

Single National Curriculum 2022

RELIGIOUS EDUCATION



KALASH

Kalasha Law -Progression Grid Doc

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
<p>Benchmarks: by the end of grade 3 students are expected to:</p> <ul style="list-style-type: none"> 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. 			<p>Benchmarks: by the end of grade 5 students are expected to:</p> <ul style="list-style-type: none"> 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. 	
<p>Grade 1: RE/K-01-A-01: Define the word law.</p>	<p>Grade 2: RE/K-02-A-01: Explain the meaning and usefulness of the law.</p>	<p>Grade 3: RE/K-03-A-01: Define the law of life.</p>	<p>Grade 4: RE/K-04-A-01: Describe the importance of the law of life</p>	<p>Grade 5: RE/K-05-A-01: Evaluate the meaning and significance of the law of life.</p>
<p>RE/K-01-A-02: Describe how the law of life came into being.</p>	<p>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.</p>	<p>RE/K-03-A-02: Recall how and when the law of life was formed.</p>	<p>RE/K-04-A-02: Describe the process and the era in which the law of life was formed.</p>	<p>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</p>

RE/K-01-A-03: Memorize the first Holy name of God and a Holy name of the world of God.	RE/K-02-A-03: Explain the first Holy name of God as a prefix to all His Holy names.	RE/K-03-A-03: Describe that law is the set of commandments of Lord the Great Spirit.	RE/K-04-A-03: Defend the philosophy that life in all forms abides by the law of life.	RE/K-05-A-03: Analyze the process and recall the time at which the law of life was conceived of.
RE/K-01-A-04: Identify God as Lord the supreme authority.	RE/K-02-A-04: Discuss God as the Creator of the whole creation.	RE/K-03-A-04: Describe that all creatures of Lord the Great Spirit follow the law of life.	RE/K-04-A-04: Describe the first Holy name of God as the pre-fix to all his Holy names and analyse its significance.	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.
RE/K-01-A-05: Illustrate the first pair of the holy emblems. (Ancient pictorial alphabets and geometrical shapes)	RE/K-02-A-05: Discover the world of God by explaining the two holy names of His world.	RE/K-03-A-05: Recognize the first Holy name of God as the prefix to all His Holy names.	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.	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.
RE/K-01-A-06: Infer the need and importance of inscription.	RE/K-02-A-06: Visually illustrate two pairs of the Holy emblems.	RE/K-03-A-06: Define God's Characteristics- as the Creator of everything and the Greatest Spirit.	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.	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.
	RE/K-02-A-07: Recognize and understand the usefulness of literacy	RE/K-03-A-07: Recall the three Holy names of the world of God the Greatest Spirit.	RE/K-04-A-07: Describe the world of God as: the Holy garden in which He creates everything, invisible to humans and the	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

			place where He welcomes His creatures.	commands from His infinite and beautiful invisible world.
		RE/K-03-A-08: Recognize that God the Greatest Spirit lives in the invisible world where he creates His creatures.	RE/K-04-A-08: Illustrate the four pairs of the holy emblems.	RE/K-05-A-8: 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.
		RE/K-03-A-9: Reproduce three pairs of the holy emblems.	RE/K-04-A-9: Analyze the names and meanings of the holy emblems.	RE/K-05-A-9: Visually illustrate the five pairs of the Holy emblems and name them
		RE/K-03-A-10: Recall the names and meanings of the Holy emblems.	RE/K-04-A-10: Interpret the philosophy behind the skill of literacy.	RE/K-05-A-10: Explain the meanings of the Holy emblems.
		RE/K-03-A-11: Evaluate the importance of literacy.		

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
<p>Benchmarks: By the end of grade 3, students are expected to:</p> <p>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.</p>			<p>Benchmarks: by the end of grade 5 students are expected to:</p> <ul style="list-style-type: none"> •]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. 	
<p>Grade 1:</p> <p>RE/K-01-B-01: Identify and discuss the first holy name of the seed of man.</p>	<p>Grade 2:</p> <p>RE/K-02-B-01: Discuss the two holy names of the seed of man</p>	<p>Grade 3:</p> <p>RE/K-03-B-01: Categorize three holy names of the seed of man.</p>	<p>Grade 4:</p> <p>RE/K-04-B-01: Explain four Holy names of the Seed of man.</p>	<p>Grade 5:</p> <p>RE/K-05-B-01: Describe the five holy names of the seed of man.</p>
<p>RE/K-01-B-02: Identify resemblance between the Holy name of God and the name of the seed of man.</p>	<p>RE/K-02-B-02: Compare the two Holy names of God with the holy names of the seed of man.</p>	<p>RE/K-03-B-02: Compare the holy names of the seed of man to the Holy names of God the Greatest Spirit.</p>	<p>RE/K-04-B-02: Compare the holy names of the seed of man with the Holy names of GOD.</p>	<p>RE/K-05-B-02: Compare the Holy names of God the Greatest Spirit with the holy names of the seed of man.</p>
<p>RE/K-01-B-03: Identify the aim of their life, which is to</p>	<p>RE/K-02-B-03: Describe the obedience of God’s qualities for the</p>	<p>RE/K-03-B-03: Describe ways in which humans can act to be in accordance</p>	<p>RE/K-04-B-03: Apply the basic objective of life as the obedience of the qualities of</p>	<p>RE/K-05-B-03: State the aim of life as the following of the Holy character of God.</p>

follow the Holy character of God.	purpose of being pure and powerful.	with the holy names of the seed of man.	the Holy Character of God in their daily lives.	
RE/K-01-B-04: Recognize the need and significance of glorification of the Holy entity and character of God.	RE/K-02-B-04: Analyze the theme of praising God as a way to thank him for his greatness and blessings.	RE/K-03-B-04: Display the Holy songs of the festivals which are to praise God.	RE/K-04-B-04: Write the four holy songs of the festival which present the sense of remembering God and welcoming Him.	RE/K-05-B-04: Memorise the five holy songs of the festival that depict the praise of God.
RE/K-01-B-05: Compare purity and impurity. SLO6: Identify ethical values through the traditions of greeting.	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.	RE/K-03-B-05: Report the importance of remembering and praising God for his Holy care and love.	RE/K-04-B-05: Understand and describe the significance and need of thanking God and acknowledging his care and blessings.	RE/K-05-B-05: Evaluate the importance of praising and remembering God and welcoming Him in events and in life.
RE/K-01-B-06: Learn and apply the customs of greetings, eating and drinking as per the traditions and the law of life	RE/K-02-B-06: Explain the significance of purity and harmful products	RE/K-03-B-06: Differentiate between purity and impurity.	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.	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.
RE/K-01-B-07: Identify the laws of dressing.	RE/K-02-B-07: Learn and apply the customs of greetings, eating and drinking as per the	RE/K-03-B-07: Classify the characteristics of purity and impurity.	RE/K-04-B-07: Learn and apply the customs of greetings, eating and drinking as per the traditions and the law of life	RE/K-05-B-07: Relate the purity of human character with the heavenly Holiness of Lord the Greatest Spirit and understand its significance.

	traditions and the law of life.			
	RE/K-02-B-08: Understand and describe the laws of dressing.	RE/K-03-B-08: Learn and apply the customs of greetings, eating and drinking as per the traditions and the law of life	RE/K-04-B-8: Evaluate the rules of constructing buildings.	RE/K-05-B-08: Learn and apply the customs of greetings, eating and drinking as per the traditions and the law of life
	RE/K-02-B-9: Describe the obligation of construction.	RE/K-03-B-09: Evaluate the importance of the law of dressing.	RE/K-04-B-9: Evaluate the laws of animal domestication (birds and animals.)	RE/K-05-B-09: Discuss and evaluate the laws pertaining to appropriate dressing and inappropriate dressing.
		RE/K-03-B-10: Analyse the importance of making buildings.	RE/K-04-B-10: Examine the traditions of vegetative farming.	RE/K-05-B-10: Understand and describe how to apply the traditional laws of constructing buildings.
		RE/K-03-B-11: Explain the laws of animal domestication (birds and animals)		RE/K-05-B-11: Evaluate the laws about animal domestication (birds and animals)
				RE/K-05-B-12: Evaluate the customary laws of vegetative farming.

				RE/K-05-B-13: Describe and examine the laws of measurements.
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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
<p>Benchmarks: By the end of grade 3, students are expected to:</p> <p>Revisit the lives and powers of the Holy Elders who served to protect and abide by the law; understand the importance of traditional poems</p>			<p>Benchmark: by the end of grade 5 students are expected to:</p> <p>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.</p>	
<p>Grade 1:</p> <p>RE/K-01-C-01: Recall the names of one of the holy elders.</p>	<p>Grade 2:</p> <p>RE/K-02-C-01: Write the names of two of the holy elders.</p>	<p>Grade 3:</p> <p>RE/K-03-C-01: Discuss the lives of the holy elders.</p>	<p>Grade 4:</p> <p>RE/K-04-C-01: Name the holy elders and discuss their lives in detail.</p>	<p>Grade 5:</p> <p>RE/K-05-C-01: Compare the lives of the holy elders with those of the unholy and false elders.</p>
<p>RE/K-01-C-02: Describe the mandates of a holy person as wise, foreseeing and miraculous.</p>	<p>RE/K-02-C-02: Describe the efforts the holy elder made to protect the ancient law.</p>	<p>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.</p>	<p>RE/K-04-C-02: Categorize the services of the holy elders they undertook for the protection of the law.</p>	<p>RE/K-05-C-02: Contrast the powers and victories of the holy elders with those of the unholy people.</p>
<p>RE/K-01-C-03: Memorize one pedagogical poem.</p>	<p>RE/K-02-C-03: Describe the powers and intellect of holy persons.</p>	<p>RE/K-03-C-03: Analyze the authority, wisdom and miraculous</p>	<p>RE/K-04-C-03: Discuss and evaluate the significance of the wisdom and powers of the holy elders.</p>	<p>RE/K-05-C-03: Analyze the meaning of a purposeful life, purposeful death and traditional burial of the holy elders.</p>

		powers of the holy people.		
	RE/K-02-C-04: Relate two traditional poems by singing.	RE/K-03-C-04: Sing and write the three traditional poems.	RE/K-04-C-04: Review the song of the great holy elder and teacher “Daginay” the descendent of Rabi called “Rabi-dari.”	RE/K-05-C-04: Assess the quality and potential of the holy people to 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.

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
<p>Benchmarks: By the end of grade 3, students are expected to:</p> <ul style="list-style-type: none"> Explain the efforts and sacrifices of the Kalasha Kings, their sacrifices to protect the Kalasha community in times of wars and migrations 			<p>Benchmark: by the end of grade 5 students are expected to:</p> <ul style="list-style-type: none"> 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. 	
<p>Grade 1:</p> <p>RE/K-01-D-01: Describe the life of one of the Kalasha Kings.</p>	<p>Grade 2:</p> <p>RE/K-02-D-01: Discuss the lives of two Kalasha Kings.</p>	<p>Grade 3:</p> <p>RE/K-03-D-01: Sketch the lives of three of the great Kalasha kings.</p>	<p>Grade 4:</p> <p>RE/K-04-D-01: Compare the lives and rules of four of the great Kalasha Kings.</p>	<p>Grade 5:</p> <p>RE/K-05-D-01: Write about the lives of five of the great Kalasha Kings.</p>
	<p>RE/K-02-D-02: Explain how the kings protected and ruled the Kalasha tribes.</p>	<p>RE/K-03-D-02: Describe the services and sacrifices of the Kings for the sake of protection of the Kalasha tribes.</p>	<p>RE/K-04-D-02: Describe the personal qualities of all the Kalasha Kings.</p>	<p>RE/K-05-D-02: Categorize the qualities and abilities of the great Kings.</p>
		<p>RE/K-03-D-03: Summarize the qualities of Kingship.</p>	<p>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.</p>	<p>RE/K-05-D-03: Evaluate the services and regime of the great Kings.</p>
			<p>RE/K-04-D-04: Examine the powers and duties of the Kalasha Kings.</p>	<p>RE/K-05-D-04: Evaluate the victories and failures of the Kings.</p>

				RE/K-05-D-05: Classify the qualities and capacities of successful Kings.
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