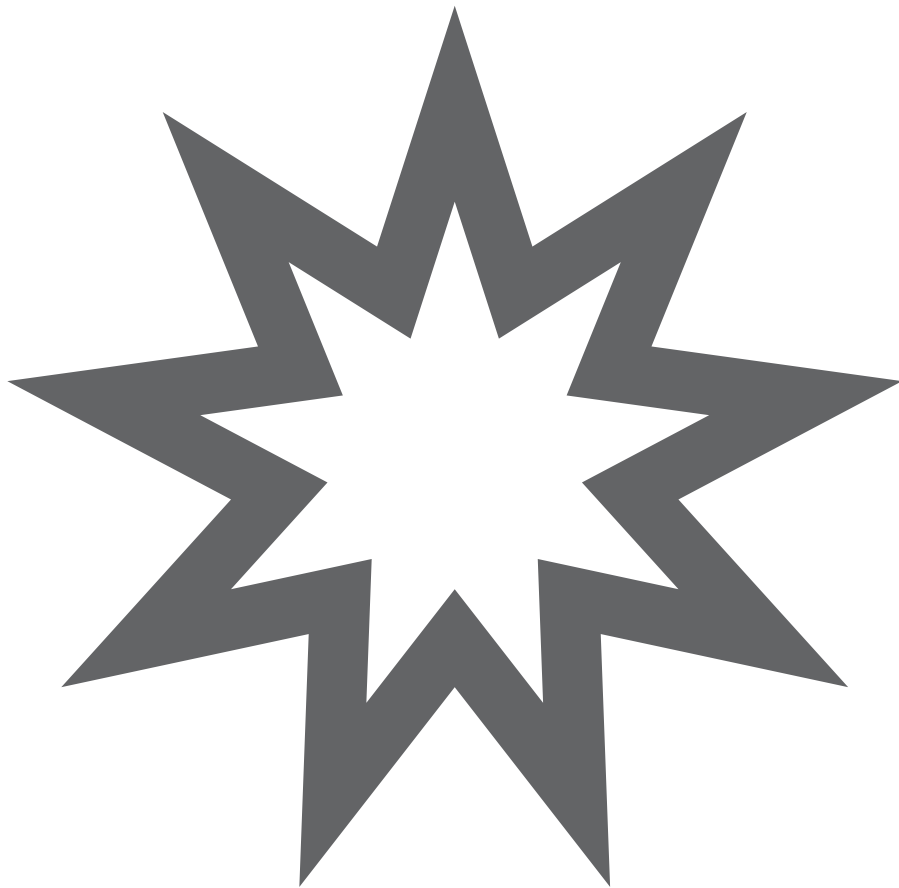
Ministry of Federal Education and Professional Training

National Curriculum of Pakistan  
2022-23

# RELIGIOUS EDUCATION

## BAHA'I

### GRADES 1-12



**NATIONAL CURRICULUM COUNCIL SECRETARIAT**  
MINISTRY OF FEDERAL EDUCATION AND  
PROFESSIONAL TRAINING, ISLAMABAD  
GOVERNMENT OF PAKISTAN



Ministry of Federal Education and Professional Training

NATIONAL CURRICULUM COUNCIL

Certification

Date: 6 Nov, 2023

We, the members of the Committee on Religious Education and Reviewers (Bahai'), hereby certify that the curriculum on Religious Education (Grade 1 to 12) has been thoroughly reviewed by us. The final review was conducted on 6 Nov 2023 in line with the key considerations of the National Curriculum of Pakistan, an important aspect of which is the Constitution of Pakistan.

We are pleased to acknowledge and confirm that this curriculum on Religious Education for grade 1 to 12 is of satisfactory quality and duly aligned to the philosophy of National Curriculum of Pakistan. This curriculum is ready for approval by the competent authority.

We would also like to express our gratitude for the compliance and dedication shown by the team at NCC Secretariat during the development process to ensure that the curriculum is brought at par with the defined standards.

Committee Members:

1. Signature: Fahima Name: FOUZIA AKHTARI
2. Signature: Fahima Name: For Ruhangiz Nekarin .
3. Signature: Rohaniyyih Nabilzadeh Name: Rohaniyyih Nabilzadeh
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8. Signature: \_\_\_\_\_ Name: \_\_\_\_\_

## Progression Grid Grade 1-12

Domain A: Prayer & Holy Writings <sup>1</sup>							
<b>Standard:</b> Students would be able to memorize Prayers and Holy Writings and foster their spiritual growth through the connection between a the soul and its Creator							
Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
<b>Benchmark 1:</b> Students, through the study of 6 Prayers and 24 Holy Writings, will identify and demonstrate spiritual values which form the core of each lesson  <b>Benchmark 2:</b> Students, through the study of 4 Prayers and 12 Holy Writings will identify spiritual and social habits and patterns of conduct - what they are, why are they important owing to the concept of the oneness of humanity			<b>Benchmark 1:</b> Students, through the study of 4 Prayers and 11 Holy Writings, will identify how to put into action social habits and patterns of conduct towards the betterment of humanity as part of their two-fold moral purpose  <b>Benchmark 2:</b> Students, through the study of 6 Prayers and 12 Holy Writings, will be able to identify that God’s Manifestations are the source of all good and that by knowing them we are able to attain unto the knowledge of God and draw ever closer to our Creator		<b>Benchmark 1:</b> Students, through the study of 16 Prayers and 16 Holy Writings concerning the life and mission of Bahá’u’lláh, (as the fulfillment of God’s promise to send to the world a Divine Educator) will be able to identify the character of Bahá’u’lláh’s mission, the nature and significance of His Revelation, the spirit of His teachings and His love for humanity  <b>Benchmark 2:</b> Students, through the study of 8 Prayers and 8 Holy Writings about spiritual and social teachings, built around extracts from Bahá’u’lláh’s writings and ‘Abdu’l-Bahá’s explanations, will identify why is it important to turn to ‘Abdu’l-Bahá to better apply Bahá’u’lláh’s Teachings		
Student Learning Outcomes							
<b>Grade 1:</b> [RE/Bh-01-A-01]:	<b>Grade 2:</b> [RE/Bh-02-A-01]:	<b>Grade 3:</b> [RE/Bh-03-A-01]:	<b>Grade 4:</b> [RE/Bh-04-A-01]:	<b>Grade 5:</b> [RE/Bh-05-A-01]:	<b>Grade 6:</b> [RE/Bh-06-A-01]:	<b>Grade 7:</b> [RE/Bh-07-A-01]:	<b>Grade 8:</b> [RE/Bh-08-A-01]:

<sup>1</sup> In the spirit of inter and intra-faith harmony, textbooks authors need to ensure that while writing about important personalities of another religion, utmost care is given to avoid any kind of negative language or disrespect.

Students will be able to study and memorize the 3 Prayers and 12 Holy Extracts through various examples and meanings of the words	Students will be able to study and memorize the 3 Prayers and 12 Holy Extracts the various examples and meanings of the words	Students will be able to study, memorize and rewrite 4 Prayers. They will also be able to study, memorize and explain 12 Holy Extracts. Both prayers and Holy Extracts are about spiritual and social habits and patterns of conduct – what they are and why they are important?	Students will be able to study, memorize and explain the concepts of 4 Prayers and 11 Holy Extracts to put the concepts learned about Social habits and patterns of conduct into action	Students will be able to study, memorize and explain the concepts of 6 Prayers and 12 Holy Extracts to help them identify the relationship between humanity and God through the Manifestations of God	Students will be able to study, memorize and explain the concepts of 8 Prayers and 8 Holy Extracts concerning the life and mission of Bahá'u'lláh, as the fulfillment of God's promise to send to the world a Divine Educator	Students will be able to study, memorize and explain the concepts of 8 Prayers and 8 Holy Extracts concerning the life and mission of Bahá'u'lláh, as the fulfillment of God's promise to send to the world a Divine Educator	Students will be able to study, memorize and explain the concepts of 8 Prayers and 8 Holy Extracts about spiritual and social teachings, built around extracts from Bahá'u'lláh's Writings and related explanations from the Writings and Utterances of 'Abdu'l-Bahá to value the importance of instilling in children the habit of turning to Him to better apply Bahá'u'lláh's Teachings
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Grade 9	Grade 10	Grade 11 & 12
<b>Benchmark I:</b> Students, through the study of Prayers and Holy Writings, will identify and demonstrate spiritual laws and understand the concept of covenant which forms the core of each lesson		<b>Benchmark I:</b> Students, through the study of Prayers and Holy Writings, will be able to explain the Administrative Structure
<b>Student Learning Outcomes</b>		
[RE/Bh-09-A-01] Students will be able to study the law of obligatory prayer and will memorize the obligatory prayer.	[RE/Bh-10-A-01] Students will be able to study, memorize, and explain the concepts of covenant with the help of Prayers and Holy Writings	[RE/Bh-11-A-01] Students will be able to explain the importance of the Baha'i Administrative order and its role in bringing unity through Prayers and Holy writings

<b>Domain B: Beliefs and Practices</b>		
<b>Standard:</b> Students will be introduced to the fundamental teachings and core concepts of the Bahá'í Faith through direct engagement with the Faith's sources of guidance i.e. its extensive body of sacred text and illustrated through stories of the lives of the Manifestations of God i.e. Humanity's Divine Educators. This will enable them to develop and demonstrate the capacity to express the Baha'i beliefs in action.		
<b>Benchmark 1:</b> Students will be able to identify what it means to "Maintain a Prayerful Attitude", "Adhere to the Laws of God", "Seeking Knowledge", "Live in Harmony with others"	<b>Benchmark 1:</b> Students will be able to identify what it means to "Be a Good Friend", "Devoting one's life to service", "Engaging in Consultation"  <b>Benchmark 2:</b> Students will be able to identify and narrate certain	<b>Benchmark 1:</b> Students will be able to identify the transition from the age of promise to the long-awaited age of fulfillment and to the incomparable figure of Bahá'u'lláh, His life and Mission

			<p>fundamental concepts related to the Manifestations of God and their Missions</p> <p><b>Benchmark 3:</b> Students will be able to identify and narrate about the Báb, the Prophet Herald of the Bahá'í Faith</p>	<p><b>Benchmark 2:</b> Students will identify the unique Covenant established by Bahá'u'lláh, with 'Abdu'l-Bahá at its Center, the role of 'Abdu'l-Bahá' as the Interpreter of the Revelation and the importance of turning to 'Abdu'l-Bahá as the Perfect Exemplar of Bahá'u'lláh's teachings</p> <p><b>Benchmark 3:</b> Students will identify the dual nature of human beings and reflecting the attributes of the higher nature through the divine teachings</p>			
Student Learning Outcomes							
[RE/Bh-01-B-01]: Students will be able to discuss the concept of human nobility and show the attributes of God	[RE/Bh-02-B-01]: Students will be able to discuss the concept of human nobility and show the attributes of God	[RE/Bh-03-B-01]: Students will be able to explain about the concept of 1) Maintaining a prayerful attitude	[RE/Bh-04-B-01]: Students will be able to explain about the concept of 1) Being a Good Friend	[RE/Bh-05-B-01]: Students will be able to explain fundamental concepts about Manifestations of God as Divine Educators, their Teachings and their Missions through stories from their lives	[RE/Bh-06-B-01]: Students will be able to explain the spiritual truths which can be gleaned from the events of Bahá'u'lláh's life	[RE/Bh-07-B-01]: Students will recount the tragic loss of Bahá'u'lláh's beloved son, Mirzá Mihdí, and his dying wish during His final exile. Though severe, how the exile was significant for the further exaltation of the Faith	[RE/Bh-08-B-01]: Students will be able to explain the purpose and impact of having a central point of authority i.e. Center of Covenant that allows the power of collective action to be unleashed, and that it is essential to the building of unity

		<p>[RE/Bh-03-B-02]:</p> <p>Students will be able to explain about the concept of 2) Adhering to the laws of God</p>	<p>[RE/Bh-04-B-02]:</p> <p>Students will be able to explain about the concept of 2) Devoting one's life to service</p>	<p>[RE/Bh-05-B-02]:</p> <p>Students will be able to explain how extraordinary it is that, in this Day of God, just before the dawn of Bahá'u'lláh's Revelation, another divine Luminary, The Báb, appeared on the horizon of the world to usher humanity into a new era</p>	<p>[RE/Bh-06-B-02]:</p> <p>Students will be able to explain how they are active participants in the enterprise unfolding in the world through learning about the two hundredth anniversary of the Birth of Bahá'u'lláh</p>	<p>[RE/Bh-07-B-02]:</p> <p>Students will be able to explain how Bahá'u'lláh proclaimed His Mission to the kings and rulers of the world, calling on them to uphold justice</p>	<p>[RE/Bh-08-B-02]:</p> <p>Students will be able to explain the Power of Example through learning from 'Abdu'l-Bahá</p>
		<p>[RE/Bh-03-B-03]:</p> <p>Students will be able to explain about the concept of 3) Seeking knowledge</p>	<p>[RE/Bh-04-B-03]:</p> <p>Students will be able to explain about the concept of 3) Engaging in Consultation</p>		<p>[RE/Bh-06-B-03]:</p> <p>Students will be able to explain that at Baha'u'llah's birth, a very special Being came into this world of existence</p>	<p>[RE/Bh-07-B-03]:</p> <p>Students will be able to explain the significance of the period of Bahá'u'lláh's later years spent in 'Akká and its vicinity</p>	<p>[RE/Bh-08-B-03]:</p> <p>Students will be able to explain concepts through developing the habit of turning to 'Abdu'l-Bahá as the Interpreter of Bahá'u'lláh's teachings</p>

		[RE/Bh-03-B-04]: Students will be able to explain about the concept of 4) Living in harmony with others			[RE/Bh-06-B-04]: Students will be able to relate the ardor of the Báb's devotion to Bahá'u'lláh. They would feel the depth of Bahá'u'lláh's love for The Báb, to Whom He referred as "My Herald, He Who extolled My praise"	[RE/Bh-07-B-04]: Students will be able to explain how Bahá'u'lláh was the Chosen Mouthpiece of God, that through Him, for forty years, flowed God's knowledge and wisdom to humanity	[RE/Bh-08-B-04]: Students will identify and demonstrate servitude to God through humble service to humanity
					[RE/Bh-06-B-05]: Students will be able to describe the circumstances of Bahá'u'lláh's release from the Siyáh-Chál and His subsequent banishment to Baghdád and sojourn in Sulaymáníyyih	[RE/Bh-07-B-05]: Students will be able to explain the Power of Bahá'u'lláh's teachings to transform souls	[RE/Bh-08-B-05]: Students will be able to explain the concept that every human being is created noble. They would further explain the dual nature of human beings

					<p>[RE/Bh-06-B-06]:</p> <p>Students will be able to describe insight into the power of Bahá'u'lláh's utterance while focusing on Bahá'u'lláh's stay in Baghdád following His return from Sulaymáníyyih</p>	<p>[RE/Bh-07-B-06]:</p> <p>Students will identify the ills that plague the world and are not immune to their effect and that Bahá'u'lláh is the Divine Physician</p>	<p>[RE/Bh-08-B-06]:</p> <p>Students will be able to explain the spiritual and material worlds that they must live in the material world but voluntary detach from it and dedicate their efforts to the individual and collective spiritual transformation</p>
					<p>[RE/Bh-06-B-07]:</p> <p>Students will be able to explain the significance of Bahá'u'lláh's Declaration in the Garden of Ridván for the world of humanity</p>	<p>[RE/Bh-07-B-07]:</p> <p>Students will recognize how the spiritual forbearers, Hands of the Cause of God by Bahá'u'lláh arose and committed</p>	<p>[RE/Bh-08-B-07]:</p> <p>Students will be able to explain about the higher nature, and how through the teachings of the Manifestations, the potential</p>

						themselves to the propagation of the Faith	of the higher nature is developed
					<p>[RE/Bh-06-B-08]:</p> <p>Students will be able to recount the intensity of Bahá'u'lláh's sufferings and the courage and majesty with which He responded to every ordeal during his exile to Constantinople and then to Adrianople</p>	<p>[RE/Bh-07-A-08]:</p> <p>Students will focus on the ascension of Bahá'u'lláh and on His promise that He will never leave us alone. They will be able to explain how he urged every one of His followers to turn, after His passing, to His Son 'Abdu'l-Bahá</p>	

Grade 9	Grade 10	Grade 11 & 12
<p><b>Benchmark I:</b> <i>Students will be able to state the importance of the period of youth in light of walking in the path of Service. They will also understand the significance of obedience to the laws of</i></p>		<p><b>Benchmark I:</b> <i>Students will identify and categorize the Baha'i Administrative order in light of different institutions</i></p>

<p><i>God in individual lives. In this regard, obligatory prayer and fasting will be introduced.</i></p> <p><b>Benchmark I:</b> <i>Students will be able to explain the concept of covenant in detail. Lessons are prepared to elaborate on the role of Shogi Effendi and the Universal House of Justice.</i></p>		
Student Learning Outcomes		
<p>[RE/Bh-09-B-01] Students will be able to discuss the role of youth in building a better civilization.</p> <p>[RE/Bh-09-B-02] students will be able to explain the purpose and significance of walking the path of service.</p> <p>[RE/Bh-09-B-03] Students will be able to explain the fundamental concept of Adhering the Laws of God</p> <p>[RE/Bh-09-B-04] Students will be able to implement the law of fasting and obligatory prayer.</p>	<p>[RE/Bh-10-B-01] Students will be able to acquire more knowledge about the law of the covenant</p>	<p>[RE/Bh-11-B-01] Students will be able to elaborate the structure of the Baha'i Administrative order</p> <p>[RE/Bh-11-B-02] Students will be able to define the appointed institutions and explain the role of Hands of the Cause and Counselors.</p> <p>[RE/Bh-11-B-03] Students will be able to define the elected institutions and explain the working structure of National and Local Spiritual Assemblies.</p> <p>[RE/Bh-11-B-04] Students will be able to elaborate the concept of the Baha'i Election.</p> <p>[RE/Bh-11-B-05] Students will be able to explain the concept of funds in the running Baha'i administrative order.</p>
[RE/Bh-09-B-05]	[RE/Bh-10-B-02]	

Students will be able to memorize and practice the obligatory prayer	Students will explain the station and role of Shogi Effendi as Guardian	
[RE/Bh-09-B-06]	[RE/Bh-10-B-03]	
Students will be able to define the law of fasting.	Students will explain the role and significance of Universal House of Justice.	

Domain C: Spiritual Values							
<b>Standard:</b> Students will be able to recognize the importance of Spiritual values which are attributes of God that every human soul has the capacity and responsibility to reflect, in order to draw closer to God, and to contribute to the betterment of the world. They will also identify the spiritual and social habits and patterns of conduct – what they are, why they are important and how to put them into action?							
<b>Benchmark 1:</b> Students will be able to identify universal ethical and spiritual values			<b>Benchmark 1:</b> Students will be able to identify Spiritual values as linked to the concepts of “Being a Good Friend”, “Devoting one’s life to service” and “Engaging in Consultation”			<b>Benchmark 1:</b> Students will be able to identify Spiritual values as linked to the concepts of betterment of the world	
<b>Benchmark 2:</b> Students will be able to identify Spiritual values as linked to the concepts of “Maintaining a Prayerful Attitude”, “Adhering to the Laws of God”, “Seeking Knowledge” and “Living in Harmony with others”			<b>Benchmark 2:</b> Students will be able to identify Spiritual values from Lives of the Manifestations of God			<b>Benchmark 2:</b> Students will be able to identify the Spiritual value of Independent investigation of truth	
<b>Benchmark 3:</b> Students will be able to identify the Spiritual value that living according to our higher nature means striving to make illumined and sound moral decisions							
Student Learning Outcomes							
[RE/Bh-01-C-01]:	[RE/Bh-02-C-01]:	[RE/Bh-03-C-01]:	[RE/Bh-04-C-01]:	[RE/Bh-05-C-01]:	[RE/Bh-06-C-01]:	[RE/Bh-07-C-01]:	[RE/Bh-08-C-01]:
			Students will be able to				



Students will be able to identify and demonstrate twelve Spiritual values that every human soul has the capacity and responsibility to reflect	Students will be able to explain and demonstrate twelve Spiritual values that every human soul has the capacity and responsibility to reflect	Students will be able to explain Spiritual values addressed in Beliefs and Practices e.g. in relation to “Maintaining a prayerful attitude”, purity of heart, love, humility and thankfulness are the required Spiritual values	explain Spiritual values addressed in Beliefs and Practices e.g. in “Being a Good Friend”, humility, generosity, love, forgiveness, kindness and honesty are the required Spiritual values	Students will be able to explain Spiritual values addressed in Beliefs and Practices e.g. In relation to lives of Manifestations of God, how the spiritual values of honesty, trustworthiness, contentment and steadfastness were reflected	Students will be able to explain Spiritual values addressed in Beliefs and Practices e.g. In ensuring “Unity and peace”, we need to demonstrate Spiritual values of forgiveness, justice, compassion and kindness	Students will be able to explain Spiritual values related to unbounded love for humanity in relation to the Life and teachings of Baha’u’llah	Students will be able to explain certain spiritual qualities, such as fairness, detachment and open-mindedness so that we can see with our own eyes, hear with our own ears, and use our own minds required for the investigation of truth
							[RE/Bh-08-C-02]: Students will be able to explain that to follow divine guidance is a conscious act of volition, an expression of free will that is reflected in the choices we make about our

							actions, and shines out through their disposition and conduct
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Grade 9	Grade 10	Grade 11 & 12
<b>Benchmark 2:</b> Students will be able to identify Spiritual values as linked to the concepts of Maintaining a Prayerful Attitude by Adhering to the Laws of God		<b>Benchmark II:</b> Students will be able to identify and explain the spiritual values in relation with the administrative structure of the Faith
Student Learning Outcomes		
[RE/Bh-09-C-01] Students will be able to explain the spiritual qualities essential for Adhering to the Laws of God	[RE/Bh-10-C-01]: Students will be able to identify Spiritual values as linked to the concepts of betterment of the world	[RE/Bh-11-C-01]: Students will be able to comprehend the spiritual and social implications of consultation.  [RE/Bh-11-C-02]: Students will be able to explain the structure of the 19 days feasts which is a space for consultation as well as socialization

Domain D: History							
<b>Standard:</b> Students will discover the history of the foundation of the Faith through the lives and missions of its Central Figures, heroes and heroines, and its evolution into a global community of practice.							
<b>Benchmark 1:</b> Students will recount stories from the Life of ‘Abdu’l-Bahá and some early believers		<b>Benchmark 1:</b> Students will recount the Historical episodes of the lives of the Manifestations of God including The Bab – The Herald of the Baha’i Faith. Furthermore, they will also recount stories from the Life of ‘Abdu’l-Bahá and some early believers		<b>Benchmark 1:</b> Students will recount the Historical episodes of the Lives of Bahá’u’lláh and ‘Abdu’l-Bahá			
Student Learning Outcomes							
[RE/Bh-01-D-01]: Students will be able to narrate stories from the Life of ‘Abdu’l-Bahá, the perfect Exemplar and the lives of Mullah Bahram and Leoroy Ioas	[RE/Bh-02-D-01]: Students will be able to narrate stories from the Life of ‘Abdu’l-Bahá, the perfect Exemplar and the lives of Bahíyyih Khánum, Ali Asghar, Muhammad Taqi Manshadi, Thomas Breakwell and Dorothy Baker	[RE/Bh-03-D-01]: Students will be able to narrate stories from the Life of ‘Abdu’l-Bahá, the perfect Exemplar and the lives of Nettie Tobin Ruhullah Varqa Lua Getsinger Haji Muhammad Mirza Abul Fazl Susan Moody Tahira Qurutulain	[RE/Bh-04-D-01]: Students will be able to narrate stories from the Life of ‘Abdu’l-Bahá, the perfect Exemplar and the lives of Abdul Karim and Lua Getsinger	[RE/Bh-05-D-01]: Students will be able to narrate and answer questions about the lives of the Manifestations of God including the Life of the Bab, The Herald of the Baha’i Faith. Furthermore, they will narrate and answer questions from the story of Táhirih, Zaynab Mullá Husayn, Quddus and Anis	[RE/Bh-06-D-01]: Students will be able to narrate and answer questions about the stories from around the world about the celebration of the two hundredth anniversary of the Birth of Bahá’u’lláh (2017) or historical episodes from the life of Bahá’u’lláh	[RE/Bh-07-D-01]: Students will be able to narrate and answer questions about the stories from events from Bahá’u’lláh’s departure for the prison-city of ‘Akká until His final years, His passing and the universality	[RE/Bh-08-D-01]: Students will be able to narrate and answer questions about the stories related to the life of ‘Abdu’l-Bahá. In addition to giving the opportunity to children to become familiar with this part of Bahá’i history, the historical episodes also often serve to

						of His Message	reinforce the theme of the lesson
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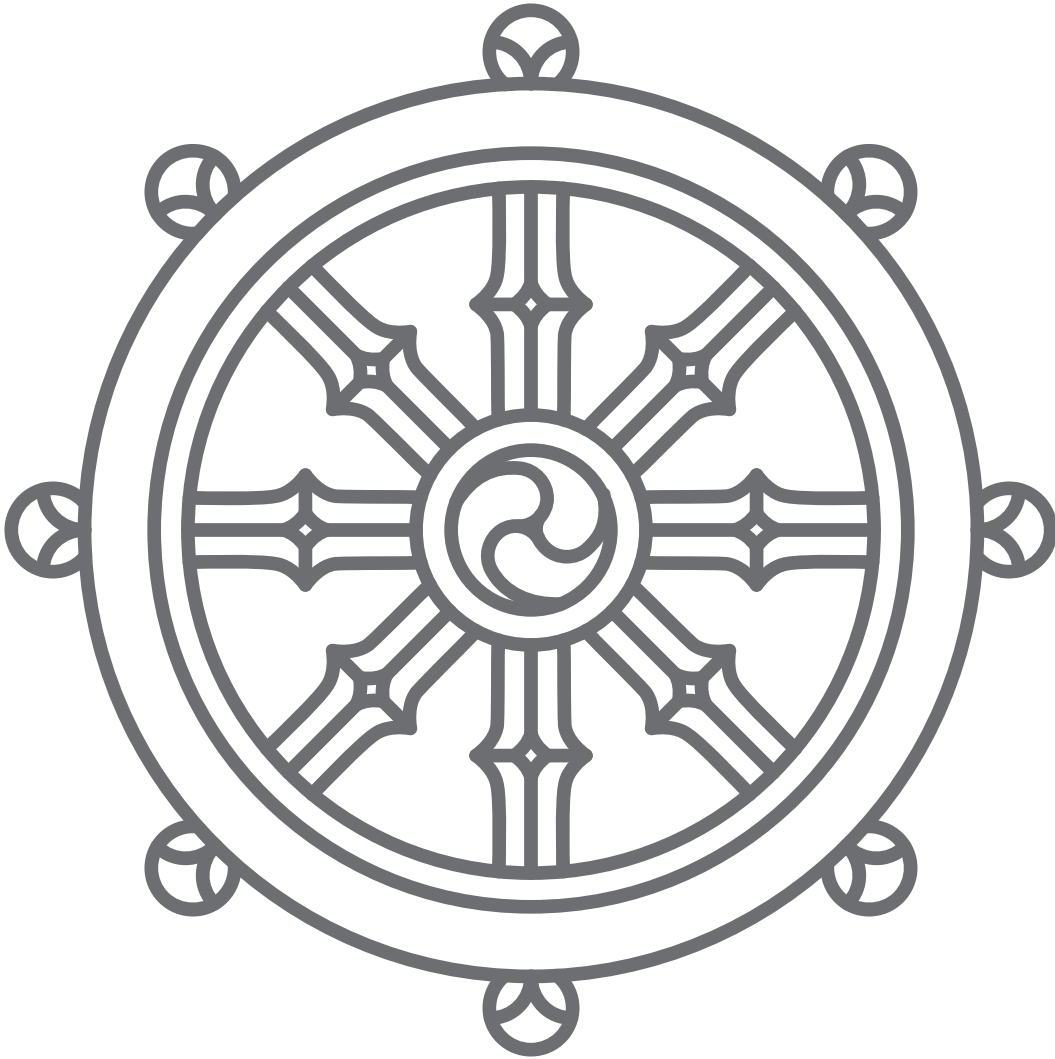
Grade 9	Grade 10	Grade 11 & 12
<b>Benchmark I:</b> Students will recount stories from the Life of some early believers  <b>Benchmark II:</b> Students will recount stories and historical episodes from the Life of Shoghi Effendi.		<b>Benchmark I:</b> <i>students will recount the historical perspective of the Baha'i Administrative Order.</i>
Student Learning Outcomes		
<b>[RE/Bh-09-D-01]:</b> Students will be able to narrate stories from the Life of the early believers.	<b>[RE/Bh-10-D-01]:</b> Students will be able to describe the life history of Shoghi Effendi	<b>[RE/Bh-11-D-01]:</b> Students will be able to explain the establishment of the Baha'i Administrative Order.

National Curriculum of Pakistan  
2022-23

# RELIGIOUS EDUCATION

## BUDDHISM

GRADES 1-12



NATIONAL CURRICULUM COUNCIL SECRETARIAT  
MINISTRY OF FEDERAL EDUCATION AND  
PROFESSIONAL TRAINING, ISLAMABAD  
GOVERNMENT OF PAKISTAN



Ministry of Federal Education



and Professional Training

## NATIONAL CURRICULUM COUNCIL

### Certification

Date: 27-11-23

We, the members of the Committee on Religious Education and Reviewers (Buddhism), hereby certify that the curriculum on Religious Education (Grade 1 to 12) has been thoroughly reviewed by us. The final review was conducted on 27-11-23 in line with the key considerations of the National Curriculum of Pakistan an important aspect of which is the Constitution of Pakistan.

We are pleased to acknowledge and confirm that this curriculum on Religious Education for grade 1 to 12 is of satisfactory quality and duly aligned to the philosophy of National Curriculum of Pakistan. This curriculum is ready for approval by the competent authority.

We would also like to express our gratitude for the compliance and dedication shown by the team at NCC Secretariat during the development process to ensure that the curriculum is brought at par with the defined standards.

#### Committee Members:

- |                                  |                                   |
|----------------------------------|-----------------------------------|
| 1. Signature: <u>[Signature]</u> | 2. Signature: <u>[Signature]</u>  |
| Name: <u>Munawar</u>             | Name: <u>Jumana</u>               |
| 3. Signature: <u>[Signature]</u> | 4. Signature: <u>[Signature]</u>  |
| Name: <u>Rana Mal</u>            | Name: <u>Parkash</u>              |
| 5. Signature: <u>[Signature]</u> | 6. Signature: <u>[Signature]</u>  |
| Name: <u>Kurshan</u>             | Name: <u>Sachu Mal</u>            |
| 7. Signature: <u>[Signature]</u> | 8. Signature: <u>[Signature]</u>  |
| Name: <u>Ramesh</u>              | Name: <u>Gotam</u>                |
| 9. Signature: <u>[Signature]</u> | 10. Signature: <u>[Signature]</u> |
| Name: <u>Ashok</u>               | Name: <u>Narsingh</u>             |

قومی نصاب (جماعت اول تا دوازدہم)

بدھ مت مذہب

دائرہ کار (الف) : عقائد اور عبادات

معیار: بدھ مت مذہب کے مطابق اپنے عقائد اور عبادات کو سمجھ سکیں اور ان کو اپنی روزمرہ کی زندگی میں اپنا سکیں۔				
جماعت اول تا سوم		جماعت چہارم و پنجم		
حد تدریج * بدھ عزم کا تعارف اور زندگی کے چار بنیادی سچ کے بارے میں معلومات حاصل کر سکیں۔		حد تدریج * مندر (اسٹوپا) اور گھروں میں عبادات کے طریقہ کار، مہاتما بدھ کے گرو صاحبان کا تعارف اور بدھ مت میں داخل ہونے کا طریقہ کار کے بارے میں جان سکیں۔		
جماعت اول [RE/Bu-01-A-01] مہارانی مہا مایا کے بارے میں چار خاص بتاتیں بتا سکیں۔ -----	جماعت دوم [RE/Bu-02-A-01] مہارانی مہا مایا کے خواب کے بارے میں جان سکیں۔ -----	جماعت سوم [RE/Bu-03-A-01] مہاتما بدھ کے (موت کے بعد جنم) کے حوالے سے فکر مند رہنے کے بارے میں جائزہ لے سکیں۔ -----	جماعت چہارم [RE/Bu-04-A-01] بدھ مت کے مطابق زندگی کے چار بنیادی سچ سمجھ سکیں اور لکھ کر بیان کر سکیں۔ -----	جماعت پنجم [RE/Bu-05-A-01] گھروں میں عبادات کے طریقے کی اہمیت کو لکھ کر بیان کر سکیں۔ -----
جماعت اول [RE/Bu-01-A-02] مہاتما بدھ کی جائے پیدائش کے بارے میں واضح طور پر پانچ نکات لکھیں۔	جماعت دوم [RE/Bu-02-A-02] مہاتما بدھ کے بیٹے رابول کی پیدائش کے بارے میں بیان کر سکیں۔	جماعت سوم [RE/Bu-03-A-02] مندروں کی آفادیت کے بارے میں پانچ نکات پر	جماعت چہارم [RE/Bu-04-A-02] مہارانی مہا مایا کے خواب کی تعبیر کے بارے میں متعارف کرا سکیں۔	جماعت پنجم [RE/Bu-05-A-02] مندروں/اسٹوپا میں عبادات کے ماحول کو برقرار رکھنے کی ضرورت کے بارے میں وضاحت سے لکھ سکیں۔ -----

<p>[RE/Bu-05-A-03] بدھ مت کے کوئی سے بھی چار بنیادی عقائد کے بارے میں وضاحت سے لکھ کر بیان کر سکیں۔</p> <p>[RE/Bu-05-A-04] جوڑوں میں ایک دوسرے کو بدھ مت میں داخل ہونے کا طریقہ کار بتا سکیں۔</p>	<p>-----</p> <p>[RE/Bu-04-A-03] مہاتما بدھ کے محل چھوڑ کر جنگل میں پہلے گرو سے ملاقات کے بارے میں تجزیہ کر سکیں۔</p> <p>[RE/Bu-04-A-04] وضاحت کے ساتھ بیان کریں کہ مہاتما بدھ محل کیوں چھوڑنا چاہتے تھے۔</p>	<p>مشتمل فہرست بنا سکیں۔</p> <p>[RE/Bu-03-A-03] اپنے ساتھی کے ساتھ مل کر بدھ مت کے تیسرے اور چوتھے سچ کے چارٹ پر بنائیں۔</p>	<p>[RE/Bu-02-A-03] بدھ مت کے دوسرے بنیادی سچ کو کاپی میں لکھیں اور یاد کریں۔</p> <p>[RE/Bu-02-A-04] مہاتما بدھ بچپن میں جو اچھے کام کرتے تھے ان کی فہرست بنائیں اور لکھیں کہ ہم کیسے ان کے نقش قدم پر چلیں۔</p>	<p>-----</p> <p>[RE/Bu-01-A-03] بدھ مت کے پہلے بنیادی سچ کی تصویر بنائیں اور اسکو زبانی یاد کر سکیں۔</p> <p>[RE/Bu-01-A-04] مہاتما بدھ کے بچپن کے بارے میں تصویری کہانی بنائیں۔</p>
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معیار: بدھ مت دھرم کے مطابق اپنے عقائد اور عبادات کو سمجھ سکیں اور ان کو اپنی روزمرہ کی زندگی میں عمل میں لا سکیں۔		
<p>جماعت یازدہم /دوازدہم حد تدریج: گوتم بدھ کے عقائد ونظریات</p>	<p>جماعت نہم و دہم حد تدریج: گوتم بدھ کے عقائد ونظریات</p>	<p>جماعت ششم تا ہشتم حد تدریج: گوتم بدھ کے عقائد ونظریات</p>
حاصلات تعلم		



جماعت ششم	جماعت ہفتم	جماعت ہشتم	جماعت نہم	جماعت دہم	جماعت یازدہم /دوازدہم
<p>[RE/Bu-06-A-01] گوتم بدھ کے حالات زندگی کے بارے میں معلومات حاصل کرنے کے بعد اُسے ایک پوسٹر پر پیش کر سکیں۔</p> <p>[RE/Bu-06-A-02] گوتم بدھ کی زندگی میں آنے والی مشکلات کو واضح طور پر بیان کر سکیں۔</p>	<p>[RE/Bu-07-A-01] گوتم بدھ کی نصیحتوں پر مشتمل ایک کتابچہ بناسکیں۔</p> <p>[RE/Bu-07-A-02] گوتم بدھ کے نظریات کا خلاصہ اپنے الفاظ میں بیان کر سکیں۔</p> <p>[RE/Bu-07-A-03] گوتم بدھ کی نصیحتوں کو عملی جامہ پہنانے کے لیے اپنی رائے کا اظہار کر سکیں۔</p> <p>[RE/Bu-07-A-04]</p>	<p>[RE/Bu-08-A-01] گوتم بدھ کی وفات کے بارے میں تفصیل سے بیان کر سکیں۔</p> <p>[RE/Bu-08-A-02] گوتم بدھ کے افکار کو اپنے الفاظ میں لکھ سکیں۔</p>	<p>[RE/Bu-09-A-01] گوتم بدھ کے نظریہ حیات کے بارے میں معلومات اکٹھی کریں اور جوڑوں کی صورت میں چارٹ پر بیان کر سکیں۔</p> <p>[RE/Bu-09-A-02] بدھ مت کے کسی بھی تین خاص عقائد کا اس کے ماننے والوں پر اثر لکھ کے بیان کر سکیں۔</p>	<p>[RE/Bu-10-A-01] ہندوستان میں بدھ مت کے بارے میں تحقیق کرنے کے بعد اس کے عروج کی پانچ وجوہات کو تفصیل سے بیان کر سکیں۔</p> <p>[RE/Bu-10-A-02] ہندوستان میں بدھ مت کے زوال کے متعلق کلاس میں بحث و مباحثہ کر سکیں۔</p>	<p>[RE/Bu-11-A-01] گوتم بدھ کے مختلف عقائد اور نظریات کا انفرادی خلاصہ پیش کریں۔ گوتم بدھ کے کوئی بھی تین معجزات کا انفرادی تجزیہ پیش کریں۔</p> <p>[RE/Bu-11-A-02] گوتم بدھ کے تین روپ کا موازنہ وضاحت کے ساتھ پیش کر سکیں۔</p>
<p>[RE/Bu-06-A-03] گوتم بدھ کی عبادت و ریاضت کے طریقوں کے بارے میں آگاہی حاصل</p>	<p>گوتم بدھ کی اہم مذہبی تعلیمات کے بارے میں آگاہی حاصل کرنے کے بعد</p>	<p>[RE/Bu-08-A-03] گوتم بدھ کی آخری زندگی سے وابستہ مقدس</p>	<p>[RE/Bu-09-A-03] گوتم بدھ کے نظریات کا موازنہ موجودہ دور کے</p>	<p>[RE/Bu-10-A-03] ہندوستان میں بدھ مت کے زوال کو روکنے کیلئے اپنی رائے کا</p>	

کرنے کے بعد ان کی فہرست بنا سکیں۔	اس کے متعلق ایک کتابچہ بنا سکیں۔	کوشی نگر کے بارے معلومات فراہم کریں۔	تقاضوں سے کر سکیں۔	اظہار کر سکیں۔	
[RE/Bu-06-A-04] گوتم بدھ کے عقائد پر عمل پیرا ہونے کی اہمیت پر اپنی رائے کا اظہار کر سکیں۔					
	[RE/Bu-07-A-05] آخری نصیحت کی اہمیت کے بارے آگاہی حاصل کرنے کے بعد اس کا خلاصہ لکھ سکیں۔	[RE/Bu-08-A-04] گوتم بدھ کے آخری وعظ کی اہمیت کو اپنی زندگی میں بیان کر سکیں۔	[RE/Bu-09-A-04] گوتم بدھ کے مختلف عقائد پر تقریری بحث کر سکیں۔	[RE/Bu-10-A-04] موجودہ دور کے تقاضوں کو مد نظر رکھتے ہوئے بدھ مت کے ماننے والوں کو درپیش مسائل کو بیان کر سکیں اور ان سے نمٹنے کی ترغیب دے سکیں۔	[RE/Bu-11-A-03] بدھ مت میں ریاضت اور اس کی شرائط کی افادیت پر تفصیلاً بحث کریں۔

دائرہ کار (ب) : مقدس مقامات اور مذہبی گُتب

معیار: بدھ مت مذہب کی مقدس گُتب سے اپنے مذہب کی تعلیمات سے آگاہی حاصل کر سکیں اور اپنے مقدس مقامات کی تاریخ اور پس منظر کو جان سکیں۔				
جماعت اول تا سوم		جماعت چہارم و پنجم		
حد تدریج * بدھ مت کا تعارف اسٹوپا کی اہمیت اور آداب کے بارے میں جاننا پاکستان میں موجود مقدس مقامات کے بارے میں جان سکنا۔		حد تدریج مہاتما بدھ کی بنیادی کتابوں کے بارے میں جاننا تھرا ویدا (دراوڑ) کا مختصر جائزہ لینا۔		
جماعت اول [RE/Bu-01-B-01] بدھ مت کا تعارف بیان کر سکیں۔ [RE/Bu-01-B-02] اسٹوپا اور اس کے اندر پائی جانے والی مختلف اشیا کا تصویری البم بنا سکیں۔ [RE/Bu-01-B-03] بدھ مت کے بانی کے متعلق پانچ نکات لکھ سکیں۔	جماعت دوم [RE/Bu-02-B-01] صوبہ سندھ میں بدھ مت کے مقامات کی فہرست بنا سکیں۔ [RE/Bu-02-B-02] مندر (اسٹوپا) کی اہمیت کو چار نکات میں لکھ کر بیان کر سکیں۔ [RE/Bu-02-B-03]	جماعت سوم [RE/Bu-03-B-01] ہمارے صوبہ سندھ میں بدھ مت کے کسی ایک مقدس مقام کی حفاظت کے طریقوں پر 15 جملوں پر مشتمل ایک مضمون لکھیں۔ [RE/Bu-03-B-02] پانچ نکات میں مشتمل خلاصے میں وضاحت کریں کہ اسٹوپا کون کون اور کب جا سکتا ہے۔	جماعت چہارم [RE/Bu-04-B-01] بدھ مت میں موجود کسی بھی دو فرقوں کے بارے میں وضاحت کر سکیں۔ [RE/Bu-04-B-02] آدی واسی یعنی اصل رہنے والوں کے بارے میں معلومات حاصل کر سکیں۔	جماعت پنجم [RE/Bu-05-B-01] تھرا ویدا (دراوڑ) کے بارے میں معلومات حاصل کر سکیں۔ اور اپنے الفاظ میں بیان کریں۔ [RE/Bu-05-B-02] بدھ مت کی کامیابی کے وجوہات کو دو پیراگراف کی صورت میں اپنے الفاظ میں بیان کریں۔

<p>[RE/Bu-05-B-03] بدھ مت کی مقدس کتابوں کا انتخاب کریں اور ان کا تعارف کسی بھی غیر بدھ مت کو ماننے والے کے لئے لکھیں۔</p> <p>[RE/Bu-05-B-04] وضاحت سے بیان کریں کہ پاکستان میں موجود بدھ مت کے مقامات کی حفاظت کرنا کیوں ضروری ہے۔</p>	<p>[RE/Bu-04-B-03] مہتاما بدھ کی دی گئی کسی بھی ایک کتاب کا تعارف پیش کریں۔</p> <p>[RE/Bu-04-B-04] اسٹوپا کے اندر بیٹھ کر پڑھی جانے والی دعاؤں کے متعلق دس جملوں پر مشتمل ایک نوٹ لکھیں اور بیان کریں کہ تحریر کردہ دعائیں کیوں پڑھی جاتی ہیں۔</p>	<p>[RE/Bu-03-B-03] پانچ ممالک کے نام لکھیں اور ان کے جھنڈے کی ڈرائیونگ بنائیں جہاں اکثریت میں بدھ مت کو ماننے والے لوگ رہتے ہیں۔</p> <p>[RE/Bu-03-B-04] بدھ مت کو ماننے والے بچے کا تعلق اپنے دوست کے ساتھ کیسا ہو گا۔</p>	<p>سٹوپا جانے کی تیاری کے آداب کو تصویری کہانی کی مدد سے پیش کریں۔</p> <p>[RE/Bu-02-B-04] پانچ نکات میں تحریر کر سکیں کہ بدھ مت کو ماننے والے لوگوں کا برتاو دوسرے جانداروں کے ساتھ کیسا ہوتا ہے۔</p> <p>[RE/Bu-02-B-05] مختصر بیان کریں کہ بدھ مت کے فلسفائے حیات "سمسار اور کرم" میں کس بات کو زیر بحث لایا گیا ہے۔</p>	<p>[RE/Bu-01-B-04] بدھ مت کو ماننے والے لوگوں کی پانچ خصوصیات لکھ سکیں۔</p> <p>-----</p>
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<p>معیار: بدھ مت مذہب کی مقدس کتب سے اپنے مذہب کی تعلیمات سے آگاہی حاصل کر سکیں اور اپنے مقدس مقامات کی تاریخ اور پس منظر کو جان سکیں۔</p>			
جماعت یازدہم /دوازدہم	جماعت نہم و دہم حد تدریج:		جماعت ششم تا ہشتم حد تدریج:

حد تدریج : بدھ مت کی تاریخ کے بارے معلومات	بدھ مت کے نظام حیات کے بارے معلومات فراہم کرنا	بدھ مت کے مقدس مقامات اور مذہبی افکار کے بارے معلومات فراہم کرنا			
حاصلاتِ تعلم					
جماعت یازدہم /دوازدہم	جماعت دہم	جماعت نہم	جماعت ہشتم	جماعت ہفتم	جماعت ششم
	[RE/Bu-010-B-01] بدھ مت کے مطابق نظامِ حیات گزارنے وقت پیش آنے والی مشکلات پر کس طرح سے قابو پایا جاسکتا ہے، مثالوں کے ساتھ وضاحت کریں۔  [RE/Bu-010-B-02] تفصلاً مضمون لکھیں، کہ بدھ مت کے مطابق گزاری گئی زندگی کا اردگرد زندگی کے لوگوں پر کیا اثر	[RE/Bu-009-B-01] تقریری طور پر بیان کریں کہ بدھ مت کے مطابق زندگی نہ گزارنے کے اپنی ذات پر اور دوسروں پر کیا کیا نقصانات ہو سکتے ہیں۔  [RE/Bu-009-B-02] بدھ مت کے مطابق زندگی گزارنے کے کون سی پانچ شرائط بہت ضروری ہیں۔ مثالوں کے ساتھ واضح کریں۔	[RE/Bu-008-B-01] بدھ مت کے مقدس مقامات اور زیارت گاہوں کے آداب اور اہمیت کے بارے میں مضمون لکھیں۔  [RE/Bu-008-B-02] مفصل تجزیہ پیش کریں بدھ مت کے مزہبی افکار کے مطابق زندگی گزارنا کیوں آسان یا مشکل ہے۔	[RE/Bu-007-B-01] مختصراً بیان کریں کہ بدھ مت کا فلسفہ حیات سمسار اور کرم میں کس بات کوزیر بحث لایا گیا ہے۔  [RE/Bu-007-B-02] بدھ مت کے پیش کردہ تین فلسفوں میں سے آپ اپنی زندگی کس فلسفے کے بحث گزارتے ہیں۔ تفصیل سے بیان کریں۔	[RE/Bu-006-B-01] اپنے ساتھی کے ساتھ مل کر بدھ مت کی تاریخ کے ابتدائی دور کے بارے میں معلومات اکھٹی کریں اور چاٹ کی صورت میں کلاس میں پیش کریں۔  [RE/Bu-006-B-02] اپنے استاد کے ساتھ مل کر اس بات پر بحث و مباحثہ کریں کہ ابتدائی دور میں بدھ مت کو کن کن مشکلات کا سامنا کرنا پڑا تھا۔

	پڑتا ہے۔	[RE/Bu-009-B-03] تفصیل سے بیان کریں کہ بدھ مت کے مطابق زندگی گزارنے کیوں ضروری ہے۔			
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#### دائرہ کار (ج): عظیم مذہبی اور سماجی شخصیات<sup>1</sup>

معیار: بدھ مت مذہب کے عظیم اور سماجی شخصیات کے کردار اور تعلیمات سے واقف ہو سکیں اور ان کی دی ہوئی تعلیمات اور عملی زندگی کی پیروی کرتے ہوئے سماج میں بہتر کردار ادا کر سکیں۔				
جماعت اول تا سوم		جماعت چہارم و پنجم		
حد تدریج * ویساکھ اور نما کیوں مناتے ہیں منت (ویساکھ) لباس، کھانا، روزے گیورنگ کی اہمیت		حد تدریج ایک بودھ کی زندگی کیسے ہونی چاہیے۔ زندگی کے اصول اور سچ جاتکہ کہانیاں		
جماعت اول [RE/Bu-01-C-01]	جماعت دوم [RE/Bu-02-C-01]	جماعت سوم [RE/Bu-03-C-01]	جماعت چہارم [RE/Bu-04-C-01]	جماعت پنجم [RE/Bu-05-C-01]

<sup>1</sup> بین المذاہب ہم آہنگی کے جلیے کے تحت، نصابی کتب کے مصنفین کو اس بات کو یقینی بنانا ہوگا کہ دوسرے مذہب کی اہم شخصیات کے بارے میں لکھتے وقت، کسی بھی قسم کی منفی زبان یا ہتک آمیز تحریر سے بچاؤ کا ہر ممکن خیال رکھا جائے۔

<p>ایک بودھی کو زندگی کے کونسے پانچ اصول اپنانے چاہئیں، بیان کریں -</p> <p>-----</p> <p>[RE/Bu-05-C-02]</p> <p>مہاتما بدھ کی تبلیغ کے دوران کس دو شخصیات نے مدد کی بیان کر سکیں -</p> <p>-----</p> <p>[RE/Bu-05-C-03]</p> <p>مہاتما بدھ کی جائے پیدائش کی تفصیل جاننا۔</p>	<p>مہاتما بدھ کی جنگل میں کسی بھی دو مہتاماؤں سے ملاقات کا احوال پیش کریں۔</p> <p>-----</p> <p>[RE/Bu-04-C-02]</p> <p>جاتک کہانیوں کی افادیت کے بارے میں بیان کر سکیں۔</p> <p>[RE/Bu-04-C-03]</p> <p>ایک بودھ کی زندگی کے چار اہم اصول بیان کریں۔</p> <p>ایک بودھ کی زندگی میں آنے والی مشکلات کا جائزہ پیش کریں۔</p> <p>[RE/Bu-04-C-04]</p> <p>چار نکاتوں میں بیان کریں کہ ایک بودھ اپنی زندگی سے دوسروں کو کیسے متاثر کر سکتا ہے۔</p>	<p>بدھ مت میں گہروے رنگ کی اہمیت کو پانچ جملوں میں بیان کریں۔</p> <p>-----</p> <p>[RE/Bu-03-C-02]</p> <p>جاتک کہانیوں کا خلاصہ لکھیں۔</p> <p>[RE/Bu-03-C-03]</p> <p>ویساکھ اور پورنما میں کھائے جانے والے کھانوں کی فہرست بتائیں۔</p> <p>[RE/Bu-03-C-04]</p> <p>ویساکھ اور پورنمکے تہواروں کے پیغام کو عملی جامع پہننے کے لئے کم از کم تین تدابیر پیش کریں۔</p>	<p>ویساکھ پورنما منانے کی تین وجوہات بتا سکیں۔</p> <p>-----</p> <p>[RE/Bu-02-C-02]</p> <p>ویساکھ کے مہینے میں روزے یا آپواس کی اہمیت کے بارے میں وضاحت کر سکیں۔</p> <p>[RE/Bu-02-C-03]</p> <p>ویساکھ اور پورنما کے تہوار پر پہنے جانے والے لباس کو مختلف قسم کے کھانوں پر مشتمل ایک تصویری البم بنائیں۔</p> <p>[RE/Bu-02-C-03]</p> <p>ویساکھ کے مہینے میں روزے رکھنے کی اہمیت پر مضمون لکھیں۔</p>	<p>کسانوں کے تہوار کے بارے میں ایک دوسرے کو آگاہی دے سکیں۔</p> <p>-----</p> <p>[RE/Bu-01-C-02]</p> <p>موسم برسات گزارنے کی مذہبی اہمیت کے بارے میں بتا سکیں۔</p> <p>ایک مختصر نوٹ لکھ سکیں کہ ویساکھ کے تہوار کا کیا مطلب ہے۔</p> <p>ایک مختصر نوٹ لکھ سکیں کہ نما کے تہوار کا کیا مطلب ہے۔</p>
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معیار: بدھ مت مذہب کے عظیم اور سماجی شخصیات کے کردار اور تعلیمات سے واقف ہو سکیں اور ان کی دی ہوئی تعلیمات اور عملی زندگی کی پیروی کرتے ہوئے سماج میں بہتر کردار ادا کر سکیں۔

جماعت ششم تا ہشتم حد تدریج: مذہبی اور مقدس شخصیات کے بارے معلومات	جماعت نہم و دہم حد تدریج: بدھ بدھ مت کی تاریخ میں مذہبی اجتماعات اور مقدس کتابوں کے بارے تعارف	جماعت یازدہم / دوازدہم حد تدریج : مقدس کتابوں کے مطالعہ کی اہمیت			
حاصلات تعلم					
جماعت ششم	جماعت ہفتم	جماعت ہشتم	جماعت نہم	جماعت دہم	جماعت یازدہم / دوازدہم
[RE/Bu-06-C-01] تفصیل سے بیان کریں کہ بدھ مت کے کوئی بھی دو مذہبی افکار کیا ہے۔	[RE/Bu-07-C-01] بدھ مت کے فلسفہ حیات "انتا" کی وضاحت کسی بھی تین مثالوں کے ساتھ پیش کریں۔	[RE/Bu-08-C-01] بدھ مت کے مقدس مقامات اور زیارت گاہوں کی " راج گیر اور کاشی نگر" پر مفصل پر نوٹ لکھیں۔	[RE/Bu-09-C-01] تفصیل سے بیان کریں کہ بدھ مت کے مطابق زندگی گزارنا کیوں ضروری ہے۔	[RE/Bu-10-C-01] تقریری مقالہ پیش کریں کہ بدھ مت کی مطابق بہتر نظام حیات کے لیے کن پانچ چیزوں کی اہمیت ہے۔	[RE/Bu-11-C-01] مختلف ممالک میں بدھ مت کی تاریخ کے بارے میں اگاہی حاصل کریں۔ اور چارٹ پر پیش کریں۔
[RE/Bu-06-C-02] گوتم بدھ کی کسی بھی تین	[RE/Bu-07-C-02] بدھ مت کا فلسفہ	[RE/Bu-08-C-02] بدھ مت کے مقدس	[RE/Bu-09-C-02]	[RE/Bu-11-C-02] بدھ مت کے مطابق	



کہانیوں کا مطالعہ کریں اور وضاحت کریں کہ آپ کو کس کہانی نے اور کیوں متاثر کیا ہے۔	حیات "انتمان" دو مثالوں کے ساتھ پیش کریں۔	مقامات اور زیارت گاہوں "سراسواتی اور سنکاس" کی حفاظت کا ایک جامع منصوبہ پیش کریں۔	بدھ مت کے مطابق اچھی زندگی گزارنے کے لئے کن چار چیزوں پر عمل کرنا نہایت اہم ہے۔ دلیلوں کے ساتھ بیان کریں۔	کسی انسان کے لئے اپنے اعمال اور کردار کا جائزہ لینا کیوں ضروری ہے۔
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### دائرہ کار ( د ) : آداب و اخلاق

معیار: بدھ مت مذہب کی روشنی میں اعلیٰ اخلاقی اقدار اور اچھی عادات سے واقفیت حاصل کر کے ان کو اپنی عملی زندگی میں اپنا سکیں۔				
جماعت اول تا سوم		جماعت چہارم و پنجم		
حد تدریج * مہاتما بدھ کی حالات کا مختصر جائزہ بیان کر سکیں۔ بچپن جوانی اور شادی		حد تدریج بدھ مت کے دوسرے ممالک میں زور پکڑنا اور اس کی وجوہات بیان کر سکیں۔ مہایانا اور ہنایانا میں فرق کے بارے میں جاننا۔		
جماعت اول [RE/Bu-01-D-01]	جماعت دوم [RE/Bu-02-D-01]	جماعت سوم [RE/Bu-03-D-01] مختصراً بیان کریں کہ مہاتما نے شاہی	جماعت چہارم [RE/Bu-04-D-01]	جماعت پنجم [RE/Bu-05-D-01]

<p>مہاتما بدھ مت کون تھے اور ان کے والدین کیا کرتے تھے۔</p> <p>[RE/Bu-01-D-02]</p> <p>مہاتما بدھ کے بچپن کے بارے میں تین مختلف جملوں میں بیان کرنا مہاتما بدھ نے زندہ چیزوں کو نقصان نہ دینے کے بارے میں کیا کہا ہے۔</p> <p>[RE/Bu-01-D-03]</p> <p>تین جملوں میں لکھیں کہ مہاتما بدھ کے مطابق جھوٹ کیوں نہیں بولتا ہے۔</p>	<p>مہاتما بدھ کی بطور شہزادے کے مشاغل کی معلومات حاصل کریں اور 4 ہند سے فہرست بنائیں۔</p> <p>[RE/Bu-02-D-02]</p> <p>مہاتما بدھ زندہ اجسام جیسے کہ پودوں اور جانوروں کی دیکھ بھال کیسے کرتے تھے۔</p> <p>[RE/Bu-02-D-03]</p> <p>مہاتما بدھ کے مطابق انسانی زندگی پر نیک نیتی اور بد نیتی کے کیا اثرات ہو سکتے ہیں۔ 5 جملوں میں مثالوں کے ساتھ بیان کریں کہ نفرت سے کیسے دور رہا جائے۔</p>	<p>محل کی عیش و عشرت والی زندگی کو کیوں ٹھکرا دیا تھا۔</p> <p>[RE/Bu-03-D-02]</p> <p>مہاتما بدھ کے پیش کردہ آٹھ گنا راستہ کی فہرست بیان کریں۔</p> <p>[RE/Bu-03-D-03]</p> <p>مہاتما بدھ کے تعلیمات کے مطابق کیسے عمل پیرا ہوا جا سکتا ہے۔</p>	<p>کسی بھی 5 ممالک کے ناموں کی فہرست بنائیں جہاں بدھ مت کے ماننے والے کثیر تعداد میں موجود ہیں۔</p> <p>[RE/Bu-04-D-02]</p> <p>مختصراً لکھیں کہ مہا یانہ سے کیا مراد ہے۔</p> <p>[RE/Bu-04-D-03]</p> <p>مختصراً بیان کریں کہ ہنایانا سے کیا مراد ہے۔</p> <p>[RE/Bu-04-D-04]</p> <p>کاپی میں بنائے گئے دو کالم میں ان ممالک کے نام تحریر کریں۔ جہاں مہا یانہ یا ہنایانا کے ماننے والے لوگ موجود ہیں۔</p>	<p>بدھ مت کی ارتقا کی وجوہات کے متعلق پیراگراف لکھیں اور اپنی رائے دیے سکیں۔</p> <p>[RE/Bu-05-D-02]</p> <p>مہایانا اور ہنایانا کا موازنہ مثالوں کے ساتھ کریں۔</p> <p>[RE/Bu-05-D-03]</p> <p>بدھ مت کے تعلیمات کے مطابق مختلف ممالک میں پھیلنے کی کوئی بھی 3 وجوہات بیان کریں۔</p> <p>[RE/Bu-05-D-04]</p> <p>بدھ مت کے ارتقا کی وجوہات کے متعلق 2 پیراگراف لکھیں۔</p> <p>[RE/Bu-05-D-05]</p> <p>مہایانا اور ہنایانا کے مابین کوئی سی تین مماثلتی پہلو بیان کریں۔</p>
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معیار: بدھ مت مذہب کی روشنی میں اعلیٰ اخلاقی اقدار اور اچھی عادات سے واقفیت حاصل کر کے ان کو اپنی عملی زندگی میں اپنا سکیں۔					
جماعت ششم تا ہشتم حد تدریج: بدھ مت کی اخلاقیات اور اخلاق کی اہمیت کے بارے جاننا		جماعت نہم و دہم حد تدریج: بدھ مت کا تعلیمی نظام اور مقدس کتب		جماعت یازدہم /دوازہم حد تدریج : بدھ مت اسلام اور ماحولیات	
حاصلات تعلم					
جماعت ششم	جماعت ہفتم	جماعت ہشتم	جماعت نہم	جماعت دہم	جماعت یازدہم /دوازہم
[RE/Bu-06-D-01] بدھ مت کی اخلاقی اقدار کے "زہد اور دنیا سے بے رغبتی" کے لئے کن کن مشکلات کا سامنا کرنا پڑتا ہے۔	[RE/Bu-07-D-01] بدھ مت کی ذات پات کے بارے میں تعلیمات کا تفصیلاً بیان پیش کریں۔	[RE/Bu-08-D-01] بدھ مت اور کسی بھی مذہب کی مشترکہ اخلاقی اقدار کے بارے میں تقریری مضمون لکھیں۔	[RE/Bu-09-D-01] بدھ مت کی ترجیح میں درسگاہوں کے کردار کی اہمیت پر مضمون لکھیں۔	[RE/Bu-10-D-01] مقدس کتب کے مختلف زبانوں میں رائج مجموعات کا تعارف دینا: پالی مجموعہ	[RE/Bu-11-D-01] بدھ مت کی ماحولیات کے بارے میں تعلیمات سے اپنے ساتھیوں کو روشناس کرائیں۔

<p>[RE/Bu-11-D-02] بدھ مت اور کسی بھی مذہب کے مابین تعلقات کی تاریخ کے بارے میں چارٹ کے ذریعے اپنے ساتھیوں کو آگاہی دیں۔</p> <p>[RE/Bu-11-D-03] بدھ مت اور کسی بھی مذہب کے ماحولیات سے متعلق نظریہ فکر کی وضاحت کریں۔</p>	<p>[RE/Bu-10-D-02] مقدس کتب کے مختلف زبانوں میں رائج مجموعات کا تعارف دینا چینی مجموعہ</p>	<p>[RE/Bu-09-D-02] بدھ مت میں مطالعہ کی اہمیت کے بارے میں چار پیراگراف پر مشتمل ایک مضمون لکھیں۔</p>	<p>[RE/Bu-08-D-02] بدھ مت اور کسی بھی مذہب کی مشترکہ اخلاقی اقدار کا جائزہ پیش کریں۔</p>	<p>[RE/Bu-07-D-02] مہاتما بدھ نے ایمانداری، محبت اور ہمدردی سے بات کرنے کی اہمیت پر کیوں زور دیا۔</p>	<p>[RE/Bu-06-D-02] بدھ مت کی اخلاقی اقدار "شفقت سے پیش آنا" کو مثالوں سے واضح کیجئے۔</p>
<p>[RE/Bu-10-D-04] ماحولیات کو زیر بحث رکھتے ہوئے بیان کریں کہ کسی بھی مذہب اور بدھ مت میں کیا مماثلت پائی جاتی ہے۔</p>	<p>[RE/Bu-10-D-03] مقدس کتب کے مختلف زبانوں میں رائج مجموعات کا تعارف دینا: تبتی مجموعہ</p>	<p>[RE/Bu-09-D-03] کسی بھی دو بدھ مت درس گاہوں کے نظام تعلیم کے بارے میں تفصیل سے بیان کریں۔</p> <p>[RE/Bu-09-D-04] بدھ مت کے تعلیمی نظام کے اغراض و مقاصد پر تفصیلاً روشنی ڈالیں۔</p>	<p>[RE/Bu-08-D-03] اپنی رائے کا اظہار ایک مضمون کی صورت میں کریں۔ کہ معاشرے کے لیے اخلاقی اقدار کیوں ضروری ہیں۔</p> <p>[RE/Bu-08-D-04] بدھ مت اور کسی بھی مذہب میں اخلاقی رویے کی</p>	<p>[RE/Bu-07-D-03] مثالوں کے ساتھ وضاحت سے بیان کریں۔ کہ مذہبی اخلاقی اقدار پر عمل پیرا ہونے سے لوگوں کے رویوں میں کس قسم کی تبدیلیاں آتی ہیں، اخلاقی اقدار کو رونڈنے والے معاشرے تقریری صورت میں پیش کریں۔</p>	<p>[RE/Bu-06-D-03] اخلاق کی اہمیت کے بارے میں کسی بھی ایک مقدس کہانی کو پڑھنے کے بعد اس کا خلاصہ اپنے الفاظ میں تحریر کیجئے۔</p> <p>[RE/Bu-06-D-04] اخلاقیات کی اہمیت پر تین پیراگراف پر مشتمل ایک مضمون لکھیں۔</p>

			اہمیت کے بارے میں معلومات اکٹھی کرنے کے بعد انہیں چارٹ پر پیش کریں۔		
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### دائرہ کار (۵) : فنون لطیفہ

معیار:				
جماعت اول تا سوم		جماعت چہارم و پنجم		
حد تدریج * بدھ مت میں اخلاق کا کیا معیار ہے۔ اچھے اوصاف اپنا کر ایک مثالی انسان بن کر معاشرے اور ملک کی خدمت کر سکتا۔ والدین، استاد بہن بھائیوں پڑوسیوں اور دیگر افراد و رشتہ داروں سے اچھے تعلقات قائم کر سکتا۔		حد تدریج سب جاندار ایک پر مہاتما بدھ کی پیدا شدہ ہیں یہ جاننا اور ان کے ساتھ اچھا سلوک کرنا۔ راہ آخرت کے لیے اپنی نجات کے بارے میں سمجھنا۔		
جماعت اول [RE/Bu-01-E-01] سمجھ کر بیان کر سکیں۔ کہ تمام مخلوقات ایک پرماٹما کے بنائے ہوئے ہیں تصاویر کے ساتھ تین	جماعت دوم [RE/Bu-02-E-01] بدھ مت کے اچھے اوصاف اپنا کر کے آپ ایک مثالی انسان کیسے بن سکتے ہیں۔ -----	جماعت سوم [RE/Bu-03-E-01] 3 تجاویز پیش کریں، کہ آپ والدین کے ساتھ اچھے تعلقات کیسے قائم کر سکتے ہیں۔ -----	جماعت چہارم [RE/Bu-04-E-01] بدھ مت کے (3) بنیادی عقائد جان سکیں اور انکا مرکزی خیال بیان پیش کر سکیں۔	جماعت پنجم [RE/Bu-05-E-01] بدھ مت میں اخلاقیات اور ان کے معیار کو سمجھنا اور تین پیراگراف پر مشتمل مضمون لکھیں۔ -----

<p>[RE/Bu-05-E-02] تین پیراگراف میں اپنی رائے کا اظہار کریں کہ جانداروں کے ساتھ اچھا سلوک کیسے کیا جاتا ہے (سنگھا)۔</p> <p>-----</p> <p>[RE/Bu-05-E-03] بدھ مت میں مذہب کی رسومات کے بارے میں لکھ کر بیان کریں۔</p> <p>[RE/Bu-05-E-04] راہ آخرت اور اپنی نجات کے بارے میں بیان کریں۔</p>	<p>-----</p> <p>[RE/Bu-04-E-02] نجات کے لیے ایک بودھی کو کیا کرنا چاہیے، مضمون لکھیں۔</p> <p>-----</p> <p>[RE/Bu-04-E-03] ایک بیوہ کی بدھ مت میں کیا حیثیت ہے، مضمون لکھیں۔</p> <p>[RE/Bu-04-E-04] بدھ مت کے اوصاف رکھنے والا شخص معاشرے کی خدمت کیسے کر سکتا ہے؟ چار چھوٹے پیراگراف میں بیان کریں۔</p>	<p>[RE/Bu-03-E-02] بہن بھائیوں کے ساتھ اچھے تعلقات رکھنا کیوں ضروری ہے تین نقطوں میں بیان کریں۔</p> <p>[RE/Bu-03-E-03] بیان کریں کہ اساتذہ کے ساتھ اچھے تعلقات رکھنا پڑھائی پر کیسے اثر انداز ہوتا ہے۔</p>	<p>[RE/Bu-02-E-02] مہاپوری نروانا کے تہوار کے بارے میں پڑھیں اور لکھیں۔</p> <p>[RE/Bu-02-E-03] بدھ مت کے کون کون سے اوصاف آپ کو ملک کی خدمت کرنے پر مائل کرتے ہیں، مختصر بیان کریں۔</p> <p>[RE/Bu-02-E-04] تصاویر کے ذریعے اچھے بدھ کی خوبیاں بیان کریں۔</p>	<p>خاص اعمال لکھیں۔ کہ جن پر عمل کر کے آپ مثالی بدھ بن سکتے ہیں۔</p> <p>-----</p> <p>[RE/Bu-01-E-02] راجہ شدھودھن کی بیویوں کے بارے میں مختصر نوٹ لکھ سکیں۔</p> <p>[RE/Bu-01-E-02] مہاتما بدھ کے مطابق ایک حقیقی بدھ میں کیا 5 خصوصیات پائی جاتی ہیں</p>
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معیار:

جماعت ششم تا ہشتم حد تدریج: بدھ مت کے آرٹ اور مقدس علامات کے بارے معلومات فراہم کرنا	جماعت نہم و دہم حد تدریج: بدھ مت کے تہذیبی ورثے اور مقدس کتابوں اور زبانوں کے بارے معلومات فراہم کرنا	جماعت یازدہم دوازدہم حد تدریج: بدھ مت کی تاریخ کے بارے معلومات
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### حاصلات تعلم

جماعت ششم	جماعت ہفتم	جماعت ہشتم	جماعت نہم	جماعت دہم	جماعت یازدہم دوازدہم
[RE/Bu-06-E-01] پورنما اور درصما چکرا کی تصویر بنائیں اور وضاحت کریں کہ یہ کس چیز کو ظاہر کرتا ہے۔	[RE/Bu-07-E-01] بدھ مت میں مذہبی آرٹ کے بارے معلومات اکٹھی کریں اور اس کی اہمیت پر روشنی ڈالیں۔	[RE/Bu-08-E-01] بدھ مت کے 2 مقدس مقامات اور زیارت گاہوں کے بارے میں تفصیل سے لکھیں۔	[RE/Bu-09-E-01] گندھارا کے بدھ ورثے کے بارے میں اپنے ہم جماعتوں کو آگاہی دیں۔	[RE/Bu-10-E-01] بدھ مت میں فنون لطیفہ کی اہمیت پر ایک مضمون لکھیں۔	[RE/Bu-11-E-01] بدھ مت اور جدید فنون لطیفہ پر 5 پیراگراف پر مشتمل ایک مضمون لکھیں۔
[RE/Bu-06-E-02] بدھا کی تصویر بنائیں اور بدھ مت میں اس کی اہمیت بیان کریں۔	[RE/Bu-07-E-02] ابتدائی دور کے اسٹوپا استھان کی اہمیت پر مضمون لکھیں۔	[RE/Bu-08-E-02] بدھ مت کے مذہبی آرٹ سواستیک کے بارے میں معلومات	[RE/Bu-08-E-02] گندھارا آرٹ کا دوسری علاقوں کے آرٹ سے تعلق کے	[RE/Bu-10-E-02] متھرا آرٹ کے بارے میں تقریر کے ذریعے اپنے	[RE/Bu-11-E-02] جدید بدھ آرٹ بنائیں اور اپنے ہم جماعتوں کو اس کے

<p>متعلق ایک مضمون لکھیں -</p> <p>[RE/Bu-11-E-03] بدھ مت میں فنون لطیفہ کی اہمیت واضح مثالوں کے ساتھ بیان کریں۔</p>	<p>ہم جماعتوں کو آگاہی دینا۔</p> <p>[RE/Bu-10-E-03] بدھ مت کی 4 مختلف مذہبی کتابوں کی مختصر تفصیل بیان کریں۔</p>	<p>بارے میں معلومات فراہم کرنا۔</p>	<p>اکٹھی کر کے اس پر مضمون لکھیں۔</p> <p>[RE/Bu-08-E-03] بدھ مت کی 2 زیارت گاہوں کے متعلق اپنے پڑھنے والوں کو تفصیلات فراہم کریں۔</p>	<p>[RE/Bu-07-E-03] اپنی کاپیوں میں اسٹوپا کی تصویر بنائیں اور مزیدی نقطہ نظر سے اس کے مقاصد بیان کریں۔</p>	<p>[RE/Bu-06-E-03] سری واستہ کی تصویر کا پیوں میں بنائیں اور مختصر لکھیں کہ یہ دونوں نشان کس چیز کو ظاہر کرتے ہیں۔</p>
<p>[RE/Bu-11-E-04] ایک تفصیلی مضمون لکھیں کہ بدھ مت میں آرٹ کی کیا اہمیت ہے۔</p>	<p>[RE/Bu-10-E-04] بدھ مت کے تہذیبی ورثے کی سب سے اہم اشیا کے متعلق اپنی رائے کا اظہار کریں</p>	<p>[RE/Bu-09-E-03] گندھارا تہذیب کے بین الاقوامی تہذیبوں سے تعلقات اور باہمی اثرات کے بارے میں معلومات دینا۔</p> <p>[RE/Bu-09-E-04] گندھارا تہذیب کے متعلق ایک انفرادی اور مفصل مضمون لکھیں۔</p>	<p>[RE/Bu-08-E-04] بدھ مت کے مذہبی آرٹ ارن کے بارے میں دلچسپ معلومات اکٹھی کریں اور چارٹ پر پیش کریں۔</p>	<p>[RE/Bu-07-E-04] دھم چکر اور بدھاپادا کی اہمیت اپنے الفاظ میں بیان کریں۔</p>	<p>[RE/Bu-06-E-03] بدھ مت کے مطابق گو لڈ فش کس چیز کو ظاہر کرتی ہے۔</p>



National Curriculum of Pakistan  
2022-23

# RELIGIOUS EDUCATION

## CHRISTIANITY

GRADES 1-12



**NATIONAL CURRICULUM COUNCIL SECRETARIAT**  
MINISTRY OF FEDERAL EDUCATION AND  
PROFESSIONAL TRAINING, ISLAMABAD  
GOVERNMENT OF PAKISTAN



## Ministry of Federal Education and Professional Training

### NATIONAL CURRICULUM COUNCIL

#### Certification

Date: 06-11-23

We, the members of the Committee on Religious Education and Reviewers (Christianity), hereby certify that the curriculum on Religious Education (Grade 1 to 12) has been thoroughly reviewed by us. The final review was conducted on 06-11-23 in line with the key considerations of the National Curriculum of Pakistan an important aspect of which is the Constitution of Pakistan.

We are pleased to acknowledge and confirm that this curriculum on Religious Education for grade 1 to 12 is of satisfactory quality and duly aligned to the philosophy of National Curriculum of Pakistan. This curriculum is ready for approval by the competent authority.

We would also like to express our gratitude for the compliance and dedication shown by the team at NCC Secretariat during the development process to ensure that the curriculum is brought at par with the defined standards.

#### Committee Members:

1. Signature: \_\_\_\_\_

Name: Anthony James Paul

2. Signature: \_\_\_\_\_

Name: Emmanuel Akro

3. Signature: \_\_\_\_\_

Name: ASHER JAVAD

4. Signature: \_\_\_\_\_

Name: Simon Robin

5. Signature: Fozia Columbus

Name: Major Fozia Columbus

6. Signature: \_\_\_\_\_

Name: Mrs. Tehmina Begam Bhatti

7. Signature: \_\_\_\_\_

Name: Major Lubna Iqbal

8. Signature: \_\_\_\_\_

Name: Michael Ashfaq Masih

9. Signature: Shabana

Name: Mrs Shabana Saeed

10. Signature: \_\_\_\_\_

## Christianity Progression Grid (Grades 1-12)

### Domain A: BELIEF

**Standard:** By investigating from the Holy Bible, learners will be able to recognize and describe their faith, and demonstrate the practices within religious circles and society.

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
<b>Benchmark:</b> By the end of Grade 3, students are expected to: <ul style="list-style-type: none"><li>Define and describe the foundations of the Christian faith and the fundamental beliefs.</li><li>Describe their faith in God, the Father Almighty, Creator of Heaven and earth.</li><li>Identify and describe that Lord Jesus Christ is the Saviour of the world.</li><li>Explain why the stories of Abraham and Jonah are relevant for their lives today.</li><li>Explain the meaning of the words of Virgin Mary’s Magnificat and feel inspired to praise God for the gifts in their lives with their own Magnificat.</li><li>Explore and explain the Holy Bible, how it came to be, and its importance.</li></ul>			<b>Benchmark:</b> By the end of Grade 5, students are expected to: <ul style="list-style-type: none"><li>Comprehend and Express the knowledge of the Old Testament which is the foundation for the Christian faith.</li><li>Comprehend and describe that the promises of God in the Old testament find its fulfillment in the New Testament.</li><li>Express the significance of Christian Festivals (Advent, Christmas, Epiphany, Lent including Holy Week, Easter, Ascension, Pentecost)</li><li>Describe the life and teachings of Lord Jesus Christ and His Disciples.</li><li>Explore the Holy Bible as the written word of God.</li><li>Recite and explain various Psalms.</li></ul>		<b>Benchmark:</b> By the end of Grade 8, students are expected to: <ul style="list-style-type: none"><li>Examine and explain that God Created everything and He created man in His image.</li><li>Analyze and describe that Adam and Eve introduced sin into the world by disobeying God. Identify and explain that the world was originally perfect.</li><li>Describe and discuss God’s promise to send a Savior.</li><li>Explain and evaluate that sin often has earthly consequences, which hurt us and/or others and bring destruction.</li><li>Elaborate how God’s law reveals His holiness and love.</li><li>Define the concepts of “sin” and “purity.”</li><li>Demonstrate how God shows grace to sinners.</li></ul>		
Student Learning Outcomes							
Students will be able to...							
[SLO: RE/C-01-A-01] Examine core beliefs of the Christian faith, while also expressing love	[SLO: RE/C-02-A-01] Recognize Jesus as Savior and “Light of the World”, while	[SLO: RE/C-03-A-01] Compare the attributes of God’s sovereignty and	[SLO: RE/C-04-A-01] Identify the importance of Adam and Eve and determine	[SLO: RE/C-05-A-01] Describe important teachings of the Holy Bible.	[SLO: RE/C-06-A-01] Comprehend that God is the only Creator, and explain all	[SLO: RE/C-07-A-01] Determine the reasons for God giving His law to humanity,	[SLO: RE/C-08-A-01] Identify and describe the various ways



and devotion for God the Creator by reciting the 23 <sup>rd</sup> Psalm of David.	also describing his two greatest commandments.	providence and praise God by memorizing the 100 <sup>th</sup> Psalm of David.	why their sons were so different in their attitudes.	[SLO: RE/C-05-A-02] Memorize and recite Psalm 91.	that God did during His seven-day work week.	and cultivate a desire to obey God's law and teach others to do so.	that God responds to the sinfulness of humanity.
[SLO: RE/C-01-A-02] Identify key components and themes of the Lord's prayer, and recite this prayer to their family.	[SLO: RE/C-02-A-02] Determine the relevancy of the Holy Bible to Christian faith, and list major Biblical sections and themes.	[SLO: RE/C-03-A-02] Examine the importance of Christmas for all Christians, while connecting Christmas to following Jesus.	[SLO: RE/C-04-A-02] Describe the role of scribes in the history of Biblical transmission, and summarize why the New Testament exists.	[SLO: RE/C-05-A-03] Identify those in the New Testament who were closest to Jesus and describe the value of discipleship.	[SLO: RE/C-06-A-02] Determine the meaning of "image" as it relates to humanity and connect this theme to God as Creator.	[SLO: RE/C-07-A-02] Explain the results of knowing God's law, and formulate a clear explanation for why humanity needs a Savior.	[SLO: RE/C-08-02] Describe God's hatred for sin and provide a reasoned defense for why God responds to sin as He does.
[SLO: RE/C-01-A-03] Comprehend the promises that God made to Abraham, and provide a simple explanation for the concept of "covenant."	[SLO: RE/C-02-A-03] Observe the response of Jonah to God's command and value the grace that God showed to Nineveh despite Jonah's attitude.	[SLO: RE/C-03-A-03] Appraise Mary's importance to the New Testament story, while articulating the context and significance of her Magnificat.	[SLO: RE/C-04-A-03] Recognize from the life of Jesus Christ why prayer is important, and show the logical flow of his Beatitudes.	[SLO: RE/C-05-A-03] Recall the role and significance of Deborah in the Old Testament and Mary in the New Testament.	[SLO: RE/C-06-A-03] Examine God's motivations for having a relationship with humans, and therefore their motivation for having a relationship with God and with others.	[SLO: RE/C-07-A-03] Analyze the promises of God in the Old Testament regarding salvation, and confidently testify to His covenant faithfulness.	[SLO: RE/C-08-A-03] Analyze and describe the necessity of a promised Anointed One and articulate the relevance of the Messiah for God's chosen people in both the Old and New Testaments.
Grade 9		Grade 10		Grade 11-12			

<b>Benchmarks:</b> By the end of Grade 10, students are expected to: <ul style="list-style-type: none"> <li>Describe the history of Israel, from the conquest of Canaan to the Babylonian exile.</li> <li>Explain that prophecy reveals the attributes of God's sovereignty and faithfulness.</li> <li>Demonstrate the wisdom of God from the writings of King Solomon.</li> <li>Articulate the historical significance of the intertestamental period.</li> <li>Categorize and distinguish the angelic realm.</li> </ul>	<b>Benchmarks:</b> By the end of Grade 12, students are expected to: <ul style="list-style-type: none"> <li>Articulate the concept of the Holy Trinity, and its significance in Christian belief.</li> <li>Explain the relationship among the Father, the Son and the Holy Spirit.</li> </ul>
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Student Learning Outcomes		
Students will be able to...		
[SLO: RE/C-09-A-01]  Observe the spiritual trajectory of Israel from Joshua until Zedekiah, and make salient points of application for their own lives.	[SLO: RE/C-10-A-01]  Illustrate God's attribute of faithfulness in prophecy, and express appreciation for this attribute through the lives of Ruth and Ezra.	[SLO: RE/C-11 -A-01]  Articulate the concept of the Holy Trinity, and its significance in Christian belief with at least three references from the Holy Bible.
[SLO: RE/C-09-A-02]  Explain the function of prophecy in the Old Testament and demonstrate God's attribute of sovereignty through this genre.	[SLO: RE/C-10-A-02]  Summarize important moments from the intertestamental period, and create a contextual bridge that helps make sense of the 1 <sup>st</sup> Century world.	[SLO: RE/C-11 -A-02]  Explain the historical context in which the doctrine of the Holy Trinity was formulated with reference to the ecumenical councils.
[SLO: RE/C-09-A-03]  Evaluate the inclusion of King Solomon's writings in the Old Testament, and expand the capacity for worship for all believers.	[SLO: RE/C-10-A-03]  Differentiate between angelic host, and develop a Biblically-based plan for how Christians can engage in spiritual warfare.	[SLO: RE/C-11-A-03]  Articulate how the three persons of the Holy Trinity are distinct yet one in essence.

## Domain B: LIFE OF LORD JESUS CHRIST

**Standard:** By recognizing and evaluating different aspects of the life of the Lord Jesus Christ, learners will be able to analyze and explain the life and prophetic ministry of Jesus Christ, while demonstrating the impact of His teachings in their own life.

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
<b>Benchmark:</b> By the end of Grade 3, students are expected to: <ul style="list-style-type: none"><li>Explain and summarize the events of Jesus’ birth as narrated in the Gospels.</li><li>Express and explain that Jesus loves children.</li><li>Describe and explain that Lord Jesus Christ can raise the dead.</li><li>Explain that Jesus Christ can heal people and control the weather.</li><li>Recall and paraphrase various parables.</li></ul>			<b>Benchmark:</b> By the end of Grade 5, students are expected to: <ul style="list-style-type: none"><li>Analyze the truth that Jesus Christ has authority over physical and spiritual life.</li><li>Recall and paraphrase various parables.</li><li>Describe and explain the miracles of Jesus, i.e. His authority over nature, and the teachings and works of Jesus.</li><li>Record and explain different types of miracles.</li></ul>		<b>Benchmark:</b> By the end of Grade 8, students are expected to: <ul style="list-style-type: none"><li>Describe how Jesus began his ministry in Galilee.</li><li>Elaborate on how Jesus fulfilled his role as “teacher”.</li><li>Discuss the significance of Jesus’ miracles.</li><li>Demonstrate Jesus’ love for the marginalized and oppressed.</li></ul>		
Student Learning Outcomes							
Students will be able to...							
[SLO: RE/C-01-B-01] Recognize important prophecies about the birth of Jesus Christ,	[SLO: RE/C-02-B-01] Identify key aspects of parables, and explain the reason for parables.	[SLO: RE/C-03-B-01] Infer the centurion’s motivation for coming to Jesus Christ and	[SLO: RE/C-04-B-01] Explain the parable of the sower and what the soils are meant to represent.	[SLO: RE/C-05-B-01] Recognize the economic situation of the widow who lost her son, and	[SLO: RE/C-06-B-01] Identify the important emphases in Jesus’ Sermon on the Mount and recall both	[SLO: RE/C-07-B-01] Infer the reasons for hostility between the Pharisees and Jesus, and contrast their	[SLO: RE/C-08-B-01] Articulate the reason for Jesus needing to be baptized, and cultivate an appreciation for

and describe what angels said to the shepherds and how the shepherds responded.		explain Jesus' amazement.	[SLO: RE/C-04-B-02]  Examine the story of Jesus feeding the 5,000. Identify the source of his power.	elaborate on why great fear seized the crowd after Jesus' miracle.	the order and meaning of his Beatitudes.	response with the response that Jesus actually desires.	the role of Father and Spirit in his baptism story.
[SLO: RE/C-01-B-02]  Recall and describe that Jesus loved little children, through different stories such as; Jesus served the family of Jairus and other stories.	[SLO: RE/C-02-B-02]  Examine the main theme in Jesus' parable about the mustard seed.	[SLO: RE/C-03-B-02]  Report the method used by the paralytic's friends to get him into Jesus' presence, and note how Jesus responds.	[SLO: RE/C-04-B-03]  Summarize the parable of the Good Shepherd, and discuss the main point of the story as it relates to their faith in Jesus.	[SLO: RE/C-05-B-02]  Explain the significance of one leper being a Samaritan, and describe Luke's theological message in this story.	[SLO: RE/C-06-B-02]  Summarize Jesus' parable of the wise and foolish builder and make direct application for all Christians in Pakistan.	[SLO: RE/C-07-B-02]  Summarize Jesus' parable of the unmerciful servant, and list reasons that Jesus was such an effective teacher.	[SLO: RE/C-08-B-02]  Describe Satan's specific yet failed temptations of Jesus, while also elucidating the value of Jesus' example for Christians today.
[SLO: RE/C-01-B-03]  Recognize the role of faith in Jesus' interaction with the blind beggar, and recall what the beggar was shouting.	[SLO: RE/C-02-B-03]  Comprehend that Jesus had the power to calm a storm and heal a man who was blind from birth.	[SLO: RE/C-03-B-03]  Explain that Jesus Christ was the ideal personality.	[SLO: RE/C-04-B-04]  Identify the context of Jesus' parable of the Good Samaritan, and elaborate upon his main points.	[SLO: RE/C-05-B-03]  Recall the audience that Jesus told his parable of the Prodigal Son to, and identify who the main characters are meant to represent.	[SLO: RE/C-06-B-03]  Observe Jesus' attitude towards the oppressed, and represent his example to the marginalized communities whom they regularly encounter in Pakistani life.	[SLO: RE/C-07-B-03]  Describe Jesus' interactions with women throughout his ministry, and write a proposal for Pakistani society to follow Jesus' example.	[SLO: RE/C-08-B-03]  Examine both the human and theological magnitude of Jesus' miracles in Galilee, and express these reflections to others



Grade 9	Grade 10	Grade 11- 12
<b>Benchmarks:</b> By the end of Grade 10, students are expected to: <ul style="list-style-type: none"> <li>Describe how Jesus Christ is one person within the Triune God.</li> <li>Learn that God is three Divine persons: Father, Son, and Holy Spirit.</li> <li>Define and analyze “Messiah” as a Biblical concept.</li> <li>Discuss the necessity of salvation as it relates to Jesus.</li> </ul>		<ul style="list-style-type: none"> <li>Articulate key events and teachings from the early life and ministry of Lord Jesus Christ, including His birth, baptism, and early miracles, and their significance in Christian belief.</li> <li>Analyze and interpret a selection of Jesus’ parables and teaching, emphasizing their themes, message, and impact on Christian life.</li> <li>investigate the miracles attributed to Lord Jesus as recorded in the New Testament, evaluating their theological significance and their role in establishing Jesus’s divinity and mission.</li> <li>Examine the events leading up to the crucifixion of Jesus, His death, resurrection and ascension.</li> <li>Evaluate the impact of Jesus’ life and teaching on the formation of early Christian community, and its enduring influence on Christian doctrine and practice</li> </ul>
Student Learning Outcomes		
By independently using their learning, students will be able to...		
[SLO: RE/C-09-B-01] Identify ways that Jesus revealed the Father, and articulate which attributes of God can be discerned from the life and ministry of Jesus.	[SLO: RE/C-10-B-01] Expound upon the active obedience of Jesus and relate how this unsung theme is crucial for properly understanding Jesus as Savior.	[SLO: RE/C-11-B-01] Articulate the historical and prophetic context surrounding the birth of Lord Jesus Christ.
[SLO: RE/C-09-B-02] Illustrate Jesus’ wisdom in his communication with his disciples, and relate this wisdom to all of Jesus’ disciples today.	[SLO: RE/C-10-B-02] Summarize the passion narratives found in Matthew, Mark and Luke, and cogently defend the claim that Jesus was a willing participant.	[SLO: RE/C-11-B-02] Explore the miracles of Lord Jesus Christ by evaluating the theological significance and role in establishing His mission of divinity.
[SLO: RE/C-09-B-03] Demonstrate from both the Old and New Testament that Jesus was the long-awaited Messiah, and incorporate key interpretive clues for those also desiring to learn this.	[SLO: RE/C-10-B-03] Argue for the reality and necessity of Jesus’ resurrection, while also expressing a Biblical understanding of the afterlife.	[SLO: RE/C-11-B-03] Identify key events and figures associated with Jesus’s baptism and temptations, and be able to explain their implications in the context of Christian beliefs. (Temptations i.e. In the wilderness and in garden of Gethsemane)

		<p>[SLO: RE/C-11-B-04]</p> <p>Articulate the events of the Holy Week, leading to the Crucifixion, Death, Resurrection and Ascension of Lord Jesus Christ.</p>
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### Domain C: CHRISTIAN VALUES

**Standard:** Learners will be able to identify and demonstrate Christian values derived from the teachings of Jesus Christ about human relationships with God and others.

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
<b>Benchmark:</b> By the end of Grade 3, students are expected to: <ul style="list-style-type: none"><li>● Comprehend and express the values of love, peace and truthfulness.</li><li>● Adapt and demonstrate peacemaking as taught by Jesus.</li><li>● Define and explain “integrity” as a virtue practiced before God.</li><li>● Explain and demonstrate in society according to the Biblical values of kindness, patience and honesty.</li><li>● Appraise and apply Jesus Christ’s example by forgiving those who harm us.</li></ul>			<b>Benchmark:</b> By the end of Grade 5, students are expected to: <ul style="list-style-type: none"><li>● Analyze and describe dignity and respect in all social interactions.</li><li>● Recognize, value &amp; demonstrate the acceptance of different opinions and perspectives.</li><li>● Demonstrate leadership qualities for the betterment of their society.</li></ul>		<b>Benchmark:</b> By the end of Grade 8, students are expected to: <ul style="list-style-type: none"><li>● Define various Christian values.</li><li>● Use examples of Biblical figures to illustrate these values.</li><li>● Express and practice loving and obeying God every day.</li></ul>		
Student Learning Outcomes							
Students will be able to...							

[SLO: RE/C-01-C-01]	[SLO: RE/C-02-C-01]	[SLO: RE/C-03-C-01]	[SLO: RE/C-04-C-01]	[SLO: RE/C-05-C-01]	[SLO: RE/C-06-C-01]	[SLO: RE/C-07-C-01]	[SLO: RE/C-08-C-01]
Distinguish who the various recipients of their love should be, and articulate why giving love is commanded by God.	Observe that kindness is distinct from love and give examples of how they can be kind to opponents.	Identify examples of when patience was shown to them, and discuss the negative impact of withholding patience.	Recall a definition of “respect” while comparing and contrasting respect as shown in the Holy Bible and as shown in Pakistan.	Recall the benefits of having patience, and describe practical ways to become a more patient person.	Explain “humility” as the preeminent value, and help others to discover the connection between “humility” and Jesus’ Sermon on the Mount.	Illustrate the connection between “integrity” and “humility” while modeling the life of an integrity-filled person.	Assess God’s character in the Holy Bible as it pertains to “trust”, and demonstrate that Abraham is a great example of this virtue.
[SLO: RE/C-01-C-02]	[SLO: RE/C-02-C-02]	[SLO: RE/C-03-C-02]	[SLO: RE/C-04-C-02]	[SLO: RE/C-05-C-02]	[SLO: RE/C-06-C-02]	[SLO: RE/C-07-C-02]	[SLO: RE/C-08-C-02]
Give a definition for “peace” and explain that it is possible to have peace with God and with others.	Identify those in their lives whom they can thank, and articulate the reason that God approve of a thankful heart.	Illustrate forgiveness	Identify the difference	Differentiate between	Demonstrate that “gratitude”	Describe “goodness” as an indispensable	Identify “love” as the explanation for
		from the life of Jesus Christ and restate what will happen if they do not forgive others.	between “respect” and “dignity”, and illustrate dignity in the life and ministry of Jesus Christ.	“acceptance” and “approval” and discuss how Christians can accept all people no matter their opinions.	naturally flows from the virtue of “humility”, and practice having a thankful attitude in their home with family.	fruit of the Spirit, and practice showing this value to individuals who are difficult to tolerate.	all life and salvation, while summarizing and practicing the two greatest commandments.

[SLO: RE/C-01-C-03]	[SLO: RE/C-02-C-03]	[SLO: RE/C-03-C-03]	[SLO: RE/C-04-C-03]	[SLO: RE/C-05-C-03]	[SLO: RE/C-06-C-02]	[SLO: RE/C-07-C-03]	[SLO: RE/C-08-C-03]
Define “truthfulness” as an essential characteristic of God, and demonstrate from the Holy Bible that truthfulness is important.		Differentiate between “honest” and “trustworthy” and enumerate the benefits of being an honest person.	Define “caring” as distinct form “Kindness” and plan how they will care for others who are in need.	Identify leadership qualities by appealing to excellent leaders in the Holy Bible, and recall the harm that can result from poor leadership.	Evaluate the respect shown by Jesus in various societal interactions, and exhibit respect to those who are in positions of authority.	Illustrate the connection between “charity” and “respect”, while memorizing and practicing the charity principle found in the Didache.	Analyze and evaluate the necessity of obedience in the Christian life, and elaborate upon two important commands of Jesus which his followers must always obey.
Grade 9		Grade 10		Grade 11- 12			
<b>Benchmarks:</b> By the end of Grade 10, students are expected to: <ul style="list-style-type: none"><li>● Illustrate and demonstrate the Traits of Christian Personality.</li><li>● Comprehend and develop Christian Conscience and distinguish between communicable and incommunicable attributes.</li><li>● Continue using examples of Biblical figures as illustrations.</li><li>● Define “courage” and “wisdom”, and clarify their interdependence.</li><li>● Explain the importance of demonstrating “forgiveness” and “compassion” in difficult situations.</li></ul>				<b>Benchmarks:</b> By the end of Grade 12, students are expected to: <ul style="list-style-type: none"><li>● Articulate how Christian values are the manifestation of the work of the Holy Spirit, and discuss their significance in the practice and understanding of the Christian faith.</li><li>● Demonstrate the ability to accurately reference scripture to support their understanding of Christian values such as love, forgiveness, and service</li><li>● Interpret parables and teachings of Jesus Christ that pertain to human relationship with God and one another.</li></ul>			
Student Learning Outcomes							
Students will be able to...							

<p>[SLO: RE/C-09-C-01]</p> <p>Define “gentleness” as a fruit of the Spirit and practically enunciate that this virtue can be applied to various situations.</p>	<p>[SLO: RE/C-10-C-01]</p> <p>Infer how “patience” and “self-control” depend upon one another, and put forth Peter as a counterexample to learn from.</p>	<p>[SLO: RE/C-11-C-01]</p> <p>Identify and discuss the fruit of the Holy Spirit, as delineated in Galatians 5:22-23, and provide concrete examples how these fruits can manifest in daily life and personal conduct</p>
<p>[SLO: RE/C-09-C-02]</p> <p>Ground the virtue of “forgiveness” in God’s actions towards sinners, and identify Jesus as the greatest human example of “forgiveness.”</p>	<p>[SLO: RE/C-10-C-02]</p> <p>Contrast “forgiveness” and “compassion” according to the Holy Bible, while explaining that both must be demonstrated together,</p>	<p>[SLO: RE/C-11-C-02]</p> <p>Locate and reference specific Biblical passages that discuss the Christian values of respect, care, obedience, honesty, service and gentleness.</p>
<p>[SLO: RE/C-09-C-03]</p> <p>Identify and explain God’s attributes as revealed in the Holy Bible, and seek to model these attributes in their own life.</p>	<p>[SLO: RE/C-10-C-03]</p> <p>Explain “courage” as a virtue modeled in David the shepherd, and argue for the interdependence of “courage” and “wisdom” in the Christian life.</p>	<p>[SLO: RE/C-11-C-03]</p> <p>Recall the beatitudes and describe the reason for the inclusion of “peacemaking”, in the teachings of Lord Jesus Christ on his promised reward.</p>

## Domain D: SOURCES OF INSPIRATION

**Standard:** By studying the Holy Bible and Church History learners will be able to describe and demonstrate knowledge of Christian Heroes and follow the example of their life and explain the lives of inspirational Christian figures while seeking to follow their example.

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
<b>Benchmark:</b> By the end of Grade 3, students are expected to: <ul style="list-style-type: none"><li>Identify and describe how God is love, and this love is experienced in people and in the world around us</li><li>Define, appraise and demonstrate compassion and care to the sick.</li><li>Describe and demonstrate Christian values, value and explore the example of Christian heroes.</li></ul>			<b>Benchmark:</b> By the end of Grade 5, students are expected to: <ul style="list-style-type: none"><li>Describe and demonstrate Jesus Christ as His disciples follow Him.</li><li>Explain about the faith of His disciples.</li><li>Explain the importance of showing love to all people.</li><li>Demonstrate the Christian faith by selflessly serving others.</li></ul>		<b>Benchmark:</b> By the end of Grade 8, students are expected to: <ul style="list-style-type: none"><li>Identify admirable values and traits in these individuals.</li><li>Explore the significance of these figures in the Old Testament and History of Pakistan.</li><li>Develop a practical plan for following the example of these heroes.</li></ul>		
Student Learning Outcomes							
Students will be able to...							
[SLO: RE/C-01-D-01]  Recall key facts about the lives of Dr. Imam Din Shahbaz and Dr. Ruth Pfau, while also articulating the ways that they blessed Pakistan.	[SLO: RE/C-02-D-01]  Recall key facts about the lives of Mother Teresa and S.P. Singha and explain that these individuals are Christian heroes.	[SLO: RE/C-03-D-01]  Examine the failures of Peter and Paul, and discuss why their examples remain so visible in the New Testament.	[SLO: RE/C-04-D-01]  Examine the historical context of Jeremiah, and explain the major themes in his prophecies.	[SLO: RE/C-05-D-01]  Recognize the message given to Samuel by God when he was only a young boy, and evaluate Samuel as a leader compared to Eli.	[SLO: RE/C-06-D-01]  Determine from Noah’s portrayal in Genesis the reason for his being deemed righteous, and specify the attributes of Noah that they wish to follow.	[SLO: RE/C-07-D-01]  Compare and contrast Moses to Joshua, and create a list of leadership qualities that can be learned from both men.	[SLO: RE/C-08-D-01]  Assess that the faults of Rahab and David still allowed them to be inspirational, and formulate an explanation of Rahab’s importance in the Holy Bible.



[SLO: RE/C-01-D-02] Identify how these individuals can serve as role models, and note key life- lessons.	[SLO: RE/C-02-D-02] Describe personal inspiration points from Mother Teresa and S.P. Singha and write a prayer of thanks to God for these two remarkable people.	[SLO: RE/C-03-D-02] Articulate the contribution of both men to the history of Jesus' church, and relate these important facts to others.	[SLO: RE/C-04-D-02] Recognize the advice given to Jacob by his mother and paraphrase Isaac's response to Jacob after discovering the deception.	[SLO: RE/C-05-D-02] Explain the incredible nature of Ruth's speech to Naomi, and restate the importance of Ruth to the story of Jesus.	[SLO: RE/C-06-D-02] Analyze and describe the feature of "humility" in the Holy Bible, and describe inspiration which arises from various examples.	[SLO: RE/C-07-D-02] Expound upon the significance of Deborah in the book of Judges, and articulate the ways that Deborah inspires Christian Pakistani women.	[SLO: RE/C-08-D-02] Identify Hannah as a woman of faith, and follow her example as a woman of devotion.
		[SLO: RE/C-03-D-03] Describe the ways that Peter and Paul can serve as role models for all Christians, and apply these life lessons to their daily faith-walk.	[SLO: RE/C-04-D-03] Evaluate the character and impact of Jeremiah and Jacob and describe to their parents why these two Old Testament men are indeed sources of inspiration.	[SLO: RE/C-05-D-03] Recognize the significance of the promise God made to David in 2 Samuel chapter 7, and investigate the meaning of David being a man "after God's own heart."	[SLO: RE/C-06-D-03] Chronicle the ministry of Sadhu Sundar Singh and explain to other Pakistani believers the significance of S.S. Singh as a Christian hero in the subcontinent.	[SLO: RE/C-07-D-03] Investigate the life of P.D. Raphael and value his example as a role model for all Pakistani Christians.	[SLO: RE/C-08-D-03] Recall the services of Justice A.R. Cornelius towards Pakistan, and describe how they will honor his example in their own life as a true patriot.
Grade 9		Grade 10		Grade 11-12			



<b>Benchmarks:</b> By the end of Grade 10, students are expected to: <ul style="list-style-type: none"> <li>Continue identifying values and traits in these individuals.</li> <li>Extrapolate the importance of Jeremiah, Esther and Daniel within their historical context.</li> <li>Discuss “martyrdom” as a Christian value by studying the lives of Paul and Shahbaz Bhatti.</li> <li>Estimate the role of faith as a sustaining power.</li> </ul>		<b>Benchmarks:</b> By the end of Grade 12, students are expected to: <ul style="list-style-type: none"> <li>Explore the life and martyrdom of St. Stephen as depicted in the Acts of the Apostles, analyze the significance of his testimony, and reflect on the application of his faith and witness in their own lives.</li> <li>Delve into the life of St. Augustine, examining his journey from a life of secular ambitions and manifold searches to his profound conversion and subsequent impact as a theologian and Church Father.</li> <li>Explore theological contributions and literary works of Dr. Frank Khair-Ullah and Allama Paul Earnest, analyzing their impact on Christian thought and education within the local context.</li> </ul>
<b>Student Learning Outcomes</b>		
<b>Students will be able to...</b>		
[SLO: RE/C-09-D-01] Consider the life of Jeremiah through the lens of “perseverance” and note his reason for persevering that inspires Christians.	[SLO: RE/C-10-D-01] Relate Paul’s life after the Damascus Road, and discuss practical applications of “faith” and “courage” as were modeled in his ministry.	[SLO: RE/C-11-D-01] Recount the story of Saint Stephen, the first Christian martyr, identifying key events and theological themes in the narrative.
[SLO: RE/C-09-D-02] Compare the lives of Daniel and Esther during the exile, and describe qualities in their lives that are commendable.	[SLO: RE/C-10-D-02] Clarify the importance of Elizabeth and John regarding the New Testament narrative, and draw out “faith” as an example.	[SLO: RE/C-11-D-02] Explore the bibliographical backgrounds of Dr. Frank Khair -Ullah and Allama Paul Ernset, placing them with in to context of Pakistani society and boarder Christian community.
[SLO: RE/C-09-D-03] Summarize and articulate the life and contribution of Clement Shahbaz Bhatti in Pakistan for Christians.	[SLO: RE/C-10-D-03] Summarize the life and contribution of Bakht Singh in South Asia, and elaborate upon the value of “obedience” as evidenced in his life.	[SLO: RE/C-11-D-03] Describe the historical context of St. Augustine’s early life, including the cultural and religious milieu of the Roman Empire that influenced his secular ambitions and spiritual quests.
[SLO: RE/C-09-D-04] Describe the passion of Iqbal Masih and articulate the necessity of his example for modern Pakistani society.	[SLO: RE/C-10-D-04] Demonstrate that Akash Bashir was a faithful servant of God, and explain to other believers his courage and love for the church.	

## Domain E: THE HOLY BIBLE

**Standard:** In studying the Holy Bible, learners will be able to describe and discuss that the Bible is the Word of God, that guides us in the right direction of life.

Grade 6	Grade 7	Grade 8
<b>Benchmark:</b> By the end of Grade 8, students are expected to: <ul style="list-style-type: none"> <li>Identify basic literary characteristics of the Holy Bible.</li> <li>Justify and apply the ultimate authority of the Holy Bible</li> <li>Summarize major themes present throughout the Holy Bible and show where these themes are located.</li> </ul>		
<b>Student Learning Outcomes</b>		
<b>Students will be able to...</b>		
[SLO: RE/C-06-E-01] Differentiate between the human authors of the Holy Bible, and relate the Divine author with our posture towards the entirety of the Holy Bible.	[SLO: RE/C-07-E-01] Connect the attribute of “authority” to the Divine author of the Holy Bible, and list various ways to submit to this authority.	[SLO: RE/C-08-E-01] Assess major themes that are woven throughout the Holy Bible, and helpfully demonstrate these themes to a new learner.
[SLO: RE/C-06-E-02] Identify the languages that the Holy Bible was written in, and make an inference about God’s desires in giving humans His revelation.	[SLO: RE/C-07-E-02] Distinguish genres in the Old and New Testament, and clearly communicate a key aspect of every genre that would be helpful to other students.	[SLO: RE/C-08-E-02] Assess major divisions of the Old and New Testament by date, genre and theme, while also valuing God’s compilation of His words.
[SLO: RE/C-06-E-03] Comprehend the ultimate purpose in God giving the Holy Bible to humanity, and succinctly explain this purpose to anyone desirous to learn.	[SLO: RE/C-07-E-03] Defend the attribute of “clarity” against the charge of vagueness, and expound upon the purpose of God and Biblical comprehension.	[SLO: RE/C-08-E-03] Distinguish one major theme in each major division from SLO 2, and investigate deeper insights into the complexity of the Biblical story.

Grade 9	Grade 10	Grade 11 - 12
<b>Benchmarks:</b> By the end of Grade 10, students are expected to: <ul style="list-style-type: none"> <li>Explore and describe the panorama of the Old Testament, and survey the variety of books found in the Old Testament.</li> <li>Record and explain the interwoven themes, the background of familiar characters, and God's overall plan of salvation.</li> <li>Define and describe the interconnectedness of "inspiration" and "inerrancy."</li> <li>Defend the attribute of "inerrancy" against common charges made by atheists.</li> <li>Demonstrate the ability to properly interpret the Holy Bible according to genre and context.</li> <li>Teach the Holy Bible with interpretation to any age demographic.</li> </ul>		<b>Benchmarks:</b> By the end of Grade 12, students are expected to: <ul style="list-style-type: none"> <li>Explain that the Holy Bible was written over approximately 1600 years by more than 40 different authors from various backgrounds, including shepherds, prophets, historians, and kings.</li> <li>Explain that the Holy Bible was written over approximately 1600 years by more than 40 different authors from various backgrounds, including shepherds, prophets, historians, and kings.</li> <li>High light that the original texts were written in Hebrew, Aramaic and Greek.</li> <li>Explore how Christians believe the Holy Bible holds authority as a guide for faith and practice, and useful for teaching, rebuking, correcting, and training in righteousness.</li> </ul>
Student Learning Outcomes		
Students will be able to...		
[SLO: RE/C-09-E-01] Identify types of Biblical inspiration, while also creating awareness for other believers about the Holy Bible as God's words.	[SLO: RE/C-10-E-01] Relate "inspiration" to "interpretation", while demonstrating a growing conviction to handle the text with care and precision.	[SLO: RE/C-11-E-01] Identify the Holy Bible as a special book where Christians believe God's Word in human language.
[SLO: RE/C-09-E-02] Demonstrate interconnectedness between "inspiration" and "inerrancy", and draw a necessary correlation to God's nature.	[SLO: RE/C-10-E-02] Comprehend sound interpretive principles, and skillfully interpret verses from various genres and sections of the Holy Bible.	[SLO: RE/C-11-E-02] Recognize the Holy Bible is a collection of books written across generations.
[SLO: RE/C-09-E-03] Identify and respond to common objections made against the credibility of the Holy Bible by nonbelievers, while also demonstrating the ability to positively advocate for the Holy Bible's authenticity and reliability.	[SLO: RE/C-10-E-03] Estimate the soundness and practicality of various Biblical teaching methods, and explain the practicality and accuracy of the Holy Bible to others.	[SLO: RE/C-11-E-03] Identify the primary languages Hebrew, Aramaic, and Greek in which the original text of the Holy Bible was written.

## Domain F: CHURCH HISTORY

**Standard:** By studying Acts of the Apostles, the valuable history of the early Church, and Church History, learners will be able to define and explain the necessity of staying connected to the historical Christian faith, while demonstrating this importance in their own life.

Grade 6	Grade 7	Grade 8
<b>Benchmark:</b> By the end of Grade 8, students are expected to: <ul style="list-style-type: none"> <li>Explain the significance of Pentecost and St. Peter's subsequent sermon.</li> <li>Distinguish the major purpose and themes of the book of Acts of the Apostles.</li> <li>Summarize the life of St. Thomas and his ministry in South Asia, as well as the lives of other Apostles, following the Ascension of Lord Jesus Christ.</li> </ul>		
<b>Student Learning Outcomes</b>		
<b>Students will be able to...</b>		
[SLO: RE/C-06-F-01] Describe the expectation of Pentecost from St. John's Gospel, and explain to others that this one event in Acts 2, changed the world forever.	[SLO: RE/C-07-F-01] Connect Pentecost to the following six chapters in Acts of the Apostles, and seek to model the courage of Jesus' early disciples.	[SLO: RE/C-08-F-01] Describe the contribution of St. Thomas to the story of Jesus in the New Testament, and articulate lessons that all Christians can benefit from.
[SLO: RE/C-06-F-02] Identify key themes and emphases in St. Peter's Pentecost sermon, and designate the significance of this sermon for the worldwide church today.	[SLO: RE/C-07-F-02] Comprehend the three journeys of St. Paul according to location and result, and describe how the hostile opponents of Christianity suddenly embraced faith.	[SLO: RE/C-08-F-02] Trace the life of St. Thomas following the ascension of Jesus, and help others to value his impact in the subcontinent.
	[SLO: RE/C-07-F-03] Explain various attributes of God from the book of Acts of the Apostles.	[SLO: RE/C-08-F-03] Summarize the later lives of other apostles, and present them as sources of inspiration for the Pakistani church.

Grade 9	Grade 10	Grade 11 - 12
<b>Benchmarks:</b> By the end of Grade 10, students are expected to: <ul style="list-style-type: none"> <li>• Discuss the life history of Apostolic Fathers and to prepare to imbibe the zeal and motivation from their biographies and teachings.</li> <li>• Demonstrate the impact of first persecution of the Church under Roman Empire</li> <li>• Evaluate historical context giving rise to the Council of Nicaea.</li> <li>• Trace the spread of Christianity throughout the Middle Ages.</li> </ul>		<b>Benchmarks:</b> By the end of Grade 12, students are expected to: <ul style="list-style-type: none"> <li>• Identify and describe the geopolitical, social, and religious contexts of the early Church as depicted in the Acts of the Apostles.</li> <li>• Analyze the influence of Jewish and Greco-Roman cultures on the formation and spread of early Christianity.</li> <li>• Describe the roles and contributions of central figures in the Acts of the Apostles.</li> <li>• Explain core theological themes in the Acts of the Apostles, including the work of the Holy Spirit, the concept of the Church as community and the nature of Apostolic mission.</li> </ul>
Student Learning Outcomes		
Students will be able to...		
[SLO: RE/C-09-F-01] State the importance of learning about church history, and explain this understanding to others.	[SLO: RE/C-10-F-01] Describe the essential Christian doctrines that were expressed during the period of the Apostolic Fathers.	[SLO: RE/C-11-F-01] Identify the major geopolitical entities, social structures, and religious dynamics that are presented in the Acts of the Apostles
[SLO: RE/C-09-F-02] Demonstrate their knowledge about the life history of the Apostolic Fathers	[SLO: RE/C-10-F-02] Describe the value of essential Christian doctrines expressed by Apostolic Fathers for subsequent generations.	[SLO: RE/C-11-F-02] Describe how the early Church functioned within the context of the Roman Empire.

<p>[SLO: RE/C-09-F-03]</p> <p>Reproduce an overview of the teachings of Apostolic Fathers and describe how God used them to change the lives of many.</p>	<p>[SLO: RE/C-10-F-03]</p> <p>Evaluate factors giving rise to the Nicaean Council, and articulate this council's extraordinary impact on Christian doctrine.</p>	<p>[SLO: RE/C-11-F-03]</p> <p>Explain the Jewish background that shaped the beliefs and practices of the early Church.</p>
<p>[SLO: RE/C-09-F-04]</p> <p>Describe the results of teachings of Apostolic Fathers for Christianity and discuss lessons for Christians today.</p>	<p>[SLO: RE/C-10-F-04]</p> <p>Explain and discuss the spread of Christianity through the Middle Ages and highlight the struggles faced by the early Christians.</p>	<p>[SLO: RE/C-11-F-04]</p> <p>Demonstrate a comprehensive understanding of the life, teaching, and impact of Saint Paul in Christianity.</p>

National Curriculum of Pakistan  
2022-23

# RELIGIOUS EDUCATION

## SANATAN DHARAM /HINDUISM

GRADES 1-12



NATIONAL CURRICULUM COUNCIL SECRETARIAT  
MINISTRY OF FEDERAL EDUCATION AND  
PROFESSIONAL TRAINING, ISLAMABAD  
GOVERNMENT OF PAKISTAN



Ministry of Federal Education and Professional Training  
NATIONAL CURRICULUM COUNCIL

Certification

Date: 16.10.2023

We, the members of the Committee on Religious Education and Reviewers (Hinduism), hereby certify that the curriculum on Religious Education (Grade 1 to 12) has been thoroughly reviewed by us. The final review was conducted on 16.10.23 in line with the key considerations of the National Curriculum of Pakistan an important aspect of which is the Constitution of Pakistan.

We are pleased to acknowledge and confirm that this curriculum on Religious Education for grade 1 to 12 is of satisfactory quality and duly aligned to the philosophy of National Curriculum of Pakistan. This curriculum is ready for approval by the competent authority.

We would also like to express our gratitude for the compliance and dedication shown by the team at NCC Secretariat during the development process to ensure that the curriculum is brought at par with the defined standards.

Committee Members:

1. Signature: \_\_\_\_\_

Name: ASHOK KUMAR KURDEJA

2. Signature: \_\_\_\_\_

Name: \_\_\_\_\_

3. Signature: \_\_\_\_\_

Name: Ram chand (Arya)

4. Signature: \_\_\_\_\_

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Madhwar

5. Signature: \_\_\_\_\_

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KHATRI.

8. Signature: \_\_\_\_\_

Name: \_\_\_\_\_

9. Signature: \_\_\_\_\_

10. Signature: \_\_\_\_\_

Name: \_\_\_\_\_

Name: \_\_\_\_\_



## قومی نصاب (جماعت اول تا دوازدہم)

### ہندو/سناتن دھرم (HINDU/SANATAN DHARAM)

#### دائرہ کار ( الف ) : عقائد اور عبادات

معیار: ہندو دھرم کے مطابق اپنے عقائد اور عبادات کو سمجھ سکیں اور ان کو اپنی روزمرہ کی زندگی میں عمل میں لا سکیں۔

جماعت اول تا سوم	جماعت چہارم و پنجم	جماعت ششم تا ہشتم	جماعت نہم و دہم
<p>حد تدریج</p> <ul style="list-style-type: none"> <li>* طلبہ لفظ اوم کی پہچان کر سکیں اور پڑھ سکیں اور اوم کا جاپ کر سکیں۔</li> <li>* طلبہ نمستے ادا کرنا سیکھیں اور اس کی اہمیت کو جان سکیں۔</li> <li>* ایشور کی وحدانیت پر یقین کر سکیں۔</li> <li>* گائتری منتر یاد کر کے اس کا درست تلفظ کر سکیں۔</li> <li>* ویدوں کی پراتھنائیں (دعائیں) یاد کر سکیں۔</li> <li>* پانچ مہا یگیوں کے نام بتا سکیں۔</li> <li>* طلبہ یہ جان لیں کہ گھر میں پوجا کیسے کی جائے اور اس کی اہمیت کیا ہے۔</li> <li>* ہندو دھرم کے بنیادی منتر پڑھ سکیں۔</li> </ul>	<p>حد تدریج</p> <ul style="list-style-type: none"> <li>* اوم کو معنی کے ساتھ بیان کر سکیں۔</li> <li>* گائتری منتر کی معنی بیان کر سکیں۔</li> <li>* ستسنگ کے آداب اور اس کی اہمیت کو جان سکیں۔</li> <li>* پانچ مہا یگیہ کی تفصیل بیان کر سکیں۔</li> <li>* بھگوت گیتا کے مخصوص شلوک پڑھ سکیں اور انہیں یاد کر سکیں۔</li> <li>* ویدوں ، رامائن اور بھگوت گیتا کی بنیادی تعلیمات سے واقف ہو سکیں۔</li> </ul>	<p>حد تدریج</p> <ul style="list-style-type: none"> <li>* ورت/اپواس کی اہمیت اور افادیت کو سمجھ کر اپنی عملی زندگی میں اپنا سکیں۔</li> <li>* دھرم کے دس اصول بیان کر سکیں۔</li> <li>* چار آشرم کی تفصیل بیان کر سکیں۔</li> <li>* سولہ سنسکاروں کی تفصیل بیان کر سکیں۔</li> <li>* برہمچریہ آشرم کی تفصیل بیان کر سکیں۔</li> <li>* رامائن کی تعلیمات اور کرداروں کو بیان کر سکیں۔</li> <li>* مخصوص وید منٹروں اور بھگوت گیتا کے شلوکوں کو بامعنی یاد کر سکیں۔</li> </ul>	<p>حد تدریج</p> <ul style="list-style-type: none"> <li>* سناتن دھرم کی تاریخ کا جائزہ لے سکیں۔</li> <li>* چار ویدوں کی تعلیمات سمجھ سکیں۔</li> <li>* بھگوان اوتار کیوں لیتے ہیں اور ان کا تصور بیان کر سکیں۔</li> <li>* زندگی کے چار مقاصد (دھرم، ارتھ، کام، موکش) کو بیان کر سکیں۔</li> <li>* پُتر جنم کے تصور کو بیان کر سکیں۔</li> <li>* کرم ، گیان اور بھگتی یوگ کا تنقیدی جائزہ لے سکیں۔</li> </ul>
حاصلاتِ تعلم			

جماعت اول	جماعت دوم	جماعت سوم	جماعت چہارم	جماعت پنجم	جماعت ششم	جماعت ہفتم	جماعت ہشتم	جماعت نہم	جماعت دہم
[SLO:RE/H-01-A-01] طلبہ اوم لفظ کی پہچان اور تلفظ کر سکیں۔	[SLO:RE/H-02-A-01] گائتری منتر یاد کر کے اس کا تلفظ کر سکیں۔	[SLO:RE/H-03-A-01] طلبہ یہ جان سکیں کہ گھر اور مندر میں پوجا کیسے کی جائے۔	[SLO:RE/H-04-A-01] اوم کو معنی کے ساتھ پڑھ سکیں۔	[SLO:RE/H-05-A-01] بھگوت گیتا کے مخصوص شلوک پڑھ سکیں اور یاد کر سکیں۔	[SLO:RE/H-06-A-01] ورت/اپواس کی اہمیت اور افادیت جان سکیں۔	[SLO:RE/H-07-A-01] برہمجریہ آشرم کی تفصیل بیان کر سکیں۔	[SLO:RE/H-08-A-01] بھگوت گیتا کے مخصوص شلوکوں کو بامعنی یاد کر سکیں۔	[SLO:RE/H-09-A-01] سناتن دھرم کی تعلیمات کیا ہیں اور ہماری زندگی پر ان کے کیا اثرات ہیں ان تعلیمات پر عمل کر کے اپنی زندگی کو کیسے بہتر بنا سکتے ہیں، اس کو تفصیل کے ساتھ سمجھ اور بیان کر سکیں۔	[SLO:RE/H-10-A-01] زندگی کے چار اعلیٰ مقاصد کون سے ہیں، دھرم کیا ہے، کام کیا ہے اور موکش کیا ہے اور ان کا آپس میں تعلق جان سکیں، دھرم کے اصولوں کو جان کر ارتھ، کام اور موکش کیسے حاصل کر سکتے ہیں اور دھرم کے ہماری زندگی پر عملی اثرات کیا ہیں اس کو اچھی طرح سمجھ سکیں۔

[SLO:RE/H-10-A-02]	[SLO:RE/H-09-A-02]	[SLO:RE/H-08-A-02]	[SLO:RE/H-07-A-02]	[SLO:RE/H-06-A-02]	[SLO:RE/H-05-A-02]	[SLO:RE/H-04-A-02]	[SLO:RE/H-03-A-02]	[SLO:RE/H-02-A-02]	[SLO:RE/H-01-A-02]
پُر جنم کے نظریہ کو سمجھیں اور بیان کر سکیں۔	ویدوں کے ایشور کے بارے میں کیا تصورات ہیں، زندگی کو بہتر بنانے اور موکش حاصل کرنے کے لیے ویدوں میں کیا فرمان ہیں، دیگر مخلوقات کے ساتھ ہمیں کیسا برتاؤ کرنا چاہیئے اور کائنات کی تخلیق ویدوں کے تناظر میں سمجھنے اور دیگر سائنسی نظریات کے ساتھ تجزیہ پیش کر سکیں۔	مخصوص سنسکارتوں کی تفصیل بیان کر سکیں۔	رامائن کی تعلیمات اور کرداروں کو بیان کر سکیں۔	دھرم کے دس اصول جان سکیں۔	ویدوں کی بنیادی تعلیمات سے واقف ہو جائیں۔	گائتری منتر کو معنی کے ساتھ پڑھ لیں اور یاد کر لیں۔	یہ جان اور سمجھ سکیں کہ دنیا کی تمام چیزوں بشمول انسان کے خالق ایشور ہیں۔	ویدوں کی پراٹھنائیں یاد کر سکیں۔	طلبہ نمستے کرنا سیکھیں گے اور اس کی اہمیت جان پائیں گے۔
[SLO:RE/H-10-A-03]	[SLO:RE/H-09-A-03]	[SLO:RE/H-08-A-03]	[SLO:RE/H-07-A-03]	[SLO:RE/H-06-A-03]	[SLO:RE/H-05-A-03]	[SLO:RE/H-04-A-03]	[SLO:RE/H-03-A-03]	[SLO:RE/H-02-A-03]	[SLO:RE/H-01-A-03]
کرم، گیان اور بھگتی کے تصور	بھگوان اوتار کیوں لیتے ہیں،		مخصوص وید منتروں		رامائن اور بھگوت گیتا کے		ایشور کی رچناؤں (چاند،	پانچ مہایگیوں کے	

ایشور کی وحدانیت پر یقین کر سکیں۔	نام بتا سکیں۔	سُورج، جانور، پرندوں کے نام بتا سکیں۔	پانچ مہایگیہ کی تفصیل جانیں۔	کرداروں اور تعلیمات کو جان لیں۔	چار آشرموں کی تفصیل بیان کر سکیں۔	کو درست تلفظ کے ساتھ پڑھ سکیں۔	مخصوص وید منتروں کے معنی بتا سکیں۔	اوتار کے موضوع پر وید گیتا اور دیگر شاستروں میں کون سے فرمان ہیں اور مخصوص اوتاروں کے تعلیمات اور کردار و کارناموں پر تجزیاتی رپورٹ بنا سکیں۔	کو خلاصے کے ساتھ بیان کر سکیں اور ان کا اپنی زندگی میں اطلاق کر سکیں۔
جماعت یازدہم /دوازدہم حد تدریج * ہندو سناتن دھرم کے شاستروں اور گرنتھوں کا تعارف اور ان کی فلاسافی کو جان سکیں اور بیان کر سکیں۔ * ہندو سناتن دھرم کی رسومات شادی/وواہ سنسکار اور آخری رسم انتیشٹی سنسکار کے فلسفے اور مقاصد کو سمجھ اور سمجھا سکیں۔ * ہندو دھرم کے چند نظریات کو وید، گیتا اور دوسرے دھارمک کُتب کی روشنی میں جان کر ان کی اہمیت کو سمجھ سکیں اور زندگی پر ان کے اثرات کو بیان کر سکیں۔									
حاصلاتِ تعلم جماعت یازدہم /دوازدہم									
[SLO:RE/H-11-A-01] وید ، بھگوت گیتا، اُپنشد، چھ شاستروں ، راماین، مہابھارت، براہمن گرنتھ ویدوں کے انگ وغیرہ مقدس کُتب کی اہمیت، تاریخ اور فلسفے کو جان کر زندگی میں ان کا تجزیہ کر سکیں۔									
[SLO:RE/H-11-A-02] ہندو دھرم میں وواہ سنسکار اور اس کے مقصد کو جان سکیں۔									

[SLO:RE/H-11-A-03]
یہ گہرائی سے سمجھ سکیں کہ انتیشٹی سنسکار کیا ہے اور اس کے کرنے سے کیا فوائد ہیں - یہ جان اور بیان کر سکیں کہ نام کرن سنسکار اور یگیہ پویت سنسکار کیا ہیں، کیوں اور کب کیے جاتے ہیں -
[SLO:RE/H-11-A-04]
ہندو دھرم کے نظریات کرم و پُتر جنم کا فلسفہ سمجھ سکیں۔
[SLO:RE/H-11-A-05]
چار آشرم کیا ہیں ؟ ان کے کیا فوائد ہیں یہ سمجھ پائیں۔
[SLO:RE/H-11-A-06]
ہندو دھرم کی روشنی میں زندگی کے چار مقاصد کون سے ہیں اور ان کے اثرات بیان کر سکیں۔

### دائرہ کار ( ب ) : مقدس مقامات اور دھارمک کُتب

معیار: ہندو دھرم کی مقدس کُتب سے اپنے مذہب کی تعلیمات سے آگاہی حاصل کر سکیں اور اپنے مقدس مقامات کی تاریخ اور پس منظر کو جان سکیں۔			
جماعت اول تا سوم	جماعت چہارم و پنجم	جماعت ششم تا ہشتم	جماعت نہم و دہم
حد تدریج * وید، رامائن اور بھگوت گیتا کا مختصر تعارف بیان کر سکیں۔ * مندر کی اہمیت اور اس کے آداب کو جان سکیں۔	حد تدریج * ہندو دھرم کے چھ شاستروں کے نام اور ان کا مختصر تعارف بیان کر سکیں۔ * مہابھارت کا مختصر تعارف اور ان کے کردار بیان کر سکیں۔	حد تدریج * چار آپوید اور گیارہ اپنشد کے نام اور تعارف بیان کر سکیں۔ * پاکستان میں ہندو دھرم کے مقدس مقامات (پرلادپوری مندر، ساردھڑو دھام، رامپیر مندر) کا مختصر تعارف اور اہمیت بیان کر سکیں۔	حد تدریج * ویدوں کے چھ انگوں (شکشا، گلپ، ویاکرن، جوتش، نرکت، نگھنٹو) کے نام اور تعارف بیان کرتے ہوئے ان کا خلاصہ پیش کر سکیں۔

<p>* وطن عزیز پاکستان میں ہندو دھرم کے اہم مقدس مقامات کے نام جان سکیں۔</p> <p>* چار اہم تیرتھ استھانوں کے نام بتا سکیں۔</p>	<p>* ہمارے پیارے وطن پاکستان میں ہندو دھرم کے مقدس مقامات (کٹاس راج مندر، ساڈھوبیلا مندر اور ہنگلاج ماتا مندر) کا مختصر تعارف اور اہمیت بیان کر سکیں۔</p> <p>* چار تیرتھ استھانوں کا مختصر تعارف بیان کر سکیں۔</p>	<p>* رامائن اور بھگوت گیتا کی تعلیمات کی واقفیت حاصل کر سکیں۔</p> <p>* بھاگوت پُران، شو پُران اور وشنو پُران کا مختصر تعارف بیان کر سکیں۔</p>	<p>* یوگ ، سانکھیہ اور ویدانت شاستروں کا تعارف بیان کر سکیں۔</p> <p>* شاردھہ پیٹھہ ، پیرپتھورو، اڈیرو لعل وغیرہ مقدس مقامات کی اہمیت اور تعارف بیان کرتے ہوئے ان کی تاریخ کا خاکہ پیش کر سکیں۔</p>
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### حاصلاتِ تعلم

جماعت اول	جماعت دوم	جماعت سوم	جماعت چہارم	جماعت پنجم	جماعت ششم	جماعت ہفتم	جماعت ہشتم	جماعت نہم	جماعت دہم
[SLO:RE/H-01-B-01]	[SLO:RE/H-02-B-01]	[SLO:RE/H-03-B-01]	[SLO:RE/H-04-B-01]	[SLO:RE/H-05-B-01]	[SLO:RE/H-06-B-01]	[SLO:RE/H-07-B-01]	[SLO:RE/H-08-B-01]	[SLO:RE/H-09-B-01]	[SLO:RE/H-10-B-01]
وید ، رامائن اور بھگوت گیتا کا مختصر تعارف جان سکیں۔	چار اہم تیرتھ استھانوں کے نام بتا سکیں۔	رامائن کے کرداروں سے واقفیت حاصل کر سکیں۔	سانکھیہ شاستر، یوگ شاستر اور وئیششک شاستر کا مختصر تعارف جان سکیں۔	نیایہ شاستر، میمانسا شاستر، ویدانت شاستر کا مختصر تعارف جان سکیں۔	چار آپوید کے نام اور تعلیمات جان سکیں۔	اُپنشدوں کے نام اور تعلیمات سے واقفیت حاصل کر سکیں۔	رامائن اور مہابھارت کی بنیادی تعلیمات سے آگاہی حاصل کر سکیں۔	شکشا، گپ، ویاکرن کے نام ،تعارف اور تعلیمات سے آگاہی حاصل کر پائیں۔	جوٹش ، نرکت اور نگھنٹو کے علم اور تعلیمات سے آگاہی حاصل کر پائیں۔
[SLO:RE/H-01-B-02]	[SLO:RE/H-02-B-02]	[SLO:RE/H-03-B-02]	[SLO:RE/H-04-B-02]	[SLO:RE/H-05-B-02]	[SLO:RE/H-06-B-02]	[SLO:RE/H-07-B-02]	[SLO:RE/H-08-B-02]	[SLO:RE/H-09-B-02]	[SLO:RE/H-10-B-02]

مندرجہ جات کی اہمیت اور آداب جان سکیں۔	وید کے بارے میں بنیادی سوالات جان سکیں۔	رامائن کی تعلیمات سے آگاہی حاصل کر سکیں۔	مہابھارت کا مختصر تعارف جان سکیں۔	مہابھارت کے کرداروں سے واقفیت حاصل کر سکیں۔	بھاگوت پُران کے مختصر تعارف اور تعلیمات سے آگاہی حاصل کر سکیں۔	شوپُران کے تعارف اور تعلیمات سے آگاہی حاصل کر سکیں۔	وشنوپُران کے تعارف اور تعلیمات کو جان سکیں۔	یوگ شاستر کی تعلیمات سے آگاہی کر سکیں۔	ویدانت شاستر کی تعلیمات سے واقفیت حاصل کر سکیں۔
[SLO:RE/H-01-B-03]	[SLO:RE/H-02-B-03]	[SLO:RE/H-03-B-03]	[SLO:RE/H-04-B-03]	[SLO:RE/H-05-B-03]	[SLO:RE/H-06-B-03]	[SLO:RE/H-07-B-03]	[SLO:RE/H-08-B-03]	[SLO:RE/H-09-B-03]	[SLO:RE/H-10-B-03]
وطن عزیز پاکستان میں ہندو دھرم کے اہم مقامات کے نام بتا سکیں۔	سادھویلا، کٹاس راج مندر، ہنگلاج ماتا مندر کی مختصر تاریخ سے آگاہی حاصل کر سکیں۔	بھگوت گیتا کے بنیادی سوال کے جواب دینا جان سکیں۔	ہمارے پیارے وطن پاکستان میں ہندو دھرم کے مقدس مقامات (کٹاس راج مندر، سادھویلا اور ہنگلاج ماتا مندر) کی تاریخ سے آگاہی حاصل کر سکیں۔	چار تیرتھ استھان کی تاریخ اور اہمیت سے آگاہی حاصل کر سکیں۔	پاکستان میں ہندو دھرم کے مقدس مقام پرہلا پوری مندر کی تاریخ اور حیثیت سے آگاہی حاصل کر سکیں۔	راما پیر مندر کی تاریخ اور حیثیت سے واقفیت حاصل کر سکیں۔	ساردھڑو دھام کی تاریخ اور اہمیت کو جان سکیں۔	سانکھیہ شاستر میں بیان کی گئی تعلیمات سے آگاہی حاصل کر کے بیان کر سکیں۔	شاردھا پیٹھ، پیر اڈیرولال کی شخصیت کا تعارف اور ان کی تعلیمات حاصل اور بیان کر سکیں۔

جماعت یازدہم / دوازدہم

حد تدریج

\* دھارمک کتب: ویدوں اور رامائن کی تعلیمات کو اپناتے ہوئے اپنی عملی زندگی کا تجزیہ کر سکیں۔

\*مقدس دھرمی مقامات: ہمارے پیارے وطن پاکستان میں ہندو دھرم کے مقدس مقامات (کٹاس راج مندر، پانڈوں کی گفائیں، پرہلاڈ پوری مندر) کا تاریخی تعارف اور خاکہ بیان کرتے ہوئے آنے والی نسلوں کے لئے تحقیق کی نئی راہیں ہموار کر سکیں۔

### حاصلاتِ تعلیم جماعت یازدہم / دوازدہم

[SLO:RE/H-11-B-01]

طلبہ ویدوں کے اہم شلوکوں کا ترجمہ کرتے ہوئے ان کا جائزہ کر سکیں گے۔

[SLO:RE/H-11-B-02]

رامائن کی تعلیمات میں سے ایک بہتر زندگی گزارنے کا درس حاصل کر سکیں گے۔

[SLO:RE/H-11-B-03]

کٹاس راج مندر کا تاریخی پس منظر بیان کرتے ہوئے آنے والی نسلوں کے لئے تحقیق کی نئی راہیں ہموار کر سکیں گے۔

[SLO:RE/H-11-B-04]

پانڈوں کی گفائوں کا دھارمک پس منظر بیان کرتے ہوئے تاریخ کی روشنی میں اس کا تنقیدی جائزہ پیش کر سکیں گے۔

[SLO:RE/H-11-B-05]

پرہلاڈ پوری مندر کا دھارمک پس منظر بیان کرتے ہوئے تاریخ کی روشنی میں اس کا تنقیدی جائزہ پیش کر سکیں گے۔



## دائرہ کار ( ج ) : عظیم مذہبی اور سماجی شخصیات<sup>1</sup>

معیار : ہندو دھرم کے عظیم اوتار، سنت مہا پُرشوں اور سماجی شخصیات کے کردار اور تعلیمات سے واقف ہو سکیں اور ان کی دی ہوئی تعلیمات اور عملی زندگی کی پیروی کرتے ہوئے سماج میں بہتر کردار ادا کر سکیں۔

جماعت اول تا سوم	جماعت چہارم و پنجم	جماعت ششم تا ہشتم	جماعت نہم و دہم
<p>حد تدریج</p> <p>* مذہبی عظیم شخصیات : بھگوان شری رامچندر اور بھگوان شری کرشن کی بال لیلائیں مختصر طور بتا سکیں۔</p> <p>* ہنومان جی، گرو نانک جی، ماتا سیتا ، بھکت کنورام، لکشمی، بھرت اور اڈیرولال کا مختصر تعارف بیان کر سکیں۔</p> <p>* سماجی عظیم شخصیات : سرگنگا رام، جسٹس رانا بھگوان داس، فقیرو سولنکی کا مختصر تعارف بیان کر سکیں۔</p>	<p>حد تدریج</p> <p>* مذہبی عظیم شخصیات : رشی والمیک جی، رشی ویدویاس جی، مہاتما گوتم بدھ، راجا ہریش چندر، گروتیغ بہادر ، پیر پتھورو، ساڈھو واسوانی اور سوامی لیلہ شاہ کا مختصر تعارف بیان کر سکیں۔</p> <p>* سماجی عظیم شخصیات : افواج پاکستان کے سپاہی اشوک کمار کی مادرِ وطن پاکستان کے لیے کی ہوئی خدمات کا جائزہ پیش کر سکیں۔</p> <p>* بھگوان شری رامچندر کا کردار ایک بیٹے کے رُپ میں بیان کر سکیں۔</p>	<p>حد تدریج</p> <p>* مذہبی عظیم شخصیات : ویر ابھیمنیو، گرو ارجن دیو، بھگت کبیر، مہرشی کپل، پانی، شنکر آچاریہ، سوامی وویک آنند، میراں بائی کی سوانح حیات اور کردار اور تعلیمات بیان کر سکیں۔</p> <p>* سماجی عظیم شخصیات : سامی (بھائی چین رائے لُنڈ) ، ڈاکٹر ہرچند رائے، خوشحال داس میگھواڑ اور پوٹی پیراندانی کے زندگی و کردار کو بیان کر سکیں۔</p> <p>* بھگوان شری کرشن کا مہابھارت میں ارجن کے سارتھی کے طور پر کردار بیان کر سکیں۔</p> <p>* بھگوان شری رامچندر کی سوانح حیات سے تیاگ کا عنصر بیان کر سکیں۔</p>	<p>حد تدریج</p> <p>* مذہبی عظیم شخصیات : بھیشم پتا مہ، گرو گوبند سنگھ جی، سنت نینورام، شہری بھیلن، بھگت رویداس، دان ویر کرن، آریہ بھٹ، آچاریہ چکر، آچاریہ سُشرت، دھنونتری، گرووشست کی سوانح حیات اور خدمات پر روشنی ڈال سکیں۔</p> <p>* سماجی عظیم شخصیات : ایکلوہ، دیوان گدومل، ڈاکٹر ہوتچند مُولچند گربخشاں، بھیرو مل مہر چند آڈوانی اور پرمانند میوا رام کے کردار اور سماجی خدمات کا جائزہ کر سکیں۔</p>

<sup>1</sup> بین المذاہب ہم آہنگی کے جذبے کے تحت، نصابی کتب کے مصنفین کو اس بات کو یقینی بنانا ہوگا کہ دوسرے مذہب کی اہم شخصیات کے بارے میں لکھتے وقت، کسی بھی قسم کی منفی زبان یا ہتک آمیز تحریر سے بچاؤ کا ہر ممکن خیال رکھا جائے۔

<p>* بھگوان شری کرشن کا کردار ایک دوست کے رُپ میں بیان کر سکیں۔</p> <p>* بھگوت گیتا کے مخصوص شلوک پڑھ سکیں اور انہیں یاد کر سکیں۔</p>									
حاصلاتِ تعلیم									
جماعت اول	جماعت دوم	جماعت سوم	جماعت چہارم	جماعت پنجم	جماعت ششم	جماعت ہفتم	جماعت ہشتم	جماعت نہم	جماعت دہم
[SLO:RE/H-01-C-01]	[SLO:RE/H-02-C-01]	[SLO:RE/H-03-C-01]	[SLO:RE/H-04-C-01]	[SLO:RE/H-05-C-01]	[SLO:RE/H-06-C-01]	[SLO:RE/H-07-C-01]	[SLO:RE/H-08-C-01]	[SLO:RE/H-09-C-01]	[SLO:RE/H-10-C-01]
طلبہ بھگوان شری رامچندر جی کی بال لیللاؤں (بچپن) کو مختصر بیان کر سکیں۔	طلبہ گرو نانک صاحب ، ماما سیٹا کا مختصر تعارف بتا سکیں۔	طلبہ ہنومان جی کا ماما سیٹا کو ڈھونڈنے کے لیے لنکا جانے کی تفصیل بیان کر سکیں۔	رشی والمیک جی ، رشی وید ویاس، مہاتم گوتم بدھ کی سوانح حیات مختصر طور پر بیان کر سکیں۔	سادھو واسوانی، سوامی لیل شاکھ کی خدمات کو جان سکیں۔	کپل مئی اور پانی مئی کی علمی خدمات اور تصانیف جان سکیں۔	بھائی چین رائے لُنڈ (سامی) اور میراں بائی کی سوانح حیات مختصر جان سکیں۔	بھگوان شری کرشن جی کا مہابھارت کی جنگ میں کردار جان سکیں۔	بھیشم پتامہہ کی زندگی سے وچن پالنا (وعدہ وفائی) کے کردار کو مثالوں کے ساتھ پیش کر سکیں۔	شری را م پیر، سنت نینورام، سنت ٹیٹوں رام کی سوانح حیات کے بارے میں جان سکیں۔
	بھکت کنورارم جی کون تھے اور ان کو امر کا لقب کیوں ملا یہ جان سکیں۔	پیر پتھورو کی مختصر سوانح حیات جان سکیں۔	افواج پاکستان کے سپاہی اشوک کمار کی وطن پاکستان کے لیے دی ہوئی قربانی کے متعلق معلومات		پیرانندانی کی علمی خدمات سے واقفیت حاصل کر سکیں۔	اڈیرو لال کی سوانح حیات کے بارے میں جان سکیں۔	دیوان گدو مل کی علمی اور سماجی خدمات کو بیان کر سکیں۔	آریہ بھٹ کے علم فلکیات اور وشنو گپت کے علم ریاضیات سے خدمات بیان کر سکیں۔	

					حاصل کر سکیں۔				
[SLO:RE/H-10-C-02]	[SLO:RE/H-09-C-02]	[SLO:RE/H-08-C-02]	[SLO:RE/H-07-C-02]	[SLO:RE/H-06-C-02]	[SLO:RE/H-05-C-02]	[SLO:RE/H-04-C-02]	[SLO:RE/H-03-C-02]	[SLO:RE/H-02-C-02]	[SLO:RE/H-01-C-02]
ڈاکٹر ہوت چند موجد گربخشی، بہرو مل مہر چند آڈوانی اور پرمانند میوارام کی علمی خدمات کے بارے میں جان اور بیان کر سکیں۔	گرو گوبند سنگھ جی کی قربانیوں کو بیان کر سکیں۔	کپل مئی اور پانی کی تصانیف اور نظریات کو مختصر جان سکیں۔	بھگوان شری رامچندر جی کی سوانح حیات سے تیاگ کا عنصر بیان کر سکیں۔	گرو ارجن دیو جی، بھگت کبیر ، شنکر آچاریہ اور سوامی وویک آنند کی تعلیمات اور سوانح حیات جان سکیں۔	راجا ہریش چندر کی زندگی سے سچائی اور وچن پالنا کی اوصاف بیان کر سکیں۔	گرو تیغ بہادر صاحب اور ان کی قربانی کو بیان کر سکیں۔	سر گنگا رام اور فقیرو سولنکی کی خدمات کو جان سکیں۔	اڈیرو لال کا مختصر تعارف جان سکیں۔	طلبہ شری کرشن جی کی بال لیاؤں (بچپن) کو مختصر بیان کر سکیں۔
[SLO:RE/H-10-C-03]	[SLO:RE/H-09-C-03]	[SLO:RE/H-08-C-03]	[SLO:RE/H-07-C-03]	[SLO:RE/H-06-C-03]	[SLO:RE/H-05-C-03]	[SLO:RE/H-04-C-03]	[SLO:RE/H-03-C-03]	[SLO:RE/H-02-C-03]	[SLO:RE/H-01-C-03]
بھگت رویداس اور گرو وشست کی روحانی تعلیمات کے بارے میں سمجھ سکیں۔ ایکویہ کی گر بھگتی اور تیر	آچاریہ چرک، آچاریہ سُشرت اور مہرشی دھنونتری کی طب کے شعبے میں خدمات اور تصانیف کا مختصر جائزہ لے سکیں۔	میراں بائی کے چند اشعار یاد کر کے بیان کر سکیں۔	بھگت کبیر کے کچھ اشعار یاد کر کے بتا سکیں اور پڑھ سکیں۔ ڈاکٹر ہر چند رائے کی سماجی خدمات سے	روپلو کولہی اور ویر ابھیمنو کی بہادری سے سبق حاصل کر سکیں۔ خوشحال داس میگھواڑ جیسے ایوارڈ یافتہ مجسمہ ساز	بھگوان شری کرشن جی کا کردار ایک دوست کے رُپ میں بیان کر سکیں۔	بھگوان شری رامچندر جی کا کردار ایک بیٹے کی صورت میں بیان کر سکیں۔	جسٹس رانا بھگوان داس کی جج کی حیثیت کے طور پر خدمات جان سکیں۔	لکشمی اور بھرت کے کرداروں کو بیان کر سکیں۔	ہنومان جی کی شری رامچندر جی کے لیے بھگتی بیان کر سکیں۔

اندازی میں قابلیت کا خلاصہ پیش کر سکیں۔			واقف ہو سکیں۔	کے ہنر اور کارناموں کو جان سکیں۔					
<p>جماعت یازدہم / دوازدہم حد تدریج</p> <p>* مذہبی عظیم شخصیات : مہاتما وڈر، جگت گرو شنکر آچاریہ ، بھگت ترلوچن، بھگت سُورداس اور کالیداس کے عملی زندگی کا تجزیہ کر سکیں۔</p> <p>* سماجی عظیم شخصیات : چندر گپت موریہ، سمرات اشوک جیسی شخصیات کے کرداروں سے ہمت ، بہادری اور دیانتداری کو سمجھ سکیں۔</p> <p>رشی چائکیہ، بھرتی ہری، مُنشی پریم چند، کرشن چندر اور فراق گورکھپوری جیسے مصنف ، قوی اور ناول نگاروں کی لکھی کتابوں سے ان کی علمی اور ادبی خدمات کو تجزیاتی انداز میں بیان کر سکیں۔</p>									
<p>حاصلاتِ تعلم جماعت یازدہم / دوازدہم</p>									
<p>[SLO:RE/H-11-C-01] طلبہ مہابھارت کے کردار مہاتما وڈر کی زندگی سے دھرم نیتی کا جائزہ کر سکیں گے۔</p>									
<p>[SLO:RE/H-11-C-02] جگت گرو شنکر آچاریہ کی زندگی سے روحانیت کا درس حاصل کر سکیں گے۔</p>									
<p>[SLO:RE/H-11-C-03] بھگت ترلوچن اور بھگت سُورداس کی بھگتی سے ایشور میں پختہ یقین کر پائیں گے۔</p>									
<p>[SLO:RE/H-11-C-04] کالیداس جیسے سنسکرتی کوی کی کویتائوں سے زندگی کے فلسفے سے ہندو دھرم کے پُرانوں سے وابستہ ہونگے۔</p>									
<p>[SLO:RE/H-11-C-05] چندر گپت موریہ اور سمرات اشوکہ جیسے حکمرانوں کی بہادری ، ہمت اور دیانتداری سے ایک سچے اور بہادر انسان بن سکیں گے۔</p>									
<p>[SLO:RE/H-11-C-06]</p>									

چانکیہ اور بھرتی پری کی سوانح حیات سے واقف ہوکرین کی خدمات کا جائزہ کر سکیں گے۔

[SLO:RE/H-11-C-07]

مُنشی پریم چند ، کرشن چندر اور فراق گورکھپوری جیسے مصنیف ، کوی اور ناول نگاروں کی تخلیق شدہ کُتب سے ان کی ادبی اور علمی خدمات کا تجزیہ کر سکیں گے۔

## دائرہ کار (د) : آداب و اخلاق

معیار : ہندو دھرم کی روشنی میں اعلیٰ اخلاقی اقدار اور اچھی عادات سے واقفیت حاصل کر کے ان کو اپنی عملی زندگی میں اپنا سکیں۔

جماعت اول تا سوم	جماعت چہارم و پنجم	جماعت ششم تا ہشتم	جماعت نہم و دہم
<p>حد تدریج</p> <p>* ہندو دھرم کی روشنی میں اعلیٰ اخلاقی معیار اور آداب زندگی کے متعلق جان سکیں۔</p> <p>* اچھی صفات کو اپنا کر ایک مثالی انسان بن کر معاشرے اور ملک کی خدمات کر سکیں۔</p> <p>* انسان ، جانور اور دیگر مخلوقات سب ایشور کی پیدا کردہ ہیں یہ سمجھ کر سب کے ساتھ اچھا سلوک رواں رکھ سکیں۔</p> <p>* والدین ، استاد ، بہن بھائی، پڑوسی اور دیگر افراد کے ساتھ اچھے روابط قائم رکھ سکیں۔</p>	<p>حد تدریج</p> <p>* ہندو دھرم کی مقدس کُتب (وید ، رامائن اور بھگوت گیتا) کی روشنی میں اعلیٰ اخلاقی معیار و آداب کے مطابق معلومات حاصل کر سکیں۔</p> <p>* ہندو دھرم کے اصولوں کے مطابق اعلیٰ صفات کو اپناتے ہوئے ایک مثالی انسان بن کر معاشرے اور ملک کی خدمت کر سکیں۔</p> <p>* ہندو دھرم کی کُتب کی روشنی میں خاندان ، معاشرہ اور انفرادی طور پر زندگی کے اعلیٰ</p>	<p>حد تدریج</p> <p>* بھگوان شری رام چندر جی کی سوانح حیات سے اعلیٰ اخلاقی معیارات سے واقفیت حاصل کرتے ہوئے اپنی زندگی کو بہتر بنا سکیں۔</p> <p>* بھگوان شری کرشن جی کی سوانح حیات سے اعلیٰ اخلاقی معیارات سے واقفیت حاصل کرتے ہوئے اپنی زندگی کو بہتر بنا سکیں۔</p> <p>* بھائی چین رائے لُنڈ کی شاعری میں اعلیٰ اخلاقی اقدار جان کر ان پر عمل کر سکیں۔</p> <p>* ہندو دھرم کے اعلیٰ اقدار سچائی، صبر، معافی اور درگزر ، سخاوت ، دان، اہنسا، دوستی ، عورتوں کا احترام ، والدین کا احترام اور انسانیت کی خدمت کے اوصاف اپنا کر زندگی کے اعلیٰ معیارات کو حاصل کر سکیں ۔</p>	<p>حد تدریج</p> <p>* بھیشم پتامہ اور گرو گوہند سنگھ جی اور سنت نینو رام کی زندگی سے ان کے اوصاف ( وعدہ وفائی، بہادری اور انسانی خدمات کو اپنی زندگی میں اپنا سکیں۔</p> <p>* شہری بھیلن، دان ویر کرن کی زندگی سے بھگتی، وشواس اور سخاوت کے اوصاف کو اپنی زندگی میں اپنا سکیں۔</p> <p>* گرو وسشت اور دیوان گِدومل کی زندگی سے علم ، تپسیا اور سماجی خدمات کے جذبوں کو آجاگر کر سکیں ۔</p>

اصولوں سے واقفیت حاصل کر سکیں۔									
حاصلاتِ تعلم									
جماعت اول	جماعت دوم	جماعت سوم	جماعت چہارم	جماعت پنجم	جماعت ششم	جماعت ہفتم	جماعت ہشتم	جماعت نہم	جماعت دہم
[SLO:RE/H-01-D-01]	[SLO:RE/H-02-D-01]	[SLO:RE/H-03-D-01]	[SLO:RE/H-04-D-01]	[SLO:RE/H-05-D-01]	[SLO:RE/H-06-D-01]	[SLO:RE/H-07-D-01]	[SLO:RE/H-08-D-01]	[SLO:RE/H-09-D-01]	[SLO:RE/H-10-D-01]
ہندو دھرم کی روشنی میں اعلیٰ اخلاقی معیار اور آدابِ زندگی کی واقفیت حاصل کر سکیں۔	ہندو دھرم کی روشنی میں اچھی صفات کو اپنا کر مثالی انسان بن کر معاشرے اور ملک کی خدمت کر سکیں۔	والدین ، اساتذہ، بہن بھائی اور دیگر افراد کے ساتھ اچھے روابط قائم کر سکیں۔	وید کی تعلیمات کی روشنی میں اعلیٰ اخلاقی اقدار کو پہچان سکیں۔	رامائن کے کرداروں کی روشنی میں اپنی زندگی کو بہتر بنا سکیں۔	بھائی چین رائے لُنڈ کی شاعری میں سے بھگتی ، مایا، موہ، کام، کرودھ وغیرہ کو جان کر اپنی زندگی کے معیار کو بہتر بنا سکیں۔	طلبہ بھگوان شری رامچندر کی سوانح حیات سے والدین کی فرمانبرداری، دوستی ، وچن پالنا اور عاجزی کے اعلیٰ اوصاف کو اپنا سکیں۔	بھگوان شری کرشن جی کی سوانح حیات سے دوستی، روح کی لافانیت، فرض کی ادائیگی ، بڑوں کا احترام اور عاجزی کی اعلیٰ خاصیتوں سے واقفیت حاصل کر سکیں۔	بہیشم پتامہہ کی زندگی سے واعدہ وفائی ، وطن سے محبت کا جذبہ سیکھ کر اپنی زندگی میں اپنا سکیں۔ ہمدردی، محنت کی عظمت ، ایماندار، اتحاد کو ہندو دھرم کے شاستروں کی روشنی	گرو گوبند سنگھ جی کی زندگی سے قربانی اور شجاعت کے اعلیٰ اوصاف پیش کر سکیں۔ گرو وسشت کی تعلیمات سے آگاہی حاصل کر کے اپنی زندگی کو بہتر بنا سکیں۔

	میں سمجھ سکیں۔								
[SLO:RE/H-10-D-02]	[SLO:RE/H-09-D-02]	[SLO:RE/H-08-D-02]	[SLO:RE/H-07-D-02]	[SLO:RE/H-06-D-02]	[SLO:RE/H-05-D-02]	[SLO:RE/H-04-D-02]	[SLO:RE/H-03-D-02]	[SLO:RE/H-02-D-02]	[SLO:RE/H-01-D-02]
دیوان گدو مل کی علمی اور سماجی خدمات سے واقفیت حاصل کرتے ہوئے خلاصہ بیان کر سکیں۔	سنت نینورام کی زندگی سے تیاگ اور انسانی خدمت کے اوصاف اپنی زندگی میں اپنا سکیں۔	اپنسا (عدم تشدد) کی خاصیت کو اپنا کر رواداری کی وصف کو اپنا سکیں۔	سقاوت اور دان کی اہمیت کو سمجھتے ہوئے دوسروں کی بے لوث مدد کر سکیں۔	اپنی زندگی میں سچائی، صبر، معافی اور درگذر کی اوصاف اپنا سکیں۔	ہندو دھرم کی کُتب کی روشنی میں انفرادی اور اجتماعی زندگی کو بہتر بنا سکیں۔	بھگوت گیتا میں بیان کی گئی تعلیمات سے آگاہی حاصل کریں اور اچھے انسان بن سکیں۔	ہندو دھرم کی مقدس کتابوں میں بیان کی گئی تعلیمات سے آگاہی حاصل کر کے عمل میں لا سکیں۔	جانوروں، پرنندوں اور دیگر مخلوقات کے ساتھ رحمہ کے ساتھ پیش آئیں اور ان کی حفاظت کریں۔	انسان کے ساتھ اچھا سلوک اپنائیں اور ان میں خدمت کا جذبہ پروان چڑھ سکے۔
[SLO:RE/H-10-D-03]	[SLO:RE/H-09-D-03]	[SLO:RE/H-08-D-03]	[SLO:RE/H-07-D-03]	[SLO:RE/H-06-D-03]	[SLO:RE/H-05-D-03]	[SLO:RE/H-04-D-03]	[SLO:RE/H-03-D-03]	[SLO:RE/H-02-D-03]	[SLO:RE/H-01-D-03]
فرائض کی ادائیگی، آزادی ، انصاف، وفاداری، شفافیت اور حب الوطنی جیسی خوبیوں کو ہندو شاستروں کے تناظر میں	شہری بھیلن سے بھگتی، لگن اور وشواس کی اقدار سیکھ سکیں۔	ہندو دھرم کے شاستروں اور مہاپرشوں کی زندگی سے سبق حاصل کر کے انسانیت کی خدمات کا جذبہ اُجاگر کر سکیں۔	ہندو دھرم کے شاستروں کی روشنی میں والدین کا احترام اور اپنے چھوٹے بہن بھائیوں اور دوسرے بچوں سے شفقت کے	اپنی ماں، بہن اور دوسری خواتین کا ادب و احترام سیکھ سکیں۔	بھائیچارہ، علم، دان اور عورت کے احترام کے آداب اور معیارات کو جان کر اپنی زندگی میں عمل میں لا سکیں۔	معاشرے اور ملک کے آداب اور قانون سے واقفیت حاصل کر کے معاشرے اور ملک کے لیے بہتر فرد بن سکیں۔	والدین، اساتذہ اور دیگر بزرگان کی اہمیت اور عظمت جان سکیں۔	ادب و احترام اور دوسری اوصاف کو زندگی میں اپنا سکیں۔	معاشرے کے بہتر فرد بن سکیں۔



آگاہی حاصل کر کے اپنی زندگی میں اپنا سکیں۔			ساتھ پیش آسکیں۔						
<p>جماعت یازدہم /دوازدهم</p> <p>حد تدریج</p> <p>دھرم کے دس لکشنوں کی کیا علامات ہیں ان کو جان اور بیان کر سکیں۔</p> <p>یوگ شاستر میں بیان کیے گئے یم اور نیم کیا ہیں اور ان کی تفصیل ، اثرات اور فوائد کو جان کر اپنا سکیں۔</p> <p>پانچ وکار کون سے ہیں؟ ہماری زندگی میں ان کا کیا کردار ہے اور ان کو کیسے ضابطے میں رکھ کر ہم پرسکون اور بہتر زندگی گزار سکتے ہیں یہ اچھی طرح سمجھ سکیں۔</p>									
<p>حاصلات تعلم</p> <p>جماعت یازدہم /دوازدهم</p>									
<p>[SLO:RE/H-11-D-01]</p> <p>منو سمرتی میں بیان کیے گئے دھرم کے دس لکشنوں کو مکمل طور پر جان سکیں اور ان کے اثرات سے واقف ہو سکیں۔</p>									
<p>[SLO:RE/H-11-D-02]</p> <p>یم اور نیم کون سے ہیں اور ان پر عمل کرنا ہماری زندگی کے لیے کتنا فائدیمند ہے اس کا تجزیہ کر سکیں۔</p>									
<p>[SLO:RE/H-11-D-03]</p> <p>پانچ وکار کام، کروده، لوبھ، موہ، اہنکار کیا ہیں اور ان پر ضابطہ نہ رکھنے سے کیا نقصانات ہوتے ہیں یہ جان کر ان سے بچ سکیں۔</p>									
<p>[SLO:RE/H-11-D-04]</p> <p>ایرشا اور دُویش کے نقصانات سے کیسے بچا جائے ان سے واقف ہوکر اپنی زندگی کو بہتر بنا سکیں۔</p>									

معیار : مذہبی تہواروں اور سماجی رسومات کے پس منظر ، تاریخ اور تعلیمات سے واقفیت حاصل کر کے انہیں ہندو دھرم کے قوائد کے مطابق ادا کر سکیں۔

جماعت اول تا سوم	جماعت چہارم و پنجم	جماعت ششم تا ہشتم	جماعت نہم و دہم
<p>حد تدریج</p> <p>* دیوالی ، بھولی ، دسہرہ اور گرو نانک جینتی کے تہوار کب اور کیوں منائے جاتے ہیں اس کی معلومات حاصل کر سکیں۔</p> <p>* شوراتری ، رام نوعی ، کرشن جنم اشٹمی ، سیتا جینتی تہوار کب اور کیوں منائے جاتے ہیں اس کی معلومات حاصل کر سکیں۔</p> <p>* چیٹی چنڈ (چاند) ، رکشا بندھن تہوار کب اور کیوں منائے جاتے ہیں ان کے مقاصد کو جان لیں۔</p> <p>* میلا سادھوبیلہ ، میلا پارہیم اور میلا رام پیر کب ، کہاں اور کیوں منائے جاتے ہیں ان کی معلومات حاصل کر سکیں۔</p>	<p>حد تدریج</p> <p>* بسنت پنچمی ، لوہری ، گرو پورنما ، کڑوا چوتھہ ، والمیک جینتی ، گیتا جینتی ، تہوار کب اور کیوں منائے جاتے ہیں اس کے متعلق جان لیں گے۔</p> <p>* دیوالی اور بھولی کے پس منظر کو جان سکیں گے۔</p> <p>* ہندو دھرم کی کتب کی روشنی میں خاندان ، معاشرہ اور انفرادی طور پر زندگی کے اعلیٰ اصولوں پر واقفیت حاصل کر سکیں۔</p>	<p>حد تدریج</p> <p>* دھن تیرس اور شوراتری کب اور کیوں منائے جاتے ہیں اس کی تعلیمات بیان کر سکیں گے۔</p> <p>* رکشا بندھن کے تہوار سے یہ جان سکیں گے کہ بھائی بہن کی محبت کو کس طرح پروان چڑھانا ہے۔</p> <p>* رام نوعی ، کرشن جنم اشٹمی کے منائے کا پس منظر اور شری رام چندر اور شری کرشن کے اعلیٰ کردار سے واقفیت حاصل کر سکیں گے۔</p> <p>* جینیئو کیوں پہنا جاتا ہے اور جینیئو پہننے کے اغراض و مقاصد کیا ہیں اور اس سے کیا تعلیمات حاصل ہوتی ہیں یہ جان پائیں گے۔</p>	<p>حد تدریج</p> <p>* دیوالی کے موقع پر کون سی رسومات ادا کی جاتی ہیں اور ان سے ہمیں کیا تعلیمات ملتی ہیں ان کا خلاصہ پیش کر سکیں۔</p> <p>* کڑوا چوتھہ کے ورت کی اہمیت کو سمجھ سکیں۔</p> <p>* بھولی کے تہوار کا تعلق پاکستان کے کون سے شہر سے وابستہ ہے اور اس کی اہمیت اور پس منظر بیان کر سکیں گے۔</p> <p>* نام کرن سنسکار ، کیش منڈن سنسکار ، وواہ سنسکار اور آگنی سنسکار کی رسومات اور ان کی اہمیت سمجھ کر ان کا تجزیہ پیش کر سکیں۔</p>

### حاصلات تعلم

جماعت اول	جماعت دوم	جماعت سوم	جماعت چہارم	جماعت پنجم	جماعت ششم	جماعت ہفتم	جماعت ہشتم	جماعت نہم	جماعت دہم
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[SLO:RE/H-10-E-01]	[SLO:RE/H-09-E-01]	[SLO:RE/H-08-E-01]	[SLO:RE/H-07-E-01]	[SLO:RE/H-06-E-01]	[SLO:RE/H-05-E-01]	[SLO:RE/H-04-E-01]	[SLO:RE/H-03-E-01]	[SLO:RE/H-02-E-01]	[SLO:RE/H-01-E-01]
کیش منڈن سنسکار کب اور کیوں اور کیسے کیا جاتا ہے یہ سمجھ سکیں اور اس کا جائزہ لے سکیں۔	ہولی کا تہوار پاکستان کے کس شہر سے وابستہ ہے اور اس کی کیا تاریخ ہے، جان سکیں۔ کڑوا چوتھ کا ورت کیوں رکھا جاتا ہے اور پتی پتنی کی محبت کو بڑھانے میں اس تہوار کے کردار کو سمجھ سکیں۔	جینیو کیوں پہنا جاتا ہے اور اس کے پہننے کے اغراض اور مقاصد کیا ہیں یہ جان سکیں۔	رکشا بندھن کے پس منظر اور رسومات کو جان کر اپنی زندگی میں بھائی کے رشتے کے جذبے کو پروان چڑھا سکیں۔	دھن تیرس کب اور کیوں منائی جاتی ہے اور اس کی تعلیمات کو جان سکیں۔	والمیک جینتی کب اور کیوں منایا جاتا ہے اس سے واقفیت حاصل کر سکیں۔	بسنت پنچمی، لوہری کب کیوں اور کیسے منائے جاتے ہیں اس سے واقفیت حاصل کر سکیں۔	رکشا بندھن کب کیوں اور کیسے منایا جاتا ہے یہ جان سکیں۔	گرو نانک جینتی کب اور کیوں منائی جاتی ہے یہ جان سکیں۔	دیوالی کیوں منائی جاتی ہے یہ جان سکیں گے۔
[SLO:RE/H-10-E-02]	[SLO:RE/H-09-E-02]	[SLO:RE/H-08-E-02]	[SLO:RE/H-07-E-02]	[SLO:RE/H-06-E-02]	[SLO:RE/H-05-E-02]	[SLO:RE/H-04-E-02]	[SLO:RE/H-03-E-02]	[SLO:RE/H-02-E-02]	[SLO:RE/H-01-E-02]
وواہ سنسکار کی کیا اہمیت ہے، شادی کے موقع پر کون سی رسومات ادا کی جاتی ہیں،	دیوالی کو روشنیوں کا تہوار کیوں کہا جاتا ہے اور دیوالی کے موقع پر دیپ جلانے سے ہمیں کیا سبق ملتا	شری کرشن جنم اشٹمی کے پس منظر اور سری کرشن جی کی سوانح حیات کی واقفیت	رام نوعی کے موقع پر شری رامچندر جی کی سوانح حیات کو یاد کر کے ان کی تعلیمات جان سکیں۔	شوراتری کا پس منظر سمجھ سکیں اور بیان کر سکیں۔	گیتا جینتی کے تہوار سے اس کا پس منظر اور گیتا کے بارے میں آگاہی حاصل کر سکیں۔	گرو پورنما کے پس منظر سے واقفیت حاصل کر سکیں۔	رام نوعی کا تہوار کب اور کیوں منایا جاتا ہے اس سے واقفیت حاصل کر سکیں۔ سیتا	شوراتری کا تہوار کیوں منایا جاتا ہے اس سے آگاہی حاصل کر سکیں۔	دسہرے کا تہوار کب اور کیوں منایا جاتا ہے اس سے آگاہی حاصل کر سکیں۔

جینتی کے موقع پر سیتا جی کی پاکیزہ زندگی پر روشنی ڈال سکیں۔								پہ اس کا علم حاصل کر سکیں۔	اس سے آگاہ ہو سکیں۔ اور شادی کی اہمیت کا ادراک کر سکیں۔
[SLO:RE/H-01-E-03]	[SLO:RE/H-02-E-03]	[SLO:RE/H-03-E-03]	[SLO:RE/H-04-E-03]	[SLO:RE/H-05-E-03]	[SLO:RE/H-06-E-03]	[SLO:RE/H-07-E-03]	[SLO:RE/H-08-E-03]	[SLO:RE/H-09-E-03]	[SLO:RE/H-10-E-03]
دیوالی اور دسہرے کی رسومات کو بہتر طریقے سے ادا کر سکیں اور زبانی بیان کر سکیں۔	میلا سادھوبیلہ کب اور کہاں منایا جاتا ہے یہ جان سکیں۔	شری کرشن جنم اشٹمی کب ، کیسے اور کیوں منائی جاتی ہے اس کی معلومات حاصل کر سکیں۔	دیوالی کے پس منظر اور رسومات کے مقاصد کو جان سکیں گے۔	ہولی کے تہوار کے پس منظر اور رسومات کے بارے میں جان سکیں اور عملی زندگی میں ان کی تعلیمات کو اپنا سکیں۔	تہواروں کو عملی زندگی میں اپنا کر زندگیوں میں اضافہ کر سکیں۔	تہواروں کے پس منظر سے حاصل کردہ تعلیمات کو جان کر اپنی زندگی بہتر بنا سکیں۔	جنیئو کے پس منظر کو جان کر اپنے فرائض کو ادا کر سکیں۔	نام کرن سنسکار کب اور کیوں کیا جاتا ہے اس سے آگاہی حاصل کرتے ہوئے اس کی اہمیت کو جان سکیں۔	اگنی سنسکار کیا ہے، کیوں کیا جاتا ہے اور اس کی رسومات کے مقاصد کو جان سکیں۔

### جماعت یازدہم /دوازدہم

#### حد تدریج:

- \* چیٹی چاند ، تیج ، نوراتری اور ہنومان جینتی کے تہوار کب اور کیوں منائے جاتے ہیں اور ان میں کون سی رسومات ادا کی جاتی ہیں یہ علم حاصل کر کے انہیں اپنی زندگی میں اپنا سکیں۔
- \* آرتی کیا ہے؟ کیسے کی جاتی ہے یہ سمجھ کر آرتی کی رسم کو ہندو دھرم کے فوائد کے مطابق ادا کر سکیں۔

حاصلات تعلم  
جماعت يازدهم / دوازدهم

[SLO:RE/H-11-E-01]

چيٽي چاند كا تهوار كب اور كيسے منايا جاتا ہے اس كى تاريخى اہميت كو سمجھ سكيں۔

[SLO:RE/H-11-E-02]

تيچ كا تهوار كب اور كيوں منايا جاتا ہے ، اس تهوار كے مقصد كو گہرائى سے جان پائيں۔

[SLO:RE/H-11-E-03]

نوراترى كے دنوں ميں ہر ايك دن ماتا رانى كے كون سے رُپ كى پوجا كى جاتى ہے اور ان ميں ادا كى جانے والى رسومات كى جانكارى حاصل كر سكيں۔

[SLO:RE/H-11-E-04]

ہنومان جينتى كے تهوار سے ہنومان جى كے مختلف كرداروں كا تجزيہ كر سكيں۔

[SLO:RE/H-11-E-05]

آرتى كيا ہے ، كيسے كى جاتى ہے ، آرتى ہم كون سے مواقع پر كرتے ہيں اور آرتى كى تشريح كر سكيں۔

National Curriculum of Pakistan  
2022-23

# RELIGIOUS EDUCATION

## KALASHA

GRADES 1-12



NATIONAL CURRICULUM COUNCIL SECRETARIAT  
MINISTRY OF FEDERAL EDUCATION AND  
PROFESSIONAL TRAINING, ISLAMABAD  
GOVERNMENT OF PAKISTAN





Ministry of Federal Education and Professional Training  
NATIONAL CURRICULUM COUNCIL (NCC) SECRETARIAT

Certification

Date: 21.9.2023

We, the members of the Committee on Religious Education and Reviewers (Kalasha), hereby certify that the curriculum on Religious Education (Grades 1 to 12) has been thoroughly reviewed by us. The final review was conducted on 21.9.2023 in line with the key considerations of the National Curriculum of Pakistan, an important aspect of which is the Constitution of Pakistan. We are pleased to acknowledge and confirm that this curriculum on Religious Education for Grades 1 to 12 is of satisfactory quality and duly aligned to the philosophy of the National Curriculum of Pakistan. This curriculum is ready for approval by the competent authority.

We would also like to express our gratitude for the compliance and dedication shown by the team at NCC Secretariat during the development process to ensure that the curriculum is brought at par with the defined standards.

Committee Members:

1. Signature: [Signature]

Name: Imran Kabir

2. Signature: [Signature]

Name: Bahadar Shah

3. Signature: [Signature]

Name: AMIR-Zada

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Name: MAJAM-KHAN

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Name: Mir Rahim Khan

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Name: AMIR KHAN

7. Signature: [Signature]

Name: Nadirkhan

8. Signature: \_\_\_\_\_

Name: \_\_\_\_\_

9. Signature: [Signature]

Name: Shau Alam Khan

10. Signature: \_\_\_\_\_

Name: \_\_\_\_\_



## Domain A: BELIEF AND INTRODUCTION TO LAW

**Standard:** Learn about the law of life-for which drawing pictorial emblems will be pivotal.

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<b>Benchmarks: by the end of grade 3 students are expected to:</b> <ul style="list-style-type: none"> <li>Demonstrate an understanding of the meaning and importance of law (religion), how it came into being, practice drawing Holy Emblems and express the character, existence and entity of God by knowing the three holy names of God and His World.</li> </ul>			<b>Benchmarks: by the end of grade 5 students are expected to:</b> <ul style="list-style-type: none"> <li>Understand and explain the importance of the law of life ; practice drawing five Holy Emblems; express the character, existence and entity of God and develop an understanding of the world of God.</li> </ul>	
<b>Grade 1:</b> [SLO:RE/K-01-A-01]:  Define the word law.	<b>Grade 2:</b> [SLO:RE/K-02-A-01]:  Explain the meaning and usefulness of the law.	<b>Grade 3:</b> [SLO:RE/K-03-A-01]:  Define the law of life.	<b>Grade 4:</b> [SLO:RE/K-04-A-01]:  Describe the importance of the law of life	<b>Grade 5:</b> [SLO:RE/K-05-A-01]:  Evaluate the meaning and significance of the law of life.
[SLO:RE/K-01-A-02]:  Describe how the law of life came into being.	[SLO:RE/K-02-A-02]:  Discuss the ecology in which the law of life was acknowledged through the contribution and observation of all living creatures of the Creator Lord.	[SLO:RE/K-03-A-02]:  Recall how and when the law of life was formed.	[SLO:RE/K-04-A-02]:  Describe the process and the era in which the law of life was formed.	[SLO:RE/K-05-A-02]:  Defend the need and significance of law by understanding that they are directions given by the Creator, which all ages and forms must obey
[SLO:RE/K-01-A-03]:  Memorize the first Holy name of	[SLO:RE/K-02-A-03]:  Explain the first Holy name of	[SLO:RE/K-03-A-03]:  Describe that law is the set of	[SLO:RE/K-04-A-03]:  Defend the philosophy that life in all forms abides by the law of life.	[SLO:RE/K-05-A-03]:  Analyze the process and recall the time at

God and the Holy name of the world of God.	God as a prefix to all His Holy names.	commandments of the Lord the Great Spirit.		which the law of life was conceived of.
[SLO:RE/K-01-A-04]:  Identify God as Lord the supreme authority.	[SLO:RE/K-02-A-04]:  Discuss God as the Creator of the whole creation.	[SLO:RE/K-03-A-04]:  Describe that all creatures of Lord the Great Spirit follow the law of life.	[SLO:RE/K-04-A-04]:  Describe the first Holy name of God as the prefix to all his Holy names and analyse its significance.	[SLO:RE/K-05-A-04]:  Understand and analyse the importance of the first Holy name of Lord the Spirit as the prefix to all His Holy names.
[SLO:RE/K-01-A-05]:  Illustrate the first pair of the holy emblems.  (Ancient pictorial alphabets and geometrical shapes)	[SLO:RE/K-02-A-05]:  Discover the world of God by explaining the two holy names of His world.	[SLO:RE/K-03-A-05]:  Recognize the first Holy name of God as the prefix to all His Holy names.	[SLO:RE/K-04-A-05]:  Describe God as the creator of all animate and inanimate beings and make connections with the beautiful world of God to the invisible Entity of God.	[SLO:RE/K-05-A-05]:  Understand and evaluate the importance of the Character of God as the creator of all creations and as the Greatest Spirit.
[SLO:RE/K-01-A-06]:  Infer the need and importance of inscription.	[SLO:RE/K-02-A-06]:  Visually illustrate two pairs of the Holy emblems.	[SLO:RE/K-03-A-06]:  Define God's Characteristics- as the Creator of everything and the Greatest Spirit.	[SLO:RE/K-04-A-06]:  Analyse the significance of the Holy name of God in establishing Him as the Ruler of the universe and as the greatest spirit.	[SLO:RE/K-05-A-06]:  Recite the Holy name of God (the meaning of the Ruler of the whole universe) and explain the Holy name of God as the one who chooses and selects for Providing and assigning duties.
	[SLO:RE/K-02-A-07]:  Recognize and understand the usefulness of literacy	[SLO:RE/K-03-A-07]:  Recall the three Holy names of the world of God the Greatest Spirit.	[SLO:RE/K-04-A-07]:  Describe the world of God as: the Holy garden in which He creates everything, invisible to humans and the place	[SLO:RE/K-05-A-07]:  Relate the first Holy name of the world of God with His Holy character of being, the Lord who calls and commands from His

			where He welcomes His creatures.	infinite and beautiful invisible world.
		[SLO: RE/K-03-A-08]:  Recognize that God the Greatest Spirit lives in the invisible world where he creates His creatures.	[SLO:RE/K-04-A-08]:  Illustrate the four pairs of the holy emblems.	[SLO:RE/K-05-A-08]:  Describe and appreciate the world of God as: the Holy garden in which He creates everything, invisible to humans and the place where He welcomes His creatures.
		[SLO:RE/K-03-A-9]:  Reproduce three pairs of the holy emblems.	[SLO:RE/K-04-A-9]:  Analyze the names and meanings of the holy emblems.	[SLO:RE/K-05-A-9]:  Visually illustrate the five pairs of the Holy emblems and name them
		[SLO:RE/K-03-A-10]:  Recall the names and meanings of the Holy emblems.	[SLO:RE/K-04-A-10]:  Interpret the philosophy behind the skill of literacy.	[SLO:RE/K-05-A-10]:  Explain the meanings of the Holy emblems.
		[SLO:RE/K-03-A-11]:  Evaluate the importance of literacy.		
Grade 6		Grade 7		Grade 8
Benchmark I: Develop an understanding of the importance of the law of life or religion, the character, existence and entity of God, the world of God and the Holy Land of Tsiam; practice				

drawing 16 pairs of Holy Emblems; express the character, existence and entity of God and develop an understanding of the world of God and the Holy Land of Tsiam

### Student Learning Outcomes

[SLO:RE/K-06-A-01]:  Evaluate the concept of religion or law with its need and importance	[SLO:RE/K-07-A-01]:  Examine the phenomenon of religion and explain its need in life.	[SLO:RE/K-08-A-01]:  Estimate the value and concept of religion in life.
[SLO:RE/K-06-A-02]:  Discuss 18 holy characteristics/Names of God	[SLO:RE/K-07-A-02]:  Discuss and analyze 21 holy characteristics/Names of God	[SLO:RE/K-08-A-02]:  Discuss and analyze 24 holy characteristics/names of God
[SLO:RE/K-06-A-03]:  Memorize the holy prayers.	[SLO:RE/K-07-A-03]:  Understand the meaning of the holy prayers	[SLO:RE/K-08-A-03]:  Analyze the importance of holy prayers
[SLO:RE/K-06-A-04]:  Illustrate the world of God with the help of the songs depicting the world of God.	[SLO:RE/K-07-A-04]:  Illustrate the world of God with the help of the songs and stories depicting the world of God.	[SLO:RE/K-08-A-04]:  Elaborate in detail the world of God through the songs depicting the world of God.
[SLO:RE/K-06-A-05]:  Visually illustrate twelve pairs of holy emblems and memorize their names	[SLO:RE/K-07-A-05]:  Visually illustrate fourteen pairs of holy emblems and name them	[SLO:RE/K-08-A-05]:  Visually illustrate sixteen pairs of holy emblems and name them
	[SLO:RE/K-07-A-06]:  Know the meaning of the fourteen pairs of holy emblems and discuss their origins	[SLO:RE/K-08-A-06]:  Know the meaning of the sixteen pairs of holy emblems and discuss their origins
[SLO:RE/K-06-A-06]:  Discuss the holy land of Tsiam	[SLO:RE/K-07-A-07]:	[SLO:RE/K-08-A-07]:

	Explain the importance of the holy land of Tsiam	Analyze the importance of the holy land of Tsiam
[SLO:RE/K-06-A-07]:  Describe the throne of God where he descended on the holy mount of Tsiam	[SLO:RE/K-07-A-08]:  Explain the holy bush as throne of God where he descended on the holy mount of Tsiam	[SLO:RE/K-08-A-08]:  Elaborate the holy bush as the throne of God where he descended on the holy mount of Tsiam
	[SLO:RE/K-07-A-09]:  Recognize and discuss about the white temple or fort of Tsiam	[SLO:RE/K-08-A-09]:  Infer the significance of the white temple or fort of Tsiam
		[SLO:RE/K-08-A-10]:  Remember the incident of the holy baskets of food descending from heavens in Tsiam
Grade 9	Grade 10	Grade 11 or Grade 12
<b>Benchmark I:</b>  Evaluate the importance of religion ; comprehend the meaning of 20 pairs of holy emblems; develop an understanding of the groups of holy names of God, the holy songs, the world of God, the holy land of Tsiam, and Roi Moc.		<b>Benchmark I:</b>  Analyze the history of the law of life and its current state; comprehend the utilization of 21 pairs and 7 individual holy emblems; develop an understanding of the groups of holy names of God, the holy songs, the world of God, the holy land of Tsiam, and Roi Moc.
<b>Student Learning Outcomes</b>		
[SLO:RE/K-09-A-01]:  Define the Kalasha religion	[SLO:RE/K-10-A-01]:  Evaluate the concept of religion or law with its importance	[SLO:RE/K-11/12-A-01]:  Compare and contrast the evolution and devolution of Kalasha religion

[SLO:RE/K-09-A-02]:  Discuss the two groups of holy names of God	[SLO:RE/K-10-A-02]:  Discuss the four groups of holy names of God	[SLO:RE/K-11/12-A-02]:  Discuss the seven groups of holy names of God
[SLO:RE/K-09-A-03]:  Recite and memorize the songs and prayers related to the two groups of holy names of God	[SLO:RE/K-10-A-03]:  Understand the meaning of songs and prayers related to the four groups of holy names of God	[SLO:RE/K-11/12-A-03]:  Understand the meaning of the songs and prayers related to five groups of holy names of God
	[SLO:RE/K-10-A-04]:  Briefly explain the world of God and human life cycle according to Kalasha religion	[SLO:RE/K-11/12-A-04]:  Explain in detail the world of God and human life cycle according to Kalasha religion
[SLO:RE/K-09-A-04]:  Illustrate the 18 pairs of the holy emblems	[SLO:RE/K-10-A-05]:  Illustrate the 20 pairs of the holy emblems	[SLO:RE/K-11/12-A-05]:  Illustrate the 21 pairs of the holy emblems and 7 individual emblems
[SLO:RE/K-09-A-05]:  Comprehend the meaning of 18 pairs of holy emblems and their position in the universe	[SLO:RE/K-10-A-06]:  Comprehend the meaning of 20 pairs of holy emblems and their position in the universe	[SLO:RE/K-11/12-A-06]:  Understand the utilization of the 21 pairs of the holy emblems and 7 individual emblems
[SLO:RE/K-09-A-06]:  Outline the features of life in the holy land of Tsiam		[SLO:RE/K-11/12-A-07]:  Understand the significance, blessings, amenities, and way of life in the holy land of Tsiam
[SLO:RE/K-09-A-07]:  Describe the Yas'i festival (Tsiam Parik)	[SLO:RE/K-10-A-07]:  Identify the songs and prayers related to the Yas'i festival (Tsiam Parik)	[SLO:RE/K-11/12-A-08]:  Analyze the prayers and songs related to the Yas'i festival (Tsiam Parik)

[SLO:RE/K-09-A-08]:  Define the office/designation of Roi Moc (chief priest)	[SLO:RE/K-10-A-08]:  Explain the office/designation of Roi Moc (chief priest)	[SLO:RE/K-11/12-A-09]:  Elaborate the duties of the Roi Moc (chief priest)
	[SLO:RE/K-10-A-09]:  Explain the way of selecting the Roi Moc	

## DOMAIN A2: THE DEVIL

**Standard:** Learn about the character and treatment of devil and its followers

Grade 6	Grade 7	Grade 8
<b>Benchmark I:</b> Understand the five impure names of devil, theme of devilism, the hunting event and funeral of devil alongwith the purpose, rituals, and chants; and the story of Bal'ihen's (the witch hunter)		
<b>Student Learning Outcomes</b>		
[SLO:RE/K-06-A2-01]:  Identify the three impure names of the Devil (Rhuzhi,Bhut S'a, Dand'ik)	[SLO:RE/K-07-A2-01]:  Identify the four impure names of the Devil (Rhuzhi,Bhut S'a, Dand'ik, Tiriweri)	[SLO:RE/K-08-A2-01]:  Identify the five impure names of the Devil (Rhuzhi,Bhut S'a, Dand'ik, Tiriweri, Druzheki)
[SLO:RE/K-06-A2-02]:  Identify the followers of Rhuzhi (Rhuzhi istrizha, Rhuzhi moc or Puruz')	[SLO:RE/K-07-A2-02]:  Analyze the four impure names of the Devil to understand the entity of the Devil	[SLO:RE/K-08-A2-02]:  Comprehend the impure or harmful characteristics of the devil in terms of the five impure names
		[SLO:RE/K-08-A2-03]:  Discuss the central idea or theme of devilism (in terms of A mi may mul'awa)
[SLO:RE/K-06-A2-03]:  Describe the festival of Devil	[SLO:RE/K-07-A2-03]:	[SLO:RE/K-08-A2-04]:



hunting and celebrating his funeral.	Outline the steps of celebrating the funeral of the devil	Elaborate in detail the hunting and funeral of the devil
		[SLO:RE/K-08-A2-05]:  Discuss the purpose of devil hunting and funeral in relation to the purification of the whole valley
	[SLO:RE/K-07-A2-04]:  Understand the ritual to curse and scold the Devil (bhut saraz)	[SLO:RE/K-08-A2-06]:  State the chants which are pronounced or vocalized at the event of devil hunting and funeral
[SLO:RE/K-06-A2-04]:  Define the law of treatment of the followers of the Devil.	[SLO:RE/K-07-A2-05]:  Explain the law of the treatment of the followers of the Devil.	[SLO:RE/K-08-A2-07]:  Elaborate the law pertaining to the treatment of the followers of the Devil.
	[SLO:RE/K-07-A2-06]:  Discuss the ways to become followers of Rhuzhi (Rhuzhi istrizha, Rhuzhi moc or Puruz')	
		[SLO:RE/K-08-A2-08]:  Briefly state the story of Bal'ihen's (the witch hunter)
Grade 9	Grade 10	Grade 11 or Grade 12
<b>Benchmark I:</b> Analyze the nine impure names of devil; elaborate the hunting event and funeral of devil alongwith the purpose, rituals, and chants; comprehend the story of Bal'ihen's (the witch hunter)		<b>Benchmark I:</b> Analyze the thirteen impure names of the devil; interpret the central theme of devilism; justify the treatment of followers of the devil; elaborate the story of Bal'ihen's (the witch hunter) and recognize the lessons.
<b>Student Learning Outcomes</b>		

[SLO:RE/K-09-A2-01]:  Analyze the Five impure names of the Devil in relation to their characteristics	[SLO:RE/K-10-A2-01]:  Analyze the Nine impure names of the Devil in relation to their characteristics	[SLO:RE/K-11/12-A2-01]:  Analyze the Thirteen impure names of the D'evil in relation to their characteristics
		[SLO:RE/K-11/12-A2-02]:  Interpret the central idea or theme of devilism (in terms of A mi may mul'awa)
	[SLO:RE/K-10-A2-02]:  Explain the hunting event and funeral of the devil	
	[SLO:RE/K-10-A2-03]:  Identify the rituals and purpose behind rituals in the hunting event and funeral of devil	
	[SLO:RE/K-10-A2-04]:  Comprehend the meaning and purpose of the chants which are pronounced or vocalized at the event of devil hunting and funeral	
		[SLO:RE/K-11/12-A2-03]:  Recognize and justify the treatment of followers of devil
[SLO:RE/K-09-A2-02]:  Understand Bal'ihen's recognition and treatment of Rhuzhi		[SLO:RE/K-11/12-A2-04]:  Elaborate the story of Bal'ihen's (the witch hunter)
		[SLO:RE/K-11/12-A2-05]:  Recognize the lessons learned

		from the story of Bal'ihen's (the witch hunter)
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## Domain B: Ethical values and religious events

**Standard:** Learn the importance of loving and praising God and his purpose of the creation of man. Understand how the application of the law of life is propagated through various traditions.

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<b>Benchmarks:</b> By the end of grade 3, students are expected to:  Develop an understanding of the concepts of purity and impurity and the purpose of the existence of mankind and the goals of life from the three Holy Names of the seed Man. Explain and discuss the enforcement of the law through the traditions by applying them in daily life activities.			<b>Benchmarks:</b> by the end of grade 5 students are expected to: <ul style="list-style-type: none"> <li>Demonstrate an understanding of the concepts of purity and impurity, the ethical values by applying various traditions in different aspects of life, knowledge about mankind from the holy names of the seed of man and a sense of love with God's Glorification by understanding and singing the songs of the festivals.</li> </ul>	
<b>Grade 1:</b>  [SLO:RE/K-01-B-01]:  Identify and discuss the first holy name of the seed of man.	<b>Grade 2:</b>  [SLO:RE/K-02-B-01]:  Discuss the two holy names of the seed of man	<b>Grade 3:</b>  [SLO:RE/K-03-B-01]:  Categorize three holy names of the seed of man.	<b>Grade 4:</b>  [SLO:RE/K-04-B-01]:  Explain four Holy names of the Seed of man.	<b>Grade 5:</b>  [SLO:RE/K-05-B-01]:  Describe the five holy names of the seed of man.
[SLO:RE/K-01-B-02]:  Identify resemblance between the Holy name of God and the name of the seed of man.	[SLO:RE/K-02-B-02]:  Compare the two Holy names of God with the holy names of the seed of man.	[SLO:RE/K-03-B-02]:  Compare the holy names of the seed of man to the Holy names of God the Greatest Spirit.	[SLO:RE/K-04-B-02]:  Compare the holy names of the seed of man with the Holy names of GOD.	[SLO:RE/K-05-B-02]:  Compare the Holy names of God the Greatest Spirit with the holy names of the seed of man.
[SLO:RE/K-01-B-03]:  Identify the aim of their life, which is to	[SLO:RE/K-02-B-03]:  Describe the obedience of	[SLO:RE/K-03-B-03]:  Describe ways in	[SLO:RE/K-04-B-03]:  Apply the basic	[SLO:RE/K-05-B-03]:  State the aim of life as the

follow the Holy character of God.	God's qualities for the purpose of being pure and powerful.	which humans can act to be in accordance with the holy names of the seed of man.	objective of life as the obedience of the qualities of the Holy Character of God in their daily lives.	following of the Holy character of God.
[SLO:RE/K-01-B-04]:  Recognize the need and significance of glorification of the Holy entity and character of God.	[SLO:RE/K-02-B-04]:  Analyze the theme of praising God as a way to thank him for his greatness and blessings.	[SLO:RE/K-03-B-04]:  Display the Holy songs of the festivals which are to praise God.	[SLO:RE/K-04-B-04]:  Write the four holy songs of the festival which present the sense of remembering God and welcoming Him.	[SLO:RE/K-05-B-04]:  Memorise the five holy songs of the festival that depict the praise of God.
[SLO:RE/K-01-B-05]:  Compare purity and impurity.  SLO6: Identify ethical values through the traditions of greeting.	[SLO:RE/K-02-B-05]:  Repeat the songs of praises and prayers by which God is welcomed as the chief guest of the happy events and happy lives.	[SLO:RE/K-03-B-05]:  Report the importance of remembering and praising God for his Holy care and love.	[SLO:RE/K-04-B-05]:  Understand and describe the significance and need of thanking God and acknowledging his care and blessings.	[SLO:RE/K-05-B-05]:  Evaluate the importance of praising and remembering God and welcoming Him in events and in life.
[SLO:RE/K-01-B-06]:  Learn and apply the customs of greetings, eating and drinking as per the traditions and the law of life	[SLO:RE/K-02-B-06]:  Explain the significance of purity and harmful products	[SLO:RE/K-03-B-06]:  Differentiate between purity and impurity.	[SLO:RE/K-04-B-06]:  Compare the concepts of purity and impurity and defend the fact that purity gives wisdom and strength whereas impurity leads to weakness and stupidity.	[SLO:RE/K-05-B-06]:  Contrast between the concepts of purity and impurity and justify the outcomes of being a pure person and condemn the consequences of impurity.

[SLO:RE/K-01-B-07]:  Identify the laws of dressing.	[SLO:RE/K-02-B-07]:  Learn and apply the customs of greetings, eating and drinking as per the traditions and the law of life.	[SLO:RE/K-03-B-07]:  Classify the characteristics of purity and impurity.	[SLO:RE/K-04-B-07]:  Learn and apply the customs of greetings, eating and drinking as per the traditions and the law of life	[SLO:RE/K-05-B-07]:  Relate the purity of human character with the heavenly Holiness of Lord the Greatest Spirit and understand its significance.
	[SLO:RE/K-02-B-08]:  Understand and describe the laws of dressing.	[SLO:RE/K-03-B-08]:  Learn and apply the customs of greetings, eating and drinking as per the traditions and the law of life	[SLO:RE/K-04-B-8]:  Evaluate the rules of constructing buildings.	[SLO:RE/K-05-B-08]:  Learn and apply the customs of greetings, eating and drinking as per the traditions and the law of life
	[SLO:RE/K-02-B-9]:  Describe the obligation of construction.	[SLO:RE/K-03-B-09]:  Evaluate the importance of the law of dressing.	[SLO:RE/K-04-B-9]:  Evaluate the laws of animal domestication (birds and animals.)	[SLO:RE/K-05-B-09]:  Discuss and evaluate the laws pertaining to appropriate dressing and inappropriate dressing.
		[SLO:RE/K-03-B-10]:  Analyse the importance of making buildings.	[SLO:RE/K-04-B-10]:  Examine the traditions of vegetative farming.	[SLO:RE/K-05-B-10]:  Understand and describe how to apply the traditional laws of constructing buildings.
		[SLO:RE/K-03-B-11]:  Explain the laws of animal domestication		[SLO:RE/K-05-B-11]:  Evaluate the laws about animal domestication (birds and animals)

		(birds and animals)		
				[SLO:RE/K-05-B-12]:  Evaluate the customary laws of vegetative farming.
				[SLO:RE/K-05-B-13]:  Describe and examine the laws of measurements.
Grade 6		Grade 7		Grade 8
Benchmark I: Demonstrate an understanding of the concept of flock of God; knowledge about mankind from 17-24 holy names of the seed of man and the ethical values or manners of living in various aspects of life including currently practiced and abandoned traditions.				
Student Learning Outcomes				
[SLO:RE/K-06-B-01]:  Understand and Interpret the meaning of the flock of God (Khodayas maal)		[SLO:RE/K-07-B-01]:  Explain flock of God (Khodayas maal)		[SLO:RE/K-08-B-01]:  Discuss with examples flock of God (Khodayas maal)
[SLO:RE/K-06-B-02]:  Recognize and explain 1-8 sacred names or properties of the seed of man		[SLO:RE/K-07-B-02]:  Recognize and explain 9-16 sacred names or properties of the seed of man		[SLO:RE/K-08-B-02]:  Recognize and explain 17-24 sacred names or properties of the seed of man
[SLO:RE/K-06-B-03]:  Define the Traditions of:  1. Traditions of pure and Impure 2. Traditions of greetings 3. Traditions of dining		[SLO:RE/K-07-B-03]:  Define the Traditions of:  1. Traditions of attiring 2. Traditions of constructions 3. Traditions of domestication of animals 4. Traditions of domestications of birds 5. Traditions of Farming		[SLO:RE/K-08-B-03]:  Define the Traditions of:  1. Traditions of Time measurements (Suri jagek) 2. Traditions of ablutions 3. Traditions of making brothers and sisters (dari hik) 4. Traditions of religious places (graveyard, temple, bashali)

	6. Traditions of measurements	
		[SLO:RE/K-08-B-04]:  Define eight abandoned traditions
<b>Benchmark II:</b> Acquire knowledge about the rituals and offerings made to God including festivals, holy songs and prayers of festivals, childhood ceremony and womanhood/manhood ceremony; calculate the timings of festivals in meteorology.		
<b>Student Learning Outcomes</b>		
[SLO:RE/K-06-B-04]:  Define the following festivals 1. Zhoshi 2. Ucaw 3. Pu'n' 4. Cawmos	[SLO:RE/K-07-B-04]:  Define the following festivals 1. Zhoshi 2. Ucaw 3. Pu'n' 4. Cawmos 5. L'awak bi'ik 6. L'agaur	[SLO:RE/K-08-B-05]:  Explain the following festivals 1. Zhoshi 2. Ucaw 3. Pu'n' 4. Cawmos 5. L'awak bi'ik 6. L'agaur 7. Precesh
		SLO:RE/K-08-B-06: Estimate the timings of the above festivals in meteorology
[SLO:RE/K-06-B-05]:  Recite the holy songs and prayers of festivals (mentioned above)	[SLO:RE/K-07-B-05]:  Recite the holy songs and prayers of festivals (mentioned above)	[SLO:RE/K-08-B-07]:  Write the holy songs and prayers of festivals (mentioned above)
[SLO:RE/K-06-B-06]:  Discuss the childhood ceremony (cel'ik sambiek) and learn about observing the law	[SLO:RE/K-07-B-06]:  Discuss the manhood and womanhood ceremony (bhut sambiek) and learn about observing the law	[SLO:RE/K-08-B-08]:  Compare the childhood (cel'ik sambiek) with manhood/womanhood ceremony (bhut sambiek)
Grade 9	Grade 10	Grade 11 or Grade 12
<b>Benchmark I:</b>		<b>Benchmark I:</b>



<p>Demonstrate an understanding of the relationship between God and man, the purpose of creation of the seed of man, and the status of man and woman; revisit the currently practiced and abandoned traditions, and understand the causes of abandonment of traditions.</p>		<p>Develop an understanding of classification of humans and ways of repentance; comprehend the importance of status of man and woman; revisit the currently practiced traditions, elaborate the purpose and importance of some traditions and compare the abandoned and dormant traditions.</p>
<p><b>Student Learning Outcomes</b></p>		
<p>[SLO:RE/K-09-B-01]:</p> <p>Recognize the bond between God and man</p>	<p>[SLO:RE/K-10-B-01]:</p> <p>Understand the bond between God and man</p>	
<p>[SLO:RE/K-09-B-02]:</p> <p>Understand the purpose of creation of the seed of man with reference to 17-24 sacred names</p>		
		<p>[SLO:RE/K-11/12-B-01]:</p> <p>Understand the basis of classification of humans according to their actions/ deeds into three categories: Aza, Bhaira, and Gor</p>
		<p>[SLO:RE/K-11/12-B-02]:</p> <p>Recognize the ways for repentance in Kalasha religion and community</p>
	<p>[SLO:RE/K-10-B-02]:</p> <p>Discuss the status of woman and the status of man in Kalasha religion</p>	<p>[SLO:RE/K-11/12-B-03]:</p> <p>Analyze the status of woman and the status of man in Kalasha religion and in Kalasha community</p>

<p>[SLO:RE/K-09-B-03]:</p> <p>Explain the Traditions of:</p> <ol style="list-style-type: none"> <li>1. Traditions of time measurements (Suri jagek)</li> <li>2. Traditions of ablutions</li> </ol>	<p>[SLO:RE/K-10-B-03]:</p> <p>Explain the Traditions of:</p> <ol style="list-style-type: none"> <li>1. Traditions of making brothers and sisters (dari hik)</li> <li>2. Traditions of religious places (graveyard, temple, bashali.)</li> </ol>	<p>[SLO:RE/K-11/12-B-04]:</p> <p>Recall the following Traditions:</p> <ol style="list-style-type: none"> <li>1. Traditions of time measurements (Suri jagek)</li> <li>2. Traditions of ablutions</li> <li>3. Traditions of making brothers and sisters (dari hik)</li> <li>4. Traditions of religious places (graveyard, temple, bashali.)</li> </ol>
		<p>[SLO:RE/K-11/12-B-05]:</p> <p>Elaborate the Traditions of religious places (graveyard, temple, and bashali) with their purpose and importance</p>
<p>[SLO:RE/K-09-B-04]:</p> <p>Explain six abandoned traditions</p>	<p>[SLO:RE/K-10-B-04]:</p> <p>Explain eight abandoned traditions</p>	
	<p>[SLO:RE/K-10-B-05]:</p> <p>Identify the causes of abandonment of traditions</p>	<p>[SLO:RE/K-11/12-B-06]:</p> <p>Identify the lost traditions and understand the difference between abandoned and dormant traditions with examples</p>
<p><b>Benchmark II:</b> Develop an understanding of purpose and sequence of events in the rituals and offerings made to God, and comprehend a sense of love with God's Glorification through the songs and prayers of the festivals.</p>		<p><b>Benchmark II:</b> Revisit the rituals and offerings made to God; demonstrate an understanding of the festivals and rituals in relation to the individual and collective lives of Kalasha tribe or community</p>
<p><b>Student Learning Outcomes</b></p>		

<p>[SLO:RE/K-09-B-05]:</p> <p>Discuss the events within the following festivals:</p> <ol style="list-style-type: none"> <li>1. Zhoshi</li> <li>2. Ucaw</li> <li>3. Pu'n'</li> <li>4. Cawmos</li> <li>5. L'awak bi'ik</li> <li>6. L'agaur</li> <li>7. Precesh</li> </ol>	<p>[SLO:RE/K-10-B-06]:</p> <p>Explain the purpose and sequence of the events within the following festivals:</p> <ol style="list-style-type: none"> <li>1. Zhoshi</li> <li>2. Ucaw</li> <li>3. Pu'n'</li> <li>4. Cawmos</li> <li>5. L'awak bi'ik</li> <li>6. L'agaur</li> <li>7. Precesh</li> </ol>	<p>[SLO:RE/K-11/12-B-07]:</p> <p>Summarize the following festivals</p> <ol style="list-style-type: none"> <li>1. Zhoshi</li> <li>2. Ucaw</li> <li>3. Pu'n'</li> <li>4. Cawmos</li> <li>5. L'awak bi'ik</li> <li>6. L'agaur</li> <li>7. Precesh</li> </ol>
		<p>[SLO:RE/K-11/12-B-08]:</p> <p>Create a plan/report on any two of the festivals (mentioned above)</p>
<p>[SLO:RE/K-09-B-06]:</p> <p>Understand the meaning of holy songs and prayers of festivals (mentioned above)</p>	<p>[SLO:RE/K-10-B-07]:</p> <p>Estimate the power /blessings of God through the holy songs and prayers of festivals</p>	<p>[SLO:RE/K-11/12-B-09]:</p> <p>Discuss the effects of holy songs and prayers of festivals on the individual and collective lives of Kalasha tribe or community</p>
		<p>[SLO:RE/K-11/12-B-10]:</p> <p>Elaborate the purpose of the childhood ceremony (cel'ik sambiek)</p> <p>and manhood/womanhood ceremony (bhut sambiek)</p>

### Domain C: Sources of inspiration

**Standard:** Learn about the life and services of the holy elders who served to protect the law of life; and traditional poems which teach ethics and compliance of the law.

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<b>Benchmarks:</b> By the end of grade 3, students are expected to:  Revisit the lives and powers of the Holy Elders who served to protect and abide by the law; understand the importance of traditional poems			<b>Benchmark:</b> by the end of grade 5 students are expected to:  Demonstrate an understanding of the lives, services and wisdom of the Holy Elders who served to protect the law of life; recite the holy songs and revisit and apply the teachings of the last teacher Dagainai [Rabi Dari] in their daily lives.	
<b>Grade 1:</b>  [RE/K-01-C-01]:  Recall the names of one of the holy elders.	<b>Grade 2:</b>  [RE/K-02-C-01]:  Write the names of two of the holy elders.	<b>Grade 3:</b>  [RE/K-03-C-01]:  Discuss the lives of the holy elders.	<b>Grade 4:</b>  [RE/K-04-C-01]:  Name the holy elders and discuss their lives in detail.	<b>Grade 5:</b>  [RE/K-05-C-01]:  Compare the lives of the holy elders with those of the unholy and false elders.
[RE/K-01-C-02]:  Describe the mandates of a holy person as wise, foreseeing and miraculous.	[RE/K-02-C-02]:  Describe the efforts the holy elder made to protect the ancient law.	[RE/K-03-C-02]:  Explain the role of the holy elders in the process of protection of the ancient law of life of the Kalasha people.	[RE/K-04-C-02]:  Categorize the services of the holy elders they undertook for the protection of the law.	[RE/K-05-C-02]:  Contrast the powers and victories of the holy elders with those of the unholy people.
[RE/K-01-C-03]:  Memorize one pedagogical poem.	[RE/K-02-C-03]:  Describe the powers and intellect of holy persons.	[RE/K-03-C-03]:  Analyze the authority, wisdom and miraculous powers of the holy people.	[RE/K-04-C-03]:  Discuss and evaluate the significance of the wisdom and powers of the holy elders.	[RE/K-05-C-03]:  Analyze the meaning of a purposeful life, purposeful death and traditional burial of the holy elders.
	[RE/K-02-C-04]:  Relate two traditional	[RE/K-03-C-04]:  Sing and write the	[RE/K-04-C-04]:  Review the song of the great holy elder and teacher “Dagainay” the	[RE/K-05-C-04]:  Assess the quality and potential of the holy people to

	poems singing.	by	three poems.	traditional	descendent of Rabi called “Rabi-dari.”	differentiate between truth and lies, evil and righteous persons.
					[RE/K-04-C-05]:  Present the four customary poems by singing and paraphrasing them.	[RE/K-05-C-05]:  Revise the half song of the great holy elder and teacher Daginay the descendent of Rabi.
						[RE/K-05-C-06]:  Describe Rabi’s sayings about the story of the seed and how man communicated with animals through a common language.
						[RE/K-05-C-07]:  Memorize and recall the instructive poems; Illustrate the poems with drawings and act to show the theme of the poems.
Grade 6			Grade 7			Grade 8
Benchmark I: Assess the lives, services, characteristics, and wisdom of the holy elders, and memorize the songs of holy elders						
Student Learning Outcomes						
[SLO:RE/K-06-C-01]:			[SLO:RE/K-07-C-01]:			[SLO:RE/K-08-C-01]:

<p>Discuss the life of the holy elders of following</p> <ol style="list-style-type: none"> <li>1.Naga dehar</li> <li>2. Bud’a dehar</li> <li>3. Jaan-durak of (Tsiam)</li> <li>4. Daginay (Rabi dari)</li> <li>5. Raik dehar</li> </ol>	<p>Discuss the background of following holy elders:</p> <ol style="list-style-type: none"> <li>1.Naga dehar</li> <li>2. Bud’a dehar</li> <li>3. Jaan-durak of (Tsiam)</li> <li>4. Daginay (Rabi dari)</li> <li>5. Raik dehar</li> </ol>	<p>Discuss the characteristics of following holy elders:</p> <ol style="list-style-type: none"> <li>1.Naga dehar</li> <li>2. Bud’a dehar</li> <li>3. Jaan-durak of (Tsiam)</li> <li>4. Daginay (Rabi dari)</li> <li>5. Raik dehar</li> </ol>
<p>[SLO:RE/K-06-C-02]:</p> <p>Discuss the characteristics and powers of the holy elders in daily life</p>	<p>[SLO:RE/K-07-C-02]:</p> <p>Recognize the abilities of the holy elders</p>	
	<p>[SLO:RE/K-07-C-03]:</p> <p>Recall and recite the songs of the holy elders</p>	<p>[SLO:RE/K-08-C-02]:</p> <p>Discuss the songs and stories of the holy elders</p>
<b>Grade 9</b>	<b>Grade 10</b>	<b>Grade 11 or Grade 12</b>
<p><b>Benchmark I:</b> Assess the lives, services and wisdom of the holy elders and comprehend the songs of holy elders</p>		<p><b>Benchmark I:</b> Assess the lives, services and wisdom of the holy elders and understand the purpose and importance of the songs of holy elders</p>
<b>Student Learning Outcomes</b>		
<p>[SLO:RE/K-09-C-01]:</p> <p>Identify the following holy elders</p> <ol style="list-style-type: none"> <li>1.Naga dehar</li> <li>2. Bud’a dehar</li> <li>3. Jaan-durak of (Tsiam)</li> <li>4. Daginay (Rabi dari)</li> <li>5. Raik dehar</li> </ol>	<p>[SLO:RE/K-10-C-01]:</p> <p>Discuss the contributions of the following holy elders in detail</p> <ol style="list-style-type: none"> <li>1.Naga dehar</li> <li>2. Bud’a dehar</li> <li>3. Raik dehar</li> <li>4. Thanuk dehar</li> <li>5. Bud’ok dehar</li> </ol>	<p>[SLO:RE/K-10/11-C-01]:</p> <p>Explain how the lives and services of holy elders served to protect the law of life</p>

6. Thanuk dehar 7. Bud'ok dehar 8. Bajur dehar 9. Muraad Baig dehar 10. Jandulikhan dehar 11. Camand'er dehar 12. Rot'a dehar 13. Virishik dehar	6. Virishik dehar	
[SLO:RE/K-09-C-02]:  Understand the meaning of any two songs of the holy elders		[SLO:RE/K-10/11-C-02]:  Understand the purpose and importance of the songs of holy elders

#### Domain D: Heroes (notable entities or personalities)


**Standard:** Learn and evaluate the life and services of five Kalasha kings.

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<b>Benchmarks:</b> By the end of grade 3, students are expected to: <ul style="list-style-type: none"> <li>Explain the efforts and sacrifices of the Kalasha Kings, their sacrifices to protect the Kalasha community in times of wars and migrations</li> </ul>			<b>Benchmark:</b> By the end of grade 5 students are expected to: <ul style="list-style-type: none"> <li>Evaluate the role of the five famous Kalasha Kings who served as protectors of the Kalasha people by revisiting their lives and contributions for the Kalasha community.</li> </ul>	
<b>Grade 1:</b> [RE/K-01-D-01]:  Describe the life of one of the Kalasha Kings.	<b>Grade 2:</b> [RE/K-02-D-01]:  Discuss the lives of two Kalasha Kings.	<b>Grade 3:</b> [RE/K-03-D-01]:  Sketch the lives of three of the great Kalasha kings.	<b>Grade 4:</b> [RE/K-04-D-01]:  Compare the lives and rules of four of the great Kalasha Kings.	<b>Grade 5:</b> [RE/K-05-D-01]:  Write about the lives of five of the great Kalasha Kings.



	[RE/K-02-D-02]:  Explain how the kings protected and ruled the Kalasha tribes.	[RE/K-03-D-02]:  Describe the services and sacrifices of the Kings for the sake of protection of the Kalasha tribes.	[RE/K-04-D-02]:  Describe the personal qualities of all the Kalasha Kings.	[RE/K-05-D-02]:  Categorize the qualities and abilities of the great Kings.
		[RE/K-03-D-03]:  Summarize the qualities of Kingship.	[RE/K-04-D-03]:  Explain the services and efforts of the Kings and their contributions towards the safety and well-being of the Kalasha tribe.	[RE/K-05-D-03]:  Evaluate the services and regime of the great Kings.
			[RE/K-04-D-04]:  Examine the powers and duties of the Kalasha Kings.	[RE/K-05-D-04]:  Evaluate the victories and failures of the Kings.
				[RE/K-05-D-05]:  Classify the qualities and capacities of successful Kings.
Grade 6		Grade 7		Grade 8
Benchmark I: Appreciate the lives of five famous Kalasha Kings as protectors of the Kalasha tribe and understand the inspirational characteristics of kingship with respect to personal and collective lives.				
Student Learning Outcomes				
[SLO:RE/K-06-D-01]:  Explain the services and contributions of kings		[SLO:RE/K-07-D-01]:  Discuss the lives of successful kings during their regimes		[SLO:RE/K-08-D-01]:  Analyze the victories and failures of kings in terms of

		consequences for the community and tribe
[SLO:RE/K-06-D-02]:  Elaborate the qualities and capacities of successful kings		[SLO:RE/K-08-D-02]:  Describe the characteristics of kings with respect to their contribution to Kalasha community
	[SLO:RE/K-07-D-02]:  Evaluate the powers and duties of Kalasha kings	[SLO:RE/K-08-D-03]:  Understand how to utilize the characteristics of kingship in personal and collective lives.
[SLO:RE/K-06-D-03]:  Discuss the Kalasha warriors and their efforts for the purpose of survival of Kalasha tribe	[SLO:RE/K-07-D-03]:  Outline the events related to the Kalasha warriors and their consequences	[SLO:RE/K-08-D-04]:  Discuss the efforts and events related to the Kalasha warriors and their consequences
[SLO:RE/K-06-D-04]:  Describe the difficulties (and persecutions) during the era of slavery	[SLO:RE/K-07-D-04]:  Outline the impact of the era of slavery on the Kalasha religion and culture	[SLO:RE/K-08-D-05]:  Elaborate in detail the impact of the era of slavery on the Kalasha religion and culture (including heavy taxes, forced labor, etc.)
<b>Grade 9</b>	<b>Grade 10</b>	<b>Grade 11 or Grade 12</b>
<b>Benchmark I:</b> Demonstrate an understanding of the rule of four Kalasha Kings and analyze the efforts of Kalasha warriors and their consequences.		<b>Benchmark I:</b> Revisit the services of five famous Kalasha kings; develop an understanding of the rule of one Kalasha king; elaborate the causes and effects of era of slavery on religion and culture
<b>Student Learning Outcomes</b>		
[SLO:RE/K-09-D-01]:  Elaborate in detail the rule	[SLO:RE/K-10-D-01]:	[SLO:RE/K-11/12-D-01]:



of Raja Way and Shal'ak S'a	Elaborate in detail the rule of Tajamul and Sumalik	Summarize the contributions of five Kalasha kings
		[SLO:RE/K-11/12-D-02]:  Elaborate in detail the rule of Bulasingh
	[SLO:RE/K-10-D-02]:  Analyze the efforts of Kalasha warriors and their consequences	[SLO:RE/K-11/12-D-03]:  Elaborate the causes and effects of the era of slavery on the Kalasha religion and culture (heavy taxes, forced labor, etc.)

National Curriculum of Pakistan  
2022-23

# RELIGIOUS EDUCATION

## SIKHISM

GRADES 1-12



**NATIONAL CURRICULUM COUNCIL SECRETARIAT**  
MINISTRY OF FEDERAL EDUCATION AND  
PROFESSIONAL TRAINING, ISLAMABAD  
GOVERNMENT OF PAKISTAN



## Ministry of Federal Education and Professional Training

### NATIONAL CURRICULUM COUNCIL

### Certification





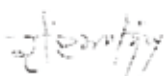
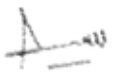


Date: 04 Dec 23

We, the members of the Committee on Religious Education and Reviewers (Sikhism), hereby certify that the curriculum on Religious Education (Grade 1 to 12) has been thoroughly reviewed by us. The final review was conducted on 04-12-23 in line with the key considerations of the National Curriculum of Pakistan an important aspect of which is the Constitution of Pakistan.

We are pleased to acknowledge and confirm that this curriculum on Religious Education for grade 1 to 12 is of satisfactory quality and duly aligned to the philosophy of National Curriculum of Pakistan. This curriculum is ready for approval by the competent authority.

We would also like to express our gratitude for the compliance and dedication shown by the team at NCC Secretariat during the development process to ensure that the curriculum is brought at par with the defined standards.

#### Committee Members:

- |   |  |
|---|--|
| 1. Signature: <br>Name: Dr. Kalyan Singh Kalyan<br>Asst. Professor GCU Lahore  | 2. Signature: <br>Name: Gur Charn Singh<br>Lecturer & Ph.D. Scholar<br>Govt. Guru Nanak G. College, Nankana Sahib |
| 3. Signature: <br>Name: Madan Singh<br>Lecturer, Govt. Guru Nanak G. College,<br>Nankana Sahib                       | 4. Signature: <br>Name: Satwant Kour<br>Lecturer Kinnaid College for Women, Lahore                                |
| 5. Signature: <br>Name: Giyani Daya Singh<br>Granthi Singh<br>Gurdwara Janam Asthan, Nankana Sahib                   | 6. Signature: <br>Name: Dr. Mimpal Singh<br>Asst. Prof & member PSGPC<br>King Edward Medical College              |
| 7. Signature: <br>Name: Aman Deep Kour<br>B.S.Ed. (Virtual University)<br>Internee Guru Nanak Ji Public Model School | 8. Signature: <br>Name: Amardeep Singh<br>Gurmukhi & Sangeet teacher<br>Guru Nanak ji Mission Dharmik School      |

### Domain A: Gurmukhi Script

**Standard:** Students will recognize the Gurmukhi alphabets, how to write these alphabets, learn the writing and reading of the Gurmukhi stories and essays.

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11 and 12
<b>Benchmark:</b> By the end of Grade 3, students are expected to:  Identify and write the phonetic charts of the Gurmukhi Akhar (alphabets), their groupings (Toliyaan, small letters, various lingual sounds and symbols of the Gurmukhi script (Dulaawaan, Mukta, Kanah, Sehari, Behari, and Laawaan))			<b>Benchmark:</b> By the end of Grade 5, students are expected to:  Determine and utilize the following Gurmukhi sounds in writing: Adhak, bindi Tippi, Aunkarr, Dulankarr, Aurra, and Kanorra.  Explain the entire alphabet moharni		<b>Benchmark:</b> By the end of Grade 8, students are expected to:  Read and write in Gurmukhi; writing digits in Gurmukhi, painting various Gurmukhi styles, and typing emails in computerized Gurmukhi scripts.			<b>Benchmark:</b> By the end of Grade 10, students are expected to:  Read and write in Gurmukhi, write digits in Gurmukhi, painting various Gurmukhi styles, and typing emails in computerized Gurmukhi scripts.		<b>Benchmark:</b> By the end of Grade 12, students are expected to:  Read and write in Gurmukhi, writing digits in Gurmukhi, applying, painting various Gurmukhi styles.
Students Learning Outcomes										
By independently using their learning, students will be able to...										
[RE/S-01-A-01]:  Recognize & apply the Gurmukhi Akhar (Alphabets) & its phonetic chart in writing.	[RE/S-02-A-01]:  Determine and apply in written Gurmukhi alphabetic distinct lingual sounds and symbols.	[RE/S-03-A-01]:  Sound and recognize Sehaari and behaari in Gurmukhi writings.	[RE/S-04-A-01]:  Sound & recognize Aunkarr & Dulankarr in Gurmukhi writings.	[RE/S-05-A-01]:  Sound & recognize Adhak, Bindi & Tippi in Gurmukhi writings.	[RE/S-06-A-01]:  Reading and writing in Gurmukhi, including history of Gurdwara Patti Sahib.	[RE/S-07-A-01]:  Reading and writing in Gurmukhi including the history of Gurdwara Sacha Sauda Shaikhupura.	[RE/S-08-A-01]:  Reading and explain in Gurmukhi including the history of 1st stone Gurdwara Darbar Sahib, Amritsar	[RE/S-09-A-01]:  Reading and describe in Gurmukhi including the history of Anandpur Sahib, khalsa sajna	[RE/S-10-A-01]:  Reading and describe in Gurmukhi including the history of Kartarpur Sahib, its corridor	[RE/S-12-A-01]:  Reading and describe in Gurmukhi the history of Gurdwara Patti Sahib. “Patti likhi” and Gurumukhi alphabets aligned by Guru Angad Dev Ji.



[RE/S-01-A-02]:  Recognize and apply Gurmukhi alphabet groups (Toliyaan) in written works.	[RE/S-02-A-02]:  Sound and recognize Mukta and Kannah in Gurmukhi writings.	[RE/S-03-A-02]:  Sound and recognize Du-laawaan, and Laawaan in Gurmukhi writings.	[RE/S-04-A-02]:  Sound & recognize Aurra, and Kanorra in Gurmukhi writings.	[RE/S-05-A-02]:  Apply Adhak, Bindi & Tippi in Gurmukhi writings.	[RE/S-06-A-02]:  Reading and writing essay in Gurmukhi, and panthi akhri (35 alphabets) with reference of “Patti likhi” in Guru Granth Sahib.	[RE/S-07-A-02]:  Reading and writing essay & applications letter in Gurmukhi	[RE/S-08-A-02]:  write in Gurmukhi including the history of 1st stone Gurdwara Darbar Sahib, Amritsar	[RE/S-09-A-02]:  write in Gurmukhi including the history of Anandpur Sahib, khalsa sajna	[RE/S-10-A-02]:  write in Gurmukhi including the history of Kartarpur Sahib, its corridor	[RE/S-12-A-02]:  write in Gurmukhi the history of Gurdwara Patti Sahib. “Patti likhi” and Gurumukhi alphabets aligned by Guru Angad Dev Ji.
[RE/S-01-A-03]:  Recognize and use the Gurmukhi small letters when writing.	[RE/S-02-A-03]:  Apply Mukta and Kannah in Gurmukhi writings.	[RE/S-03-A-03]:  Apply Sehaari, behaari, Du-laawaan, and Laawaan. In Gurmukhi writings.	[RE/S-04-A-03]:  Apply Aunkarr, Dulankarr, Aurra, and Kanorra. In Gurmukhi writings.	[RE/S-05-A-03]:  Make a Moharni with the appropriate sounds for each of the Gurmukhi alphabets.	[RE/S-06-A-03]:  Reading and writing in Gurmukhi & bhai veer singh ji poems or poetry	[RE/S-07-A-03]:  Reading and writing poems of Professor Pooran Singh	[RE/S-08-A-03]:  Reading and writing in Gurmukhi the poems of Bhai Nand Laal Ji	[RE/S-09-A-03]:  Reading and writing in Gurmukhi Khalsa Sajna event (1699) related poem	[RE/S-10-A-03]:  Reading and writing poems in Gurmukhi related to Kartarpur Sahib	[RE/S-12-A-02]:  Reading and writing poems and ghazal in Gurmukhi



## Domain B: Basics of Sikh Religion

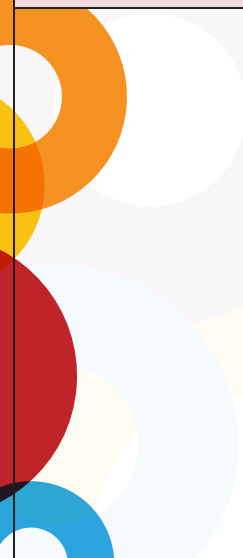
**Standard:** Students will recognize the importance of Sikhism's teachings, core beliefs, spiritual devotion, awe of God, service to humanity, and tolerance for other religions

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11 & 12
<b>Benchmark:</b> By the end of Grade 3, students are expected to:  Explain the oneness of God and the fact that "Waheguru" is the actual and supreme Creator of the cosmos.  Read and translate Mool Mantar.  Explain what a gurbani and gurdwara are, learn the four Sahibzaday, the five pyare, the five takht, and the name of the Guru Sahiban.			<b>Benchmark:</b> By the end of Grade 5, students are expected to:  Learn the names of the native (desi) Punjabi days, months, and directions Sikh religious holidays and Nanakshahi calendar.  Demonstrate the Sikh turban,  Explain what Rehatnama means and how to practice sikhism according to Rehatnama.		<b>Benchmark:</b> By the end of Grade 8, students are expected to:  Connect Gurbani and Science, describe the cosmos in Gurbani, the impact of Gurbani on our social lives.  Explain the values of communication, honesty, respect, and selflessness and provide examples.  Explain the idea behind the sacrifices made by different Sikh leaders.			<b>Benchmark:</b> By the end of Grade 10, students are expected to:  Describe how Gurbani affects family life, the importance of tolerance in a society that values diversity of thought and belief. How Gurbani helps us achieve serenity.  Demonstrate the role of devotion in life and how it relates to spirituality.		<b>Benchmark:</b> By the end of Grade 12, students are expected to:  Illustrate the Mool Mantar as central idea of Sri Guru Granth Sahib Ji.  Describe the importance of tolerance in a society that values diversity of thought and belief.  Elucidate the Gurbani's teachings on the ideal Sikh lifestyle.
Students Learning Outcomes										
By independently using their learning, students will be able to...										
[RE/S-01-B-01]:  Explain the meaning of Mool Mantar & the significance of each word compiled in Mool Mantar	[RE/S-02-B-01]:  Discuss what is Gurdwaras.	[RE/S-03-B-01]:  List the name of the four Sahibzaday, the five pyars, the five takht.	[RE/S-04-B-01]:  Explain about the Nanakshahi calendar	[RE/S-05-B-01]:  List and explain the significance of Sikh festivals and holidays.	[RE/S-06-B-01]:  Explain the significance of science in the context of Gurbani.	[RE/S-07-B-01]:  Explain the universe in Gurbani.	[RE/S-08-B-01]:  Discuss the impact of Gurbani on our social lives.	[RE/S-09-B-01]:  Explain the impact of Gurbani on family life.	[RE/S-10-B-01]:  How Gurbani brings us peace of mind & Calmness.	[RE/S-11-B-01]:  Show how the Mool Mantar represents the core concept of Sri Guru Granth Sahib Ji.


[RE/S-01-B-02]:  Describe the Oneness of God and the idea that "Waheguru" is the real, all-powerful Creator of the universe.	[RE/S-02-B-02]:  List the name of the Guru Sahiban.	[RE/S-03-B-02]:  Discuss what is Gurbani and what is its importance in Sikhism.	[RE/S-04-B-02]:  Identify the names of native (desi) Punjabi days, months, and directions.	[RE/S-05-B-02]:  Describe the meaning of Sikh Rehatnama.	[RE/S-06-B-02]:  Elucidate the meaning of selflessness in Sikhism.	[RE/S-07-B-02]:  Explain the values of compassion and honesty.	[RE/S-08-B-02]:  Explain the values of respect with examples.	[RE/S-09-B-02]:  Explains the values of tolerance.	[RE/S-10-B-02]:  Explain the significance of devotion in life.	[RE/S-11-B-02]:  Describe the significance of tolerance in a culture that respects differences in opinion and belief.
[RE/S-01-B-03]:  Describe what "Waheguru" means and elaborate on the main idea of Sri Guru Granth Sahib Ji by describing Mool Mantar.	[RE/S-02-B-03]:  Explain how Gurdwara is a symbol of service, peace, respect, equality, kindness and brotherhood.	[RE/S-03-B-03]:  Describe the respect for Gurbani in Sikhism	[RE/S-04-B-03]:  Discuss what is Sikh Dastar (Sikh Turban)	[RE/S-05-B-03]:  Discuss A Sikh's way of life.	[RE/S-06-B-03]:  Provide an example of selflessness in sikhism.	[RE/S-07-B-03]:  Provide an example of compassion and honesty in sikhism	[RE/S-08-B-03]:  Describe the concept underlying the sacrifices made by various Sikh leaders.	[RE/S-09-B-03]:  Explain why tolerance is important in a society that respects differences in opinion and belief.	[RE/S-10-B-03]:  Demonstrate how spirituality is related to devotion	[RE/S-11-B-03]:  Explain the Gurbani's teachings on the ideal way of living for Sikhs.

## Domain C: Beliefs and Practices

**Standard:** Students will be able to demonstrate the code of conduct and describe the significant beliefs of Sikh religion to perform religious ceremonies and bindings

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11 & 12
<b>Benchmark:</b> By the end of Grade 3, students are expected to:  Explain Sikh prayers [known as Nitnem]. Demonstrate to make a bow (Matha Tekna) before the Guru. Attending the companionship (Sangat Hazri) in Gurdawara. Performing different services (Sewa in Sikhi)			<b>Benchmark:</b> By the end of Grade 5, students are expected to:  Enumerate the three primary pillars of Sikh life; The first pillar of Sikh life is "work for life" (kirat karni), the second pillar is "share with humanity" (wand chakhna), the third pillar of Sikh life is to remember God (Naam Japna).  What are Hukmnama, Ardas, Ardas, and Kirtan?		<b>Benchmark:</b> By the end of Grade 8, students are expected to:  Describe Dasvandh and Sikh Marriages (Lawaan) in detail, and what the protocol is for naming Sikh infants; the Sehaj Patt method.  Portray the customs of greeting in the Sikh faith.  Describe the cleanliness of the body, plants and environment and identify its Sikhism terminology [Ishan]			<b>Benchmark:</b> By the end of Grade 10, students are expected to:  Describe geographical and economical status of Sikh All over world and the contributions of Sikh population in Pakistan.		<b>Benchmark:</b> By the end of Grade 12, students are expected to:  Explain Sikh beliefs, practices, social life, Sikh Gurdwaras, festivals and Sikh contributions to Pakistan.
students Learning Outcomes										
By independently using their learning, students will be able to...										
	[RE/S-02-C-01]:  Elaborate Nitnem, the Sikh daily prayers	[RE/S-03-C-01]:  Describe attending the companionship (Sangat Hazri) in Gurdawara.	[RE/S-04-C-01]:  List the three main pillagers.  Explain “work for life” (Kirat karni) is the first pillar of Sikh life.	[RE/S-05-C-01]:  Elucidate the meaning of Gurbani Kirtan, the Sikh devotional music, its significance in Sikh rituals, and the Guru Granth Sahib's raag arrangement.	[RE/S-06-C-01]:  Describe "dasvandh" as the custom of Sikhs to donate a tenth of their earnings in the Guru's name.	[RE/S-07-C-01]:  Explain the "Sehaj path," or the reading of the Guru Granth Sahib from start to finish and explain its significance in life.	[RE/S-08-C-01]:  Elucidate the significance of cleanliness in both the environment and the body in Sikhism.	[RE/S-09-C-01]:  Identify Sikh population worldwide areas on a map in various countries.	[RE/S-10-C-01]:  Identify Sikh population in Pakistan on a map and discuss cultural effects in their livings.	[RE/S-11-C-01]:  Describe Sikh social life, beliefs, and practices in accordance with the Gurbani

	<p>[RE/S-02-C-02]:</p> <p>Explain and learn how to bow before the Guru (Matha Tekna).</p>	<p>[RE/S-03-C-02]:</p> <p>Explain rendering diverse services, or Sewa in Sikhi. [free food, charity etc]</p>	<p>[RE/S-04-C-02]:</p> <p>Explain "share with humanity" (wand chakhna), which is the second pillar.</p>	<p>[RE/S-05-C-02]:</p> <p>Elucidate the meaning of Katha, a verbal Sikhism sermon, religious discourse, analysis, or exposition of a particular text and its passages.</p>	<p>[RE/S-06-C-02]:</p> <p>Describe the Sikh population and social life in various Pakistani regions.</p>	<p>[RE/S-07-C-02]:</p> <p>Examine various smartphone apps related to Gurbani to gain insight into Gurbani. [Gurbani searcher]</p>	<p>[RE/S-08-C-02]:</p> <p>Explain the global significance of agriculture, the green revolution, and the Sikh contributions therein.</p>	<p>[RE/S-09-C-02]:</p> <p>Identify and explain the contribution made by Sikhs in the world-</p>	<p>[RE/S-10-C-02]:</p> <p>Identify and describe the Sikh gurdwara located in various parts of Pakistan.</p>	<p>[RE/S-11-C-02]:</p> <p>Describe the Sikh marriage as "a sacred bond of mutual help in reaching the pinnacles of worldly life and spiritual bliss."</p> <p>Elucidate Lawaan's significance in this ritual.</p>
	<p>[RE/S-02-C-03]:</p> <p>Explain reverence and humility in front of the living Guru and Sikh Sangat.</p>	<p>[RE/S-03-C-03]:</p> <p>Explain the significance of Sewa in Sikh religion.</p>	<p>[RE/S-04-C-03]:</p> <p>Explain "Naam Japna" (remembering God) the third pillar of Sikh life</p>	<p>[RE/S-05-C-03]:</p> <p>Elucidate "Ardas," a prayer that asks for favor and blessings for both the supplicant and the community.</p> <p>Explain Hukamanāmā, to name hymn</p>	<p>[RE/S-06-C-03]:</p> <p>Explain the custom of giving a Sikh baby their name (Naam Karan)</p>	<p>[RE/S-07-C-03]:</p> <p>Explain the various Sikh greetings and salutations.</p>	<p>[RE/S-08-C-03]:</p> <p>Explain the significance of a sound body and mind for fidelity and faith.</p>	<p>[RE/S-09-C-03]:</p> <p>Describe the importance of the core Sikh beliefs and practices in the modern world.</p>	<p>[RE/S-10-C-03]:</p> <p>Give a description of the Pakistani Sikh holidays and festivals.</p>	<p>[RE/S-12-C-03]:</p> <p>Give an overview of the Sikh gurdwaras found throughout Pakistan. Give a description of the Pakistani Sikh holidays and festivals.</p>



				from the Guru Granth Sahib, is bestowed upon Sikhs as a command, directive, or decree.							
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## Domain D: Guru Sahiban and Sikh Heros

**Standard:** Students will learn the life, teachings, sacrifices, and services of the Sikh Gurus as religious leaders

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11 & 12
			<b>Benchmark:</b> By the end of Grade 5, students are expected to:  Recognize and explain the teachings and selfless deeds of Guru Nanak Ji's life.  Describe Guru Angad Dev Ji as the epitome of obedient devotion.  Elucidate the role Guru Angad Dev Ji played in Gurumukhi script.  The life of a powerful social reformer as well as a spiritual leader, Guru Amar Das Ji.		<b>Benchmark:</b> By the end of Grade 8, students are expected to:  Describe the teachings, sacrifices, services, social reforms, and lives of Guru Ramdas Ji, Guru Arjan Ji, Guru Hargobind Ji, Guru Har Raye Ji, Guru Har Kishan Ji and Guru Teg Bahadur Ji.			<b>Benchmark:</b> By the end of Grade 10, students are expected to:  Describe the teachings, sacrifices, services, social reforms, and lives of Guru Gobind Singh Ji, Bhagat Sahiban, Female leaders, and their contribution (from 1469 to 1708). Explain Guru Sahiban and their Philosophy.	<b>Benchmark:</b> By the end of Grade 10, students are expected to:  Summarize the life lessons, social reforms, offerings, sacrifices, and teachings of Guru Sahiban.  Explain Guru Sahiban and their Philosophy. list and describe the contributions made by Sikh heroes from the year 1708 to the present.	
students Learning Outcomes										
By independently using their learning, students will be able to...										

			[RE/S-04-D-01]: Acknowledge the unselfish teachings and services that Guru Nanak Dev Ji provided during his early years.	[RE/S-05-D-01]: Describe Guru Angad Dev Ji as the embodiment of obedience and devotion and give a brief account of his life.	[RE/S-06-D-01]: Explain the teachings, life, services, sacrifices, and social reforms of Guru Ramdas Ji.	[RE/S-07-D-01]: Describe Guru Hargobind Ji's teachings, life, sacrifices, services, and social reforms.	[RE/S-08-D-01]: Describe the social reforms, services, sacrifices, life, and teachings of Guru Har Krishan Ji.	[RE/S-09-D-01]: Describe the life, teachings, selflessness, services rendered, and social reforms of Guru Gobind Singh Ji.	[RE/S-10-D-01]: Describe Bhagat Sahiban's teachings, lives, sacrifices, services, and social reforms.	[RE/S-11-D-01]: Write a summary of the teachings, social reforms, offerings, sacrifices, and life lessons imparted by Guru Sahiban.
			[RE/S-04-D-02]: Define "Udasis" and give an account of Guru Nanak Ji's global travels.	[RE/S-05-D-02]: Give a brief summary of Guru Amardas Ji's life and explain The life of Guru Amar Das Ji as a well-known social reformer and spiritual guide	[RE/S-06-D-02]: Explain the teachings, life, services, sacrifices, and social reforms of Guru Arjan Ji.	[RE/S-07-D-02]: Describe the life, teachings, sacrifices, services, and social reforms of Guru Har Rai Ji.	[RE/S-08-D-02]: Describe the life, teachings, sacrifices, services rendered, and social reforms carried out by Guru Tegh Bahadur Ji.	[RE/S-09-D-02]: Describe Guru Gobind Singh Maharaj Ji as the founder of Khalsa.	[RE/S-10-D-02]: Describe the lives, teachings, sacrifices, services, social reforms, and contributions of women leaders (from 1469 to 1708).	[RE/S-11-D-02]: Explain the philosophy of Guru Sahiban.
			[RE/S-04-D-03]: Explain Guru Nanak Ji's Bani in the Guru Granth Sahib.	[RE/S-05-D-03]: Explain the Bani in the Guru Granth Sahib of Guru Angad ji and Guru Amardas ji.	[RE/S-06-D-03]: Describe the Bani found in the Guru Granth Sahib of Gurus Ramdas Ji and Guru Arjan Ji.	[RE/S-07-D-03]: Name Guru Hargobind Sahib Ji as the architect of Akal Takht and explain the significance of a Sikh's life being a synthesis of	[RE/S-08-D-03]: Describe and incorporate into their everyday lives the qualities of love, patience, and charity found in the	[RE/S-09-D-03]: Explain the philosophy of Guru Sahiban.	[RE/S-10-D-03]: Describe the various Gursikhs' lives, teachings, sacrifices, services, social reforms,	[RE/S-11-D-03]: Enumerate and discuss the heroic deeds of Sikhs from 1708 to the present.





						spiritual and temporal powers. Explain how to respect freedom, the environment, and integrity in accordance with Guru Har Rai Sahib Ji's teaching.	life of Guru Har Krishan Sahib Ji.  Describe the Bani of Guru Tegh Bahadur Ji		and contributions (from 1469 to 1708).	
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## Domain E: Ethical Values

**Standard:** Students will be able to elaborate on Sikh values and describe and illustrate a life based on these values.

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11 & 12
					<b>Benchmark:</b> By the end of Grade 8, students are expected to:  Explain the significance of Values of Kindness and love, truthfulness, peacemaking and patience, obedience and forgiveness, diversity in society and equality in society.			<b>Benchmark:</b> By the end of Grade 10, students are expected to:  Describe of Significance of leadership quality, Benefits of virtue, demerits of sins and Concept of Charrdi Kala		<b>Benchmark:</b> By the end of Grade 12, students are expected to:  Explain the significance of Values of Kindness and love, truthfulness, peacemaking and patience, obedience and forgiveness, diversity in society and equality in society. Describe Concept of Charrdi Kala
<b>students Learning Outcomes</b>										
By independently using their learning, students will be able to...										

					[RE/S-06-E-01]:  Describe the importance of the values of kindness in society.	[RE/S-07-E-01]:  Describe the importance of the values of promoting peace in society.	[RE/S-08-E-01]:  Describe the social implications of values forgiveness.	[RE/S-09-E-01]:  Explain the Importance of Good Leadership.	[RE/S-10-E-01]:  Explain the meaning of the Sikhism Concept of Charrdi Kala	[RE/S-11-E-01]:  Describe the importance of the following values: patience, kindness, love, and truthfulness in a society.
					[RE/S-06-E-02]:  Describe the meanings of the values of love in society.	[RE/S-07-E-02]:  Describe the social implications of patience.	[RE/S-08-E-02]:  Describe the importance of the values of diversity in society.	[RE/S-09-E-02]:  Describe Gurbani's concepts of virtues.	[RE/S-10-E-02]:  Explain the importance of leading a healthier and happier life in society.	[RE/S-11-E-02]:  illustrate an example from the meanings of diversity in society, equality in society, and the values of obedience and forgiveness.
					[RE/S-06-E-03]:  Describe the importance of truthfulness values in society.	[RE/S-07-E-03]:  Describe the social significance of the values of obedience.	[RE/S-08-E-03]:  Describe the importance of equality values in society.	[RE/S-09-E-03]:  Describe and expand on the relationship between religion, philosophy, science, and morality while discussing the advantages of virtues.	[RE/S-10-E-03]:  Relate and reflect on the relationship between religion, philosophy, science, and morality while discussing the advantages of virtues and the drawbacks of sins. You can also use the effects of	[RE/S-11-E-03]:  Explain the Meaning of the Sikhism Concept of Charrdi Kala

										intoxication to demonstrate the concept of Chardikala and self-determination.	
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National Curriculum of Pakistan  
2022-23

# RELIGIOUS EDUCATION

## ZOROASTRIANISM

GRADES 1-12



NATIONAL CURRICULUM COUNCIL SECRETARIAT  
MINISTRY OF FEDERAL EDUCATION AND  
PROFESSIONAL TRAINING, ISLAMABAD  
GOVERNMENT OF PAKISTAN



## Ministry of Federal Education and Professional Training

### NATIONAL CURRICULUM COUNCIL

### Certification

Date: 13-Nov-2023

We, the members of the Committee on Religious Education and Reviewers, hereby certify that the curriculum on Religious Education (Grades 1 to 12) has been thoroughly reviewed by us. The final review was conducted on 13-Nov-2023 in line with the key considerations of the National Curriculum of Pakistan (NCP) an important aspect of which is the Constitution of Pakistan.

We are pleased to acknowledge and confirm that this curriculum on Religious Education for grades 1 to 12 is of satisfactory quality and duly aligned with the philosophy of the National Curriculum of Pakistan. This curriculum is ready for approval by the competent authority.

We would also like to express our gratitude for the compliance and dedication shown by the team at NCC Secretariat during the review process to ensure that the curriculum is brought to par with the defined standards.

#### Committee Members:

1. Signature: Farishta Dinshaw

Name: **Farishta Murzban Dinshaw**

2. Signature: Kermin Soli Parakh

Name: **Kermin Soli Parakh**

3. Signature: Perveen Zarir Pohwala

Name: **Perveen Zarir Pohwala**

4. Signature: Fureengeez Darius Tampal

Name: **Fureengeez Darius Tampal**



## Domain A: TENETS OF ZOROASTRIANISM

**Standard:** Practice the basic components of the faith and prayers after analyzing relevant religious texts and the process of initiation and elaborate how their actions can have an effect on their lives when alive and also after death while practicing Ushta (Happiness) and belief in the competence of both genders.

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
<b>Benchmark:</b> By the end of Grade 3, students are expected to: Demonstrate knowledge of role and nature of Ameshaspands-the seven angelic figures, memorise prayers, hymns and fifty names of Ahura Mazda from 101 names and elaborate how the process of initiation works.			<b>Benchmark:</b> By the end of Grade 5, students are expected to: Memorise, explain and analyse complex hymns and devotional prayers, 101 names of Ahura Mazda.		<b>Benchmark:</b> By the end of Grade 8, students are expected to: Evaluate the Influence of Divine Guidance in Zoroastrian Practices. assesses the significance of divine guidance, protection, and teachings in Zoroastrianism, including the role of Asho Zarathustra's guidance, the impact of prayers and hymns, and the concept of Spenta Mainyu in preserving the world.		
[Re/Z-01-A-01]  Identify meaning and themes of simple hymns, and recite them to their families.	[Re/Z-02-A-01]  Recognize the importance of Navjote Ceremony (the process of initiation) by which a youth becomes a part of the faith community.	[Re/Z-03-A-01]  Discuss the Significance of prayer "Yenghe Hatam"	[Re/Z-04-A-01]  Classify the key components and themes of complex hymns in context of Ahura Mazda, or even the elements of nature.	[Re/Z-05-A-01]  Memorize the devotional prayers, specifically  "Good Health" (Dua Tandarosti)  Airyam Ishyo	[Re/Z-06-A-01]  Assess the theme of the prayer to give strength, success and victory over evil. ("Nirang of Mushkil-Asan – Behram Yazad"	[Re/Z-07-A-01]  Recognize the value of remembering the dearly departed in the 'Satom -No-Kardo', and taking the name of prophet Zarathustra. and his ancestors and family members.	[Re/Z-08-A-02]  Evaluate the prayers recited and chanted in front of the fire. ("Atash Nyaish")
[Re/Z-01-A-02]  Identify what the words	[Re/Z-02-A-02]  Identify the seven	[Re/Z-03-A-02]  Memorise prayer Vispa	[Re/Z-04-A-02]  Recognize the prayers recited	[Re/Z-05-A-02]  Elaborate the essence of	[Re/Z-06-A-03]  Discuss Ahunavaiti Gatha in the light of	[Re/Z-07-A-02]  Identify the significance of the	[Re/Z-08-A-01]  Identify the significance of



“Zoroastrian” and “Parsi,” mean—)	Ameshaspands—the angelic figures and the realms over which each of the seven Ameshaspands looks over.	Humata along with its translation.	/chanted in the process of initiation (Navjote Ceremony)	devotional prayers.	Asho Zarathustra’s guidance.	‘Ushtavaiti Gatha’ which is the meaning of happiness	Spenta Mainyu Gatha which is the concept of a creative, reasoning, progressive, positive mind
[Re/Z-01-A-03]  Identify the Zoroastrian Code of Life.	[Re/Z-02-A-03]  Explain Monajat as intimate conversations with God.	[Re/Z-03-A-03]  Recognize the steps in the process of initiation (Navjote Ceremony) by which a youth becomes a part of the faith community.	[Re/Z-04-A-03]  Explain the process of disposal of Sudreh and Kusti.	[Re/Z-05-A-03]  Recognize various situations in which different devotional prayers are recited, and their effects.	[Re/Z-06-A-02]  Memorize the names of Ahura Mazda in the prayer of blessings (“Hormuzd Yasht Nirang”).	[Re/Z-07-A-03]  Recall the first 25 names of Ahura Mazda	[Re/Z-08-A-03]  Recall 26 – 50 names of Ahura Mazda. In context of Ahura Mazda is without form.
[Re/Z-01-A-04]  Memorize the startup prayer and prayer (ASHEM VOHU YATHA AHU VAIRYO, KEMNA MAZDA)	[Re/Z-02-A-04]  Memorize first 25 Names of Ahura Mazda and prayers AHURA MAZDA KHODAE , JASME AVANGHE MAZDA , DIN NO KALMO	[Re/Z-03-A-04]  Memorize 26 <sup>th</sup> – 50 <sup>th</sup> names of Ahura Mazda with meaning and Prayers HAVAN GEH RAPITHWAN GEH	[Re/Z-04-A-04]  Memorize 51 <sup>th</sup> – 75 <sup>th</sup> Names of Ahura Mazda and prayers SAROSH BAJ (WHOLE)	[Re/Z-05-A-04]  Memorize 76 <sup>th</sup> - 101 <sup>th</sup> Names of Ahura Mazda and prayers VISPA HUMATA  Memorize Hymn:			.

		<p>SAROSH BAJ (HALF)</p> <p>Memorize Hymn: O DADGAR DADAAR</p>	<p>URJIRAN, AIVISHUTHREM &amp; USHAN GEHS</p> <p>“In Front of Light” (Chirag No Namaskar).</p> <p>Memorize Hymn: NAMAN PAK DADAR</p>	KHUDAVIND KHAVIND O PARWARDIGAR			
<p>[Re/Z-01-A-05]</p> <p>Outline the 101 names of Ahura Mazda.</p>	<p>[Re/Z-02-A-05]</p> <p>Recognize the role that Ameshaspands play in the everyday life of Zoroastrians</p>						

Grade 9	Grade 10	Intermediate	
<b>Benchmark:</b> By the end of Grade 10 students are expected to:  Evaluate and enhance the ability of community members to practice effective communication and empathy. Reflects the pursuit of spiritual excellence and perfect harmony. Spiritual understanding of Vahishtoishti and Vohu Khshathra Gathas to deepen the community. It serves as a measure to understand the spiritual and ethical dimensions of the faith. Reflect the deep connection between nature and spirituality.		<b>Benchmark:</b> By the end of Intermediate students are expected to:  Develop and apply their understanding of ecological harmony and social justice and nature described in the Gathas. Identify the prayers in different languages. Compare the Yasna and the Gathas.	
[Re/Z-09-A-01]	[Re/Z-10-A-01]	[Re/Z-11-A-01A]	[Re/Z-11-A-01B]
Identify the significance of the Vohu Khshathra Gatha with its spiritual meaning of moral courage	Identify the significance of Vahishtoishti Gatha and its concept of the Best Path	Identify the Natural Metaphors in the Gathas	Discuss the key tenets of Social Justice and Loving Kindness in the Gathas
[Re/Z-09-A-02]	[Re/Z-10-A-02]	[Re/Z-011-A-02A]	[Re/Z-11-A-02B]
Discuss the importance of the prayers offered in Front of <ul style="list-style-type: none"> <li>Mountains (“Namaskar Parvat-no”)</li> <li>Water (“Namaskar Pani-no”)</li> <li>Plants.(“ Namaskar Orvar-no”)</li> </ul>	Discuss Asho Zarathottra’s teachings, as evidence by their ability to demonstrate effective communication, empathy in both personal and professional life.	Research Ecological Activities Around the World that promote the teachings of the Gathas	Research Humanitarian Activities Around the World that align with the teachings of the Gathas.
[Re/Z-09-A-03]	[Re/Z-10-A-03]	[Re/Z-011-A-03A]	[Re/Z-11-A-03B]
Demonstrate leadership skills through the planning and execution as a global citizen.	Discuss Asho Zarathustra’s teachings in context of a healthy marriage life.	Identify the various scripts of prayers (Avesta, Pahlavi, Persian, Gujarati).	Define the term Yasna and Describe the structure and organization of the Yasna.

[Re/Z-09-A-04]  Discuss the attributes of Ahura Mazda as Wise and All-Knowing.	[Re/Z-10-A-04]  Discuss the attributes of Ahura Mazda as the refresher of the soul.	[Re/Z-011-A-04A]  Explore the historical, geographical, and cultural background of these scripts.	[Re/Z-11-A-04B]  List the 72 chapters of the Yasna
[Re/Z-09-A-05]  Recall Ahura Mazda names 51 - 75	[Re/Z-10-A-05]  Recall Ahura Mazda's names 76 -101	[Re/Z-011-A-05A]  Explore The Nature of the Divine in the Gathas	[Re/Z-11-A-05B]  Reflect and evaluate the Importance of Faith. and Trust in Ahura Mazda in Modern Times
			[Re/Z-11-A-06B]  Describe how one's trust in Ahura Mazda can be strengthened in today's world.

## Domain B: SOURCE OF GUIDANCE

**Standard:** Evaluate the main foundational figures, past and present, and scripts of Zoroastrianism appraise the achievements of Zoroastrian Kings and Pakistani Zoroastrians.

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
<b>Benchmark:</b> By the end of Grade 3, students are expected to:  Identify and comprehend the structure and parts of Avesta, the qualities and nature of Ahura Mazda and summarise the life teachings of Prophet Zarathushtra and Saint Dasturji Kukadaru Sahib.			<b>Benchmark:</b> By the end of Grade 5, students are expected to:  Discuss the role of important saintly figures and describe the impact they have had on the Zoroastrian community		<b>Benchmark:</b> By the end of Grade 8, students are expected to:  Discuss the significance of the holy day- Zarathosht nu Diso. Promote the understanding of the historical factors that led to the spread of Zarathustra's teachings to the West. Identify Asho Zarathushtra's life.		
[Re/Z-01-B-01]	[Re/Z-02-B-01]	[Re/Z-03-B-01]	[Re/Z-04-B-01]	[Re/Z-05-B-01]	[Re/Z-06-B-01]	[Re/Z-07-B-01]	[Re/Z-08-B-01]

Recognize who Ahura Mazda is and what He has created.	Discuss the relationship that Zoroastrians have with the only Prophet of their faith, Prophet Zarathushtra.	Discuss the Birth of Asho Zarathushtra.	Describe the life, teachings, and communal impact of Jamshed Nusserwanji Mehta.	Describe the life, teachings, and communal impact of Shah Faridoon Badshah.	Discuss Asho Zarathushtra's family including wife and children	Commemorate the death anniversary of Prophet Zarathustra ("Zarathost nu Diso").	Explore the historic factors that led Zarathushtra's teachings reach the west.
[Re/Z-01-B-02]  Define what "Ahura Mazda" means (Supreme Judge).	[Re/Z-02-B-02]  Identify the key members of the Prophet's family tree.	[Re/Z-03-B-02]  Discuss the attributes of "AHURA MAZDA" as Merciful.	[Re/Z-04-B-02]  Discuss the childhood of Asho Zarathushtra.	[Re/Z-05-B-02]  Describe the life, teachings, and communal impact of Shah Lorasp.	[Re/Z-06-B-02]  Discuss the life of Asho Zarathushtra's Family Tree	[Re/Z-07-B-02]  Evaluate the relevant prayers marked for 'Zarthost-No-Diso' include the 'Afringan' and 'Baj' ceremonies performed in a fire temple.	[Re/Z-08-B-02]  Explore the geographic and historic factors that led to Zarathustra's teachings reaching the west.
[Re/Z-01-B-03]  Recognize the qualities of Ahura Mazda: omnipresent, omniscient, merciful, immutable, and source of all goodness	[Re/Z-02-B-03]  Describe the life and teachings of Saint Dasturji Kukadaru Sahib and Priest Dasturji Dhalla	[Re/Z-03-B-03]  Discuss the attributes of "AHURA MAZDA" as Forgiving.	[Re/Z-04-B-03]  Connect Asho Zarathushtra's childhood with today's world.	[Re/Z-05-B-03]  Discuss the life of Asho Zarathushtra in context of His search of the world's creator, preaching and Kai Vishtap's court.			

and happiness.							
[Re/Z-01-B-04]				[Re/Z-05-B-04]			
Describe Khordad Saal (Birth of Prophet Zarathustra).				Discuss the attributes of “AHURA MAZDA” as the founder of Justice.			

Grade 9		Grade 10		Intermediate	
<b>Benchmark:</b> By the end of Grade 10, students are expected to:		<b>Benchmark:</b> By the end of Intermediate, students are expected to:		<b>Benchmark:</b> By the end of Intermediate, students are expected to:	
Evolution of Asho Zarathushtra's depiction across art styles, from ancient to contemporary, the transformation of symbolic elements and their adaptation over time, that can provide insights into cultural and religious shifts.		Recognize the leadership and teachings of Prophet Asho Zarathushtra and apply them to current times.		Recognize the leadership and teachings of Prophet Asho Zarathushtra and apply them to current times.	
[Re/Z-09-B-01]		[Re/Z-10-B-01]		[Re/Z-11-B-01A]	[Re/Z-11-B-01B]
Review the progression of the depiction of Asho Zarathushtra from historic to modern times in various art styles.		Discuss the date and place of Asho Zarathushtra's birth, considering historical perspectives.		Identify the qualities of good leadership as emulated by Asho Zarathushtra	Reflect on and suggest ways of remaining True to the Teachings of Asho Zarathushtra

## Domain C: CULTURE

**Standard:** Discuss Zoroastrianism celebration of the seasons, observe important religious events and how the local community has acclimated its clothing, food, and social practices to South Asian culture. Evaluate the specifics of important rituals and celebrations.

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
<b>Benchmark:</b> By the end of Grade 3, students are expected to:  Describe initiation into the Zoroastrian fold, (Navjote Ceremony) the Shahenshahi New Year, the different months of the calendar year and significance of specific days and understand the core values of love, peace and truthfulness.			<b>Benchmark:</b> By the end of Grade 5, students are expected to:  Demonstrate an understanding of Jashan and Ghambars, their significance, and their role in Zoroastrian community.		<b>Benchmark:</b> By the end of Grade 8, students are expected to:  Discuss King Hoshang's legendary discovery of fire that illuminates the power of human innovation and the enduring symbol of knowledge. Recognize the Zoroastrian fire temples which exemplify unwavering devotion to fire safety and sacred traditions, ensuring the purity of the holy flame. Discuss the tradition of "Chom e Swaa" observed during Bahman Mah.		
[Re/Z-01-C-01]  Identify the Path of Asha in daily life.	[Re/Z-02-C-01]  Recognise the calendric names of the various months and special days of each month.	[Re/Z-03-C-01]  Identify the food, Merriment and dress) associated with Shehenshahi New Year.	[Re/Z-04-C-01]  Describe the meaning and history of the Jashan, and why it is celebrated.	[Re/Z-05-C-01]  Describe the meaning and history of the Gahambars, and why it is celebrated.	[Re/Z-06-C-01]  Discuss the life, political tenure, and contributions of King Hoshang, considered to be the first to discover fire and create iron tools for agricultural use.	[Re/Z-07-C-01]  Recognise and discuss the themes of devotional prayers associated with the good health and blessings. ("Adri-Be-Hest Yasht Nirang").	[Re/Z-08-C-01]  Identify the practise of fire safety



[Re/Z-01-C-02] Discuss “Happiness is in making others happy”	[Re/Z-02-C-02] Discuss the history, origins and significance of Jamshedi Novruz	[Re/Z-03-C-02] Discuss the specifics of the Achoo Michoo Tray and the customs associated with it.	[Re/Z-04-C-02] Describe how the Jashan ceremony is performed and what the various prayers that are chanted represent.	[Re/Z-05-C-02] Identify the names of the six Gahambars and how they are celebrated.	[Re/Z-06-C-02] Identify the term Parab.	[Re/Z-07-C-02] Explain the significance and importance of the Bahman Mah (Eleventh month of Shahenshahi year).	[Re/Z-08-C-02] List the Hamkara days and discuss the importance of Hamkara days in the Shahenshahi Calendar.
	[Re/Z-02-C-03] Study and demonstrate knowledge of the table of Jamshedi Novruz.	[Re/Z-03-C-03] Relate the symbols of each day of the month to names of each day.	[Re/Z-04-C-03] Discuss (food, dress, and merriment) and history associated with Jashan-e-Sadah	[Re/Z-05-C-03] Describe the nature of and the practices (food and merriment) associated with Gahambars.	[Re/Z-06-C-03] List the parab in the Zoroastrian Calendar.	[Re/Z-07-C-03] Describe the nature of and the practices (food, dress, and merriment) associated with Tirgan Festival.	[Re/Z-08-C-03] Discuss gender equality as a fundamental tenant of Zoroastrianism. (“Gender equality today for a sustainable tomorrow”)
	[Re/Z-02-C-04] Describe the nature of and the practices (food, dress, and merriment) associated with Jamshedi Novruz.		[Re/Z-04-C-04] Analyse the significance of each month and each set of special days.	[Re/Z-05-C-04] Describe the nature of and the practices (food and merriment) associated with Yalda	[Re/Z-06-C-04] Describe the nature of and the practices (food, dress, and merriment) associated with Mehrgan Festival.	[Re/Z-07-C-04] Evaluate the tradition of “Chom e Swaa” during the Sassanian times, its obligation and practice during Bahman Mah.(When Zoarastrians abstain from eating animal).	[Re/Z-08-C-04] Identify salient points of Asfandegan Gahamnar e Jung e variav festivals

Grade 9	Grade 10	Intermediate	
<b>Benchmark:</b> By the end of Grade 10 students are expected to:  Appreciate how Zoroastrianism's symbolism, traditions, and calendars have both ancient and modern significance, bridging the gap between religious and scientific knowledge.		<b>Benchmark:</b> By the end of Intermediate, students are expected to:  Be able to explain the concept of athra, atash and the spiritual concept of fire; describe The Creation Story in the Bundahishn and key elements of the Vendidad and Denkard texts; and identify ways of Preserving Traditional Arts, Crafts, and Textiles and Manuscripts	
[Re/Z-09-C-01]  Delve into the scientific principles underlying fire's symbolism and significance in Zoroastrianism, with an emphasis on fostering a deeper understanding of how this ancient religious tradition relates to modern scientific knowledge.	[Re/Z-10-C-01]  Investigate and discuss the celebration of fire in other cultures and traditions including the significance of the Olympic Flame	[Re/Z-11-C-01A]  Compare Athra in the Gathas and Atash in the Atash Neyaesh	[Re/Z-11-C-01B]  Describe the Spiritual Meaning of Fire
[Re/Z-09-C-02]  Compare the concept of an Avardad roj (leap year) in the Zoroastrian calendar and the leap year system used in the Gregorian calendar.	[Re/Z-10-C-02]  Delve into the three calendars of Zoroastrianism—the Kadmi, Shahenshahi, and Fasli calendars—and gain a comprehensive understanding of their historical, religious, and cultural significance.	[Re/Z-11-C-02]  Summarize the Creation Story in the Bundahishn	[Re/Z-11-C-02B]  List the key points in the Vendidad and Denkard texts and compare them to the Gathas
[Re/Z-09-C-03]  Identify and discuss a significant place of pilgrimage (Pir-e-sabz)	[Re/Z-10-C-03]  Discuss the significance of Hamaspathmaidyem Gahambar in remembrance of the dead and departed souls.	[Re/Z-11-C-03A]  Describe the Traditional Parsi Arts, Crafts, and Textiles	[Re/Z-11-C-03B]  List five Manuscripts and Texts of historical significance to Zoroastrians, and describe the importance of preserving them

		[Re/Z-11-C-04A]  Analyse how these crafts are dying out with increased modernisation and industrialization and describe ways of preserving them	
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## Domain D: HISTORY

**Standard:** Recognize the trends that gave rise to the faith in present day Iran and later on in the Indian Subcontinent after analyzing Zoroastrianism history.

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
<b>Benchmark:</b> By the end of Grade 3, students are expected to: Identify the accomplished Zoroastrian figures, their contributions and describe the Fire Temple and the significance of Fire and the important symbols of the community.			<b>Benchmark:</b> By the end of Grade 5, students are expected to:  Analyse the role and history of different Parsi Institutes of Karachi and discuss the Atash Behrams (Highest Grade of Fire) of India.		<b>Benchmark:</b> By the end of Grade 8, students are expected to:  Identify the accomplished Zoroastrian kings of Peshdadian Dynasty and Kayani Dynasty. Ensure a comprehensive understanding of Pakistani Zoroastrians in context of Parsi Cuisine, art and culture.		
[Re/Z-01-D-01]  Identify the prominent figures in the Zoroastrian community, in the field of education before and after Independence of Pakistan.	[Re/Z-02-D-01]  Explain the significance of Fire in Zoroastrianism, specifically the purity, the brilliance, and the warmth of the Fire.	[Re/Z-03-D-01]  Identify the three Grades of Fire.	[Re/Z-04-D-01]  Describe the contributions of Parsi Community in the growth and development of sports in Karachi.	[Re/Z-05-D-01]  Discuss the contribution of Parsis in the independence Movement.	[Re/Z-06-D-01]  Discuss the myth of Gayomard, or first human being in Zoroastrian tradition	[Re/Z-07-D-01]  Discuss the life, and contributions of King Jamshed, who ruled a society that was home to the first farmers, potters, and	[Re/Z-08-D-01]  Describe the life, teachings, and communal impact of kings of Kayani Dynasty.

						masons in world history.	
[Re/Z-01-D-02]	[Re/Z-02-D-02]	[Re/Z-03-D-02]	[Re/Z-04-D-02]	[Re/Z-05-D-02]	[Re/Z-06-D-02]	[Re/Z-07-D-02]	[Re/Z-08-D-02]
Summarize the contributions that these accomplished individuals have made to the community.	Identify the three types of Fire, as well as the Fire Temples of Pakistan	Illustrate the Gehs—which is the Boi Ceremony at the Fire Temple marking the change of timings.	Explain how KPI (Karachi Parsi Institute) is responsible to inculcate the sports culture among Minorities.	Discuss the contributions of Parsi Philanthropists.	Recall the legend of King Hushang and the discovery of fire, and discuss the impact of the discovery on daily life	Recall the Stories of King Faridoon's life and triumphant capture of the evil Zohak.	Explain the significance and practices of specific death rituals in historical times.
[Re/Z-01-D-03]	[Re/Z-02-D-02]	[Re/Z-03-D-03]	[Re/Z-04-D-03]	[Re/Z-05-D-03]	[Re/Z-06-D-03]	[Re/Z-07-D-03]	[Re/Z-08-D-03]
Connect the importance that Zoroastrianism has had on the success of these individuals.	Illustrate and describe the Gehs.	Significance of the Ses tray and its compenents. .	Evaluate the narrative of how the Zoroastrians landed on the coast of the present-day Indian province of Gujarat, and how they sought political asylum in India from the Safavi regime in Khorasan.	Explore the Atash Behrams (Highest Grade of fire Temples) of India with locations and year established.	Discuss the life, and contributions of King Tehmuras, who was among the first to domesticate animals and invent the art of spinning and weaving.	Evaluate the rituals and practices (food, and merriment) associated with the Zoroastrian marriage ceremony.	Explain the significance and practices of specific death rituals in modern times.

[Re/Z-01-D-04]  Identify the attributes of Atar .		[Re/Z-03-D-04]  Describe the contributions of Parsi Community in the growth and development of sports in Karachi.	[Re/Z-04-D-04]  Discuss the discovery of Fire in context of King Hushang.		[Re/Z-06-D-04]  Evaluate the rituals the Zoroastrian marriage ceremony and traditional Parsi dress	[Re/Z-07-D-04]  Explore the Parsi cuisine and appreciate the contributions of Zaranak Sidhwa and Niloufer Mavalvala towards Parsi cuisine	[Re/Z-08-D-04]  Appreciate the unique artistic and literary perspectives and styles that Jimmy Engineer and Bapsy Sidhwa bring to their respective fields.
					[Re/Z-06-D-05]  Assess the legacy and influence of Justice Dorab Patel and Justice Rustum Sidhwa within the context of Pakistan.	[Re/Z-06-D-05]  Discuss the role of Karachi Zarthosti Banu Mandal as a charitable organization for Zoroastrian women of Karachi.	[Re/Z-06-D-05]  Recognize the cultural and social contributions of Jimmy Engineer and Bapsy Sidhwa in art and literature

Grade 9		Grade 10		Intermediate	
<b>Benchmark:</b> By the end of Grade 10 students are expected to:  Identify the accomplished Zoroastrian kings of Achaemenian and Sassanian Dynasty. Explain the Soul's Journey differentiating between the concepts of 'Sin', 'Purity. Hell' and 'Heaven'.				<b>Benchmark:</b> By the end of Intermediate, students are expected to:  Demonstrate knowledge of the Economic and Social Structure in Ancient Persia and identify the Contribution of Ancient Persia to the Modern World; Discuss the role of Parsi Diaspora and Youth in preserving the Zoroastrian faith in the future	
[Re/Z-09-D-01]	Discuss the life, political tenure, and contributions of Cyrus the Great along with the Cyrus Cylinder.	[Re/Z-10-D-01]	Discuss the life, political tenure, and contributions of Ardashir.	[Re/Z-11-D-01A]	Describe the Economic and Social Structure in Ancient Persia.
[Re/Z-09-D-02]	Discuss the life, political tenure, and contributions of Darius the Great.	[Re/Z-10-D-02]	Discuss the life, political tenure, and contributions of Khushro and Yazdagrid III	[Re/Z-11-D-02A]	Discuss the History of the Parsi Diasporas.
[Re/Z-09-D-03]	Discuss the life, political tenure, and contributions of Xerxes and Cambysis.	[Re/Z-10-D-03]	Describe the concept of <ul style="list-style-type: none"> <li>Sin and Purity</li> <li>Hell and Heaven</li> </ul>	[Re/Z-11-D-03A]	Discuss Parsi Diaspora's influence in the new lands where they have settled
[Re/Z-09-D-04]	Explain the historical significance of "Dokhma Nasheen" and the structure of the Tower of Silence.				[Re/Z-11-D-04B]  Describe the Return to Roots Program





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