

National Curriculum of Pakistan
2022-23

ISLAMIC CIVILIZATION

Grades 11-12



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

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

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It is with great pride that we, at the National Curriculum Council Secretariat, present the first core curriculum in Pakistan's 75-year history. Consistent with the right to education guaranteed by Article 25-A of our Constitution, the National Curriculum of Pakistan (2022-23) aspires to equip every child with the necessary tools required to thrive in and adapt to an ever-evolving globalized world.

The National Curriculum is in line with international benchmarks, yet sensitive to the economic, religious, and social needs of young scholars across Pakistan. As such, the National Curriculum aims to shift classroom instruction from rote learning to concept-based learning.

Concept-based learning permeates all aspects of the National Curriculum, aligning textbooks, teaching, classroom practice, and assessments to ensure compliance with contemplated student learning outcomes. Drawing on a rich tapestry of critical thinking exercises, students will acquire the confidence to embark on a journey of lifelong learning. They will further be able to acknowledge their weaknesses and develop an eagerness to build upon their strengths.

The National Curriculum was developed through a nationwide consultative process involving a wide range of stakeholders, including curriculum experts from the public, private, and non-governmental sectors. Representatives from provincial education departments, textbook boards, assessment departments, teacher training departments, *deeni madaris*, public and private publishers, private schools, and private school associations all contributed their expertise to ensure that the National Curriculum could meet the needs of all Pakistani students.

The experiences and collective wisdom of these diverse stakeholders enrich the National Curriculum, fostering the core, nation-building values of inclusion, harmony, and peace, making the National Curriculum truly representative of our nation's educational aspirations and diversity.

I take this opportunity to thank all stakeholders, including students, teachers, and parents who contributed to developing the National Curriculum of Pakistan (2022-23)

Dr. Mariam Chughtai

Director

National Curriculum Council Secretariat

Ministry of Federal Education and Professional Training

Subject: Islamic Civilization
Progression Grid
Grade 11-12

Domain A: Archiving the Narrative

Standard: Analyzing Political Developments

Grade 11

Benchmark I: Evaluate the significance of the study of the subject of History as an essential tool for a better orientation of the world we live in; students will develop a deeper understanding of the science of periodization and how the historical progress is divided into time frames in retrospect.

Student's Learning Outcomes

Students will be able to:

[SLO: IC-11-A-01]:

Define History as a discipline, explain its **subject matter** and **scope**.

[SLO: IC-11-A-02]:

Discern the various **branches** of History.

[SLO: IC-11-A-03]:

Differentiate in the various **approaches** and **paradigms** of History, for example Marxist Approach, Subaltern Approach, Feminist Approach, Orientalist Approach, National Approach, Military History, Social and Cultural History and Oral History as they pertain to an improved understanding of local history.

[SLO: IC-11-A-04]:

Identify **causation** as the primary motivating force behind all kinds of historical development.

[SLO: IC-11-A-05]:

Comprehend the theory of periodization in historiography and infer the various ways in which history's progress can be divided into periods, for example geographically specific periodization labels, based on cultural usage or marked by a prominent historical event and defined by decimal numbering.

Benchmark II: Examine the political and socio-cultural environment of the Arab people before the advent of Islam. Students should be able to distinguish the advent of Islam as a social, economic and cultural revolution of Arab society.



Student Learning Outcomes

Students will be able to:

[SLO: IC-11-A-06]:

Identify the geographical extent and features of the Arabian Peninsula before the advent of Islam.

[SLO: IC-11-A-07]:

Evaluate the political conditions of the tribal society of Arabian Peninsula and learn about some of the major tribes settled across the Peninsula.

[SLO: IC-11-A-08]:

Associate the impact that Arabian Peninsula's geography and climate conditions had in shaping the society, culture and lifestyle of that society.

[SLO: IC-11-A-09]:

Understand the central position that Ka'bah had in the development of the Meccan society and the religious landscape of pre-Islamic Arabia.

Benchmark III: Learn the biography of the Holy Prophet Muhammad as evidence of the socio-economic revolution that Islam brought for the Arab peoples.

Student's Learning Outcomes

Students will be able to:

[SLO: IC-11-A-10]:

Trace the life of the Prophet Muhammad from his birth till the call to prophethood in his 40th year.

[SLO: IC-11-A-11]:

Analyze the various reasons for Quraish's rejection of the message of Islam, especially given the multi-religious environment of Mecca.

[SLO: IC-11-A-12]:

Chronicle the major events during the 13 years of Prophethood in Makkah till the migration to Yathrib.

[SLO: IC-11-A-13]:

Evaluate the causes behind the selection of Yathrib as the headquarters for the Islamic state.

Benchmark IV: Outline the establishment of an Islamic society at Madina as the basic role model for all the subsequent Muslim states.

Student's Learning Outcomes

Students will be able to:

[SLO: IC-11-A-14]:

Inspect initial tasks of setting up a new state at Madina, i.e. creation of a mosque, rehabilitation of refugees and formation and significance of the Charter of Madina.

[SLO: IC-11-A-15]:

Summarize the armed conflicts of Muslims against the Quraish and the shift in power dynamics in Arab society in their wake.

[SLO: IC-11-A-16]:

Examine the relations of Muslims with the Jews at Madina and Khyber and the reasons for their dispute and eventual settlement.

[SLO: IC-11-A-17]:

Explain the significance of the Treaty of Hudaibiya in maintaining peace with the Quraish.

[SLO: IC-11-A-18]:

Outline the significance of the Covenant of Prophet Muhammad with the Christians of Mt. Sinai and its relevance in Muslim-Christian relations.

[SLO: IC-11-A-19]:

Describe the events that led to the Conquest of Mecca.

[SLO: IC-11-A-20]:

Emphasize on the importance of the Farewell Pilgrimage and the Last Sermon in outlining the social values and moral code of Islam and final years of the Prophet.

[SLO: IC-11-A-21]:

Recognize the role of Prophet Muhammad as a teacher, statesman and military strategist, who was the key figure in revolutionizing the Arabian Peninsula not just religiously but also socially, economically and politically.

Domain B: Society and Culture

Standard: Formation of the Caliphate

Grade 11

Benchmark I: Evaluate the creation of a unique political heritage created under the leadership of the Pious Caliphs. Students should be able to understand the transition from a pastoral life to Islamic Empire due to the administration patterns introduced by the Pious Caliphs.

Student's Learning Outcomes

[SLO: IC-11-B-01]:

Deconstruct the need to consolidate the ummah and the Apostasy Wars during the caliphate of **Hazrat Abu Bakr (632-34)**.

[SLO: IC-11-B-02]:

Review the rapid extension of the Muslim empire during the First Wave of Expansion and the resultant administrative system by **Hazrat Umar bin Al Khattab (634-44)**.

[SLO: IC-11-B-03]:

Outline the emerging problems in the Muslim community during the time of **Hazrat Uthman bin Affan (644-56)**.

[SLO: IC-11-B-04]:

Evaluate the rise of factionalism amongst the Muslims and the birth of al-Khawarij in the times of **Hazrat Ali bin Abu Talib (656-660)**.

Benchmark II: Trace the formation, development and eventual downfall of the Umayyad Caliphate (660-749).

Student's Learning Outcomes

[SLO: IC-11-B-05]:

Identify the shift of power to Banu Umayyah and the establishment of hereditary rule in the caliphates of **Ameer Mauwiya** and **Yazid bin Mauwiya** and the **Tragedy of Karbala**.

[SLO: IC-11-B-06]:

Analyze the creation of a uniquely Arab culture in the Marwanid period of the Umayyad Caliphate with the policies of **Abdul Malik bin Marwan**.

[SLO: IC-11-B-07]:

Assess the domestic consolidation and expansion during the reign of **Waleed bin Abdul Malik**.

[SLO: IC-11-B-08]:

Deconstruct the reasons for growing unpopularity of the Umayyad rule and efforts at reconciliation by

Umar bin Abdul Aziz and Hisham bin Abdul Malik.

[SLO: IC-11-B-09]:

Outline the growth of Abbasid Revolution and its eventual success during the time of **Marwan the Second**.

Standard 2: The State during the Umayyad Rule

Grade 11

Benchmark I: Analyze the system of governance created by the Umayyads.

Student's Learning Outcomes

[SLO: IC-11-B-10]:

Elucidate an understanding of the concept of Caliphate.

[SLO: IC-11-B-11]:

Categorize the state and administrative system established under the Umayyad rule.

[SLO: IC-11-B-12]:

Outline the economic system implemented by Umayyads.

[SLO: IC-11-B-13]:

Explain the social organization in the time of Umayyads and the creation of an exclusively Arab culture in the Umayyad Caliphate.

Domain C: Cultural Contributions

Standard 1: Society and Culture of the Umayyads

Grade 11

Benchmark I: Analyze the society and system created by the Caliphate.

Student's Learning Outcomes

[SLO: IC-11-C-01]:

Explain the social organization in the time of Umayyads and the creation of an exclusively Arab culture in the Umayyad Caliphate.

[SLO: IC-11-C-02]:

Outline the architectural contributions of the Umayyad Caliphate.

[SLO: IC-11-C-03]:

analyze the reasons for the downfall of the Umayyad Caliphate with special reference to their social treatment of non-Arab subjects.

Domain A: Archiving the Narrative

Standard 1: Analyzing Political Developments

Grade 12

Benchmark I: Express an understanding of the changed political scenario of the Islamic state which heralded the arrival of the Abbasid Caliphate.

Student's Learning Outcomes

Students will be able to:

[SLO: IC-12-A-01]:

Enlist the consolidation of the Abbasid rule during the reigns of **Abdullah as Saffah** and **Abu Jafar Mansoor**.

[SLO: IC-12-A-02]:

Appraise the growth of the Abbasid Caliphate during the time of **Al Mahdi** and **Al Hadi**.

[SLO: IC-12-A-03]:

Evaluate the Golden Age of the Abbasids during the reigns of **Harun ur Rashid** and his son **al Ma'mun**.

[SLO: IC-12-A-04]:

Discern the Persian influence on Abbasid Caliphate with reference to the Zindeeq and the role of the Barmakids on government.

[SLO: IC-12-A-05]:

Assess the repercussions of the growing influence of Turks in Abbasid Caliphate as a way to neutralize Persian influence on society and state.

Benchmark II: Analyze the Umayyad Rule over the Iberian Peninsula (711-1031)

Student Learning Outcomes

Students will be able to:

[SLO: IC-12-A-06]:

Outline the founding of Umayyad rule over the Iberian Peninsula by **Abd al Rehman al Dakhil**.

[SLO: IC-12-A-07]:

Analyze the assumption of the title of Caliph by **Abd al-Rahman III** and the consolidation of the Caliphate of Cordoba.

[SLO: IC-12-A-08];

Distinguish the administrative and ethnic reasons for the creation of Taifas.

[SLO: IC-12-A-09]:

Survey the peaceful coexistence, Convivencia, achieved between the people of multiple religions in the Umayyad society of Iberian Peninsula.

[SLO: IC-12-A-10]:

Evaluate the intellectual, cultural and architectural contributions of the Caliphate of Cordoba.

Benchmark III: Evaluate the political disintegration of the Abbasid Empire and its eventual end in 1258.

Student Learning Outcomes

Students will be able to:

[SLO: IC-12-A-11]:

analyze the causes for the establishment of autonomous dynasties in Abbasid rule.

[SLO: IC-12-A-12]:

Evaluate the reasons for Crusades and the eventual control of the Muslims over Palestine.

[SLO: IC-12-A-13]:

Describe the events that led to the Mongol conquest and fall of Baghdad in 1258 which led to the end of the Abbasid rule.

Domain B: Society and Culture

Standard 1: Political and Economic System of the Abbasids

Grade 12

Benchmark I: Outline the system of governance during the time of the Abbasids.

Student's Learning Outcomes

[SLO: IC-12-B-01]:

Analyze the change in the nature of Khilafat during the Abbasid Dynasty.

[SLO: IC-12-B-02]:

Outline the administrative system established under the Abbasid rule, the newly established office of Wazir and central and provincial diwans.

[SLO: IC-12-B-03]:

Categorize the Iqta system in the Abbasid empire, the markets of the Abbasid era and the development in agriculture, industrialization and trade.

Standard 2: Culture of the Abbasids Dynasty

Grade 12

Benchmark I: Evaluate the culture that the Abbasids created during their caliphate.

Student's Learning Outcomes

[SLO: IC-12-B-04]:

Outline the important ethnic and linguistic identities of the Abbasid society.

[SLO: IC-12-B-05]:

Determine the status of women in the Abbasid court.

[SLO: IC-12-B-06]:

Appreciate the religious diversity in Abbasid society.

[SLO: IC-12-B-07]:

Review the architectural creations and contributions during the Abbasid dynasty.

[SLO: IC-12-B-08]:

Trace the development of Musicology in the Abbasid era, and the contributions of important musicians.

[SLO: IC-12-B-09]:

Appreciate the art of the Abbasid dynasty.

Standard 3: Religious Policy under the Abbasids

Grade 12

Benchmark I: Evaluate the religious policy adopted by the Abbasid over a multi-ethnic and multi-religious population.

Student's Learning Outcomes

[SLO: IC-12-B-10]:

Evaluate the development and growth of **Mu'tazilism**, their beliefs and influence on Abbasid court's religious sway.

[SLO: IC-12-B-11]:

Analyze the creation of madhahib or schools of thought within Islamic jurisprudence during the Abbasid caliphate.

[SLO: IC-12-B-12]:

Trace the beginning of Sufi doctrine in Baghdad.

Domain C: Intellectual Contributions

Standard: Literary and Intellectual Contributions

Grade 12

Benchmark I: Outline the influence of the Abbasids on scientific tradition of the world during their rule.

Student's Learning Outcomes:

[SLO: IC-12-C-01]:

Trace the development of the Abbasid Translation Movement and the role of Bait ul Hikma.

[SLO: IC-12-C-02]:

Outline the important scientific developments achieved during the Abbasid Caliphate, especially in the field of Geography, History, Cartography, Geology, Mathematics, Astronomy, Astrology, Chemistry, Biology and Physics.

[SLO: IC-12-C-03]:

Analyze the influence of Abbasid scientific achievements on the Western societies.

Benchmark II: Outline the influence of the Abbasids on literary tradition of the world during their rule.

Student's Learning Outcomes:

[SLO: IC-12-C-04]:

Explain the system of education implemented during the Abbasid dynasty as outlined in the work of **Al Ghazali (1058-1111)**.

[SLO: IC-12-C-05]:

Analyze the development of political philosophy in the work of **al-Farabi (870-950)**.

[SLO: IC-12-C-06]:

Appreciate the contributions of **Ibn Sina (980-1037)** in the field of science and philosophy.

[SLO: IC-12-C-07]:

Expound the work of polymath **Ibn Rushd (1126-1198)**.



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