

Curriculum for the subject of

ISLAMIC HISTORY

(XI-XII) 2020



**Directorate of Curriculum and Teachers Education
Khyber Pakhtunkhwa, Abbottabad**

PREFACE

Education plays a vital role in the National Development process. In today's world of knowledge explosion where technology is surging by leaps and bounds, it has become imperative for us to provide up to date knowledge to our younger generation. In fact, the curriculum plays a crucial role in our educational endeavor. It is the road map through which we guide our students to reach their destiny.

Curriculum, syllabus, planning, policy, centers of excellence and standards of education were on the concurrent list under Entry 38 of the Concurrent Legislative List to the Fourth Schedule of the Constitution of Islamic Republic of Pakistan, 1973. After 18th Constitutional Amendment, development of curricula and approval of textbook manuscripts and supplementary reading material relating to textbooks, production of reference and research material in respect of the problems relating to the Schemes of Studies and curricula are now the exclusive domain of the Directorate of Curriculum and Teacher Education Khyber Pakhtunkhwa, Abbottabad. In pursuance of the Khyber Pakhtunkhwa Supervision of Curricula, Textbooks and Maintenance of Standards of Education Act 2011, the DCTE is the sole competent authority in the province regarding aforementioned mandates.

In compliance with the above provisions, the DCTE has revised the curriculum for "Islamic History for Grade XI and XII" taking into consideration the "National Curriculum for History of Islam 2002" developed by the Ministry of Education (Curriculum wing) Islamabad as reference document. It is hoped that the document at hand would prove interesting and logical to keep the students abreast with their past.

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Section 1

Introduction

Pakistan being an ideological state which was created to achieve the exemplary ideas of Islam. The study of Islamic History is immensely important for Pakistani students in order to promote National integration and international understanding. Study of history links the present times with past. It not only create awareness in us about the past and how history has shaped the events but also enable us to draw lessons from these events.

Islamic history creates awareness about how Islam grew as a religion, the challenges it faced in the beginning and how it came triumphantly out of the under the guidance of Allah and the leadership of Holy Prophet (S.A.W.W). It is not only the political history of Islam that is important to study but also studying Islam as a great civilization, its culture and the contribution Islam has made in the fields of art, architecture, literature, science, philosophy and other Disciplines.

Developing a history curriculum from an Islamic prospect is not an easy task. Curriculum in the Muslim World suffers either from traditional methods which lacks dynamism or blind imitation of foreign styles which are alien to Muslim character and identity.

However a clear vision of Islamic interpretation of history, laws of Allah in the universe, writing history in a scientific manner and helping students to develop their critical thinking skills are necessary for achieving this vital mission.

On the other hand writing curricula is a very sensitive issue because it is related to preparation of the new generation to serve their countries and the Muslim Ummah. In this case shaping the mentality of students and developing their confidence in their religion culture and identity is a part of the mission. Otherwise, the next generation will grow up disturbed suffering from inferiority complex, lacking identity and self-confidence and the vacuum will be filled by alien ideas and thoughts.

AIMS AND OBJECTIVES

The main aims of this curriculum are:

- To provide students the knowledge and understanding of Pre-Islamic Arabia
- To provide in-depth information about the life and teachings of Holy Prophet Muhammad (S.A.W.W)
- To provide a deeper insight about how the Holy Prophet (S.A.W.W) brought a revolution in the lives of Arabs which in turn affected the whole world
- To provide awareness about establishment of an exemplary Islamic State during the Pious Caliphate which became a symbol of justice, equality, tolerance and welfare of the whole society
- To acquaint the students with the historical, intellectual, cultural, scientific achievements of the Muslims during the Umayyads and Abbasid eras
- To apprise the students with the scientific, cultural and intellectual developments during the rise and fall of Muslim rule in Spain besides the contribution of Muslim Spain in European Renaissance
- Through historical discourse, to teach students about the relations of Muslims and non-Muslim
- To provide students with a deeper insight about their past and to enable them to draw conclusions from their past to improve their present and future

Section 2

STUDENT LEARNING OUTCOMES

GRADE-XI

Chapter I: History and Historiography

Contents		Student Learning Outcomes (SLOs)
1.	Introduction to history	Student will be able to: <ul style="list-style-type: none">- Define History.- Describe the scope and importance of History.- Describe different branches of History.- Relate History with other social sciences.
2.	Historiography	<ul style="list-style-type: none">– Introduce Historiography.– Recall the importance of Historiography.– Identify Islamic (Quranic) concept of Historiography.– Enlist some prominent Muslim Historians.

Chapter II: Holy Prophet Muhammad (S.A.W.W) at Makkah

Contents		Student Learning Outcomes (SLOs)
1.	Condition of the world outside the Arabian Peninsula before Islam	<ul style="list-style-type: none"> – Recall the religious, political and social conditions of Rome, Persia, China, Egypt and South Asia before the advent of Islam.
2.	Condition of the Arabian Peninsula before Islam	<ul style="list-style-type: none"> – Recall the geographical, social, economic, political, religious and cultural life in Arabian Peninsula before Islam – Recognize various institutions of the Republic of Makkah – Describe the Tribal rivalries before the advent of Islam.
3.	Life of the Holy Prophet Muhammad (S.A.W.W) before Nabuwwat	<ul style="list-style-type: none"> – Describe in detail the family background of the Holy Prophet Muhammad (S.A.W.W). – Life of the Holy Prophet (S.A.W.W) before Nabuwwat
4.	Advent of Islam	<ul style="list-style-type: none"> – Describe the event of First Revelation at Cave Hira – Explain the message and method of preaching of Islam during first three years
5.	Open Declaration and Response of Society	<ul style="list-style-type: none"> – Explain the strategy of preaching Islam openly in Makkah and response of society (especially of the Quraish leaders) – Describe the causes of Quraysh opposition and hostility towards the Holy Prophet(S.A.W.W)
6.	Migration to Abyssinia	<ul style="list-style-type: none"> – Discuss briefly early sufferings of the companions of the Holy Prophet (S.A.W.W) leading to their migrations (First and Second) to Abyssinia
7.	Shab-i-Abi Talib/Social Boycott	<ul style="list-style-type: none"> – Determine the causes of the social boycott of Banu Hashim and their sufferings at Shab-i-Abi Talib – Delineate the year of sorrow, journey to Taif, ascension to Heavens (<i>Miraj</i>)
8.	Migration to Madina	<ul style="list-style-type: none"> – Explain the causes of migration of the Holy Prophet Muhammad (S.A.W.W) to Madina

Chapter III: Holy Prophet Muhammad (S.A.W.W) at Madina

Contents		Student Learning Outcomes (SLOs)
1.	Conditions of Madina (<i>Yasrab</i>)	<ul style="list-style-type: none"> - Describe the Geography and social, political and economic conditions of Madina at the time of Holy Prophet's (S.A.W.W) arrival.
2.	Effects and Consequences of Migration	<ul style="list-style-type: none"> - Discuss the impacts of Holy Prophet's (S.A.W.W) migration to Madina - Describe Islamic brotherhood (<i>Muwakhat</i>)
3.	Charter of Madina	<ul style="list-style-type: none"> - Determine the salient feature of the Charter of Madina - State the significance of the Charter of Madina as a written constitution of an Islamic state.
4.	Holy prophet at the battlefield	<ul style="list-style-type: none"> - Describe the causes, events and consequences of the battles of Badr, Uhud and Khandaq
5.	Peace Treaty of Hdaybia and its effects	<ul style="list-style-type: none"> - Describe the terms and conditions of the Treaty of Hdaybia and its consequences
6.	Letters to various heads of states	<ul style="list-style-type: none"> - Describe the contents of Holy Prophet's (S.A.W.W) letters to rulers of different empires and countries and their response
7.	Relations with Jews and Conquest of Khyber	<ul style="list-style-type: none"> - Recall the conspiracies of Jews, their expulsion from Madina and war against them.
8.	Conquest of Makkah	<ul style="list-style-type: none"> - Recall the causes and events of the conquest of Makkah and its consequences
9.	Last Sermon of the Holy Prophet(S.A.W.W)	<ul style="list-style-type: none"> - Describe the main points of the last sermon of Holy Prophet (S.A.W.W) and its significance - Recall the death illness and parting away of Holy Prophet (S.A.W.W)
10.	State of Madina under Holy Prophet (S.A.W.W)	<ul style="list-style-type: none"> - Describe the sailent feature of the state of Madina.

Chapter IV: Character and Seerat of Holy Prophet (S.A.W.W)

Contents		Student Learning Outcomes (SLOs)
1.	Personality and character	Students will be able to: <ul style="list-style-type: none"> – Describe the personality, appearance, habits and manners of Holy Prophet (S.A.W.W).
2.	Holy Prophet (S.A.W.W) as a role model	<ul style="list-style-type: none"> – To discover Holy Prophet (S.A.W.W) as: – A Social reformer, – As head of state, – As supreme commander – As Chief Justice – As Statesman and administrator – As Educator – As Upholder of dignity of labour and oppressed classes.
3.	Achievements of Holy Prophet(S.A.W.W)	<ul style="list-style-type: none"> – To survey the achievements of Holy Prophet (S.A.W.W in social economic and political fields. – Discover the Implications of Islamic revolution.

Chapter V: Khilafat-i-Rashida (Hazrat Abu Bakr Siddique (R.A) and Hazrat Umar Farooq (R.A)

Contents		Student Learning Outcomes (SLOs)
1.	Hazrat Abu Bakr Siddique (R.A) His early life His association with Holy Prophet (S.A.W.W)	Students will be able to: <ul style="list-style-type: none"> – Briefly narrate the life sketch of Hazrat Abu Bakr Siddique (R.A) with reference to his name, tribal association and personal traits – Describe the hardships faced by Hazrat Abu Bakr Siddique (R.A) along with Holy Prophet (S.A.W.W) during the early phase of Islam
2.	Ascendancy to Caliphate	<ul style="list-style-type: none"> – Describe the circumstances in which Hazrat Abu Bakr Siddique (R.A) assumed the responsibility of Caliphate
3.	Challenges faced by the newly Muslim state	<ul style="list-style-type: none"> – Describe the challenges faced by the Muslim State on the assumption of caliphate by Hazrat Abu Bakr Siddique (R.A) i-e, Apostacy Movement, denial of the Zakat payment, demand for reduction in number of prayers and departure of the army of Usama bin Zaid (R.A) towards the Syrian front
4.	Hazrat Abu Bakr Siddique's (R.A) strategies to overcome the challenges	<ul style="list-style-type: none"> – Recall the measures adopted by Hazrat Abu Bakr Siddique's (R.A) to meet the challenges
5.	Different Conquests	<ul style="list-style-type: none"> – Describe the conquests on Persian and Syrian fronts during the Caliphate of Hazrat Abu Bakr Siddique (R.A)
6.	The overview of Hazrat Abu Bakr Siddique's (R.A) Caliphate	<ul style="list-style-type: none"> – Recall Hazrat Abu Bakr Siddique's (R.A) policies as the first Caliph of Islam
7.	Hazrat Umar Farooq (R.A) His early life and response to Holy Prophet's (S.A.W.W) call to Islam	<ul style="list-style-type: none"> – Describe Hazrat Umar Farooq's (R.A) early life. – Recall the event of embracing Islam by Hazrat Umar Farooq (R.A) and its impact
8.	Ascendancy to Caliphate	<ul style="list-style-type: none"> – Describe Hazrat Umar Farooq's (R.A) assumption of Caliphate
9.	Expansion of the Islamic State.	<ul style="list-style-type: none"> – Identify the conquests during the reign of Hazrat Umar Farooq (R.A).

10.	System of Administration and Reforms	<ul style="list-style-type: none"> - Appraise the important features of Hazrat Umar Farooq's (R.A) system of administration and Reforms
11.	Sources of Revenue	<ul style="list-style-type: none"> - Discuss the sources of Revenue during the Caliphate of Hazrat Umar Farooq (R.A)
12.	Hazrat Umar Farooq (R.A) as an exemplary Caliph	<ul style="list-style-type: none"> - Recognize Hazrat Umar Farooq's (R.A) character and capabilities that made him an exemplary Caliph

Chapter VI: Khilafat-i-Rashida (Hazrat Usman Ghani (R.A) and Hazrat Ali Al-Murtaza (R.A))

Contents		Student Learning Outcomes (SLOs)
1.	Hazrat Usman Ghani (R.A) His early life, tribal association, relationship with Holy Prophet Muhammad (S.A.W.W)	Students will be able to: - Describe Hazrat Usman Ghani's (R.A) life sketch, highlighting his relationship with the Holy Prophet (S.A.W.W) and his overall status in his tribe
2.	Election of Hazrat Usman Ghani (R.A) as calief	- Describe the election of Hazrat Usman (R.A) to the office of caliphate
3.	Expansion of the Islamic State	- Describe the expansion of Islamic State during Hazrat Usman's (R.A) Caliphate
4.	Insurgency, Chaos and Hazrat Usman Ghani's (R.A) martyrdom	- Describe the causes of insurgency, chaos, and martyrdom of Hazrat Usman Ghani (R.A)
5.	An overview of Hazrat Usman Ghani's (R.A) Caliphate	- Appraise Hazrat Usman Ghani's (R.A) policies as the third Caliph of Islam
6.	Hazrat Ali Al-Murtaza (R.A), an introduction to early life	- Describe the early life of Hazrat Ali Al-Murtaza (R.A) underlining his close relationship with the Holy Prophet (S.A.W.W)
7.	Hazrat Ali Murtaza's (R.A) role in different battles	- Discuss different aspects of the personality of Hazrat Ali Al-Murtaza (R.A) particularly as a valiant soldier in different battles
8.	Ascendency to Caliphate	- State the circumstances under which Hazrat Ali Al-Murtaza (R.A) assumed the responsibility of Caliphate
9.	Worsening of the situation	- Describe the dynamics of the worsening circumstances giving rise to disorder and dissensions among the Muslims
10.	Battle of Jaml	- Give a brief description of the Battle of Jaml
11.	Battle of Siffin	- Describe the battle of Siffin and the emergence of Kharijites
12.	Battle of Nahrawan	- Describe the battle of Nahrawan
13.	An overview of the Caliphate of Hazrat Ali Al-Murtaza (R.A)	- Determine the achievements of Hazrat Ali Al-Murtaza (R.A) as the fourth Caliph

Chapter VII: Khilafat-i-Rashida (Establishment of various Institutions)

Contents		Student Learning Outcomes (SLOs)
1.	The consolidation of Islamic State (as a welfare state) and institutions	Students will be able to: <ul style="list-style-type: none"> – Recall the welfare spirit of the Islamic state during Khilafat-i-Rashida and the status of Zimmis, women and slaves
2.	Administrative System during the Pious Caliphate	<ul style="list-style-type: none"> – Describe the salient features of institutions of Caliphate, Shura, administrative system, judiciary, sources of revenue and army under Pious Caliphs

Chapter VIII: The Umayyad Caliphate: Rise and Consolidation

Contents		Student Learning Outcomes (SLOs)
1.	Caliphate of Hazrat Amir Muawiya (R.A)	Students will be able to: <ul style="list-style-type: none"> – Describe the role of Hazrat Amir Muawiya (R.A) as the First Caliph of the Umayyads
2.	Yazid (First) Tragedy of Karbala and Hazrat Imam Hussain (R.A)	<ul style="list-style-type: none"> – Describe the causes, events and effects of the Tragedy of Karbala. – Describe the life and character of Hazrat Imam Hussain (R.A)
3.	Abdullah Bin Zubair (R.A)	<ul style="list-style-type: none"> – Recall the struggle of Abdullah bin Zubair (R.A) against the Umayyads.
4.	Marwan bin Hakam	<ul style="list-style-type: none"> – Describe the role and function of Marwan bin Hakam as Umayyad Caliph
5.	Abdul Malik bin Marwan and consolidation of the Caliphate	<ul style="list-style-type: none"> – Analyze the steps of Abdul Malik bin Marwan for the consolidation of Umayyad Caliphate – Highlight the reforms of Abdul Malik bin Marwan

Chapter IX: The Umayyad Caliphate: Expansion and Culmination

Contents		Student Learning Outcomes (SLOs)
1.	Walid bin Abdul Malik Expansion of Umayyad Empire, The Golden Period	Students will be able to: <ul style="list-style-type: none"> – Recall Walid bin Abdul Malik’s role as Caliph and the expansion of Islamic Empire under him
2.	Hajjaj bin Yousuf	<ul style="list-style-type: none"> – Identify the role and functioning of Hajjaj bin Yousaf as Viceroy of Eastern part of the Umayyad Empire.
3.	Qutaiba bin Muslim	<ul style="list-style-type: none"> – Describe the role of Qutaiba bin Muslim in the conquest of Central Asia.
4.	Musa bin Nusayr and Tariq bin Ziyad	<ul style="list-style-type: none"> – Recognize the role of Musa bin Nusayr and Tariq bin Ziyad’s in the conquest of Spain
5.	Mohammad bin Qasim	<ul style="list-style-type: none"> – State Muhammad bin Qasim’s role in the conquest of Sindh and Multan and its impacts
6.	Sulaiman bin Abdul Malik	<ul style="list-style-type: none"> – Give a brief introduction of Sulaiman bin Abdul Malik’s role as Caliph
7.	Umar bin Abdul Aziz (5 th Pious Caliph)	<ul style="list-style-type: none"> – Recognize the reforms introduced by Umar bin Abdul Aziz (5th Pious Caliph) aimed at purging the Muslim society of various malpractices
8.	Yazid II bin Abdul Malik	<ul style="list-style-type: none"> – Highlight the ascendancy to the throne and character of Yazid II
9.	Hisham bin Abdul Malik	<ul style="list-style-type: none"> – Describe the achievements of Hisham bin Abdul Malik

Chapter X: The Umayyad Caliphate: Decline and Fall

Contents		Student Learning Outcomes (SLOs)
1.	Walid (Second) bin Yazid	Students will be able to: <ul style="list-style-type: none"> - Describe important events during the reign of Walid (Second)
2.	Yazid (Third)	<ul style="list-style-type: none"> - Recall Yazid's accession to the throne and death
3.	Ibrahim	<ul style="list-style-type: none"> - Recall Ibrahim's ascendancy to Caliphate
4.	Marwan (Second) and fall of the Umayyad Caliphate	<ul style="list-style-type: none"> - Describe the important events during the reign of Marwan (Second)
5.	Down fall of Umayyad dynasty	<ul style="list-style-type: none"> - Describe the causes of down fall of Umayyad dynasty.

Chapter XI: Administrative System under Umayyads

Contents		Student Learning Outcomes (SLOs)
1.	Comparison of Khilafat-i-Rashida with the Umayyad Caliphate	Students will be able to: <ul style="list-style-type: none"> - Analyze the changing nature of the Caliphate under Umayyads
2.	Administration Central Administration Provincial Administration	<ul style="list-style-type: none"> - Describe different aspects of central and provincial administration of Umayyads
3.	Judiciary	<ul style="list-style-type: none"> - Determine the system of justice under the Umayyads
4.	Army and Navy	<ul style="list-style-type: none"> - Discuss the army system of the Umayyads - Describe the establishment of Navy under the Umayyads
5.	Society, culture and literature under the Umayyads	<ul style="list-style-type: none"> - Outline the society, culture and literature under the Umayyads

GRADE XII

Chapter I: The Abbasid Caliphate: Establishment and Consolidation (750-786 AD)

Contents		Student Learning Outcomes (SLOs)
1.	General introduction to Abbasid dynasty, its rise and establishment	Students will be able to: <ul style="list-style-type: none"> – Describe the Abbasid dynasty – Describe in detail the Abbasid Movement which led to the establishment of Abbasid caliphate – Recognize the role of Abu Muslim Khurasani in the establishment of the Abbasid caliphate
2.	Abul Abbas al-Saffah (750-754 AD)	<ul style="list-style-type: none"> – Describe the circumstances in which Abul Abbas al-Saffah established Abbasid dynasty
3.	Abu Jaffar al-Mansur (754-775)	<ul style="list-style-type: none"> – Describe different aspects of the character of Mansur – Describe the threats faced by Abu Jaffar al-Mansur from various opponents – Recall important events of the reign of Abu Jaffar al-Mansur – Determine the grounds on which Abu Jaffar al-Mansur is called the real Founder of Abbasid Caliphate
4.	Muhammad al-Mahdi (775-785)	<ul style="list-style-type: none"> – Describe the character of Muhammad al-Mahdi – Describe the Zindiq rebellion – Recall the wars with Byzantines – Recognize the reforms of Muhammad al-Mahdi
5.	Al-Hadi (785-786)	<ul style="list-style-type: none"> – Describe the character of Al-Hadi

Chapter II: The Abbasid Caliphate–Glorious Period (786 – 861)

Contents		Student Learning Outcomes (SLOs)
1.	Harun al-Rashid	<ul style="list-style-type: none"> – Students will be able to: – Describe the important events of Harun al-Rashid’s Caliphate – Describe the relations of Harun al-Rashid with the Byzantine rulers – – Recognize the contribution of Barmakids in making the Abbasid Caliphate Glorious – Recall the rise and fall of the Barmakids – Recall that Harun’s reign was the Golden Era of the Abbasid Caliphate
2.	Amin al-Rashid	<ul style="list-style-type: none"> – Describe the civil war between Amin al-Rashid and Mamun al-Rashid
3.	Mamun al-Rashid	<ul style="list-style-type: none"> – Recognize the salient features of Mamun al-Rashid’s Caliphate. – Recall the official patronage of Mutazilites under Mamun-al-Rashid – Describe Mamun al-Rashid’s achievements and conquests in Asia Minor and Mediterranean regions. – Recall the scientific and literary advancement during Mamun al-Rashid’s era
4.	Motasim Billah (833– 842 AD)	<ul style="list-style-type: none"> – Describe the major events and accomplishments of Motasim Billah as a Caliph including expeditions, rebellions and revolts – Explain Turk policy (Appointments of Turks in Abbasid Army) of Motasim Billah and its impacts
5.	Wasiq (842-847) and Mutawaqqil (847-861)	<ul style="list-style-type: none"> – Recall the impact of Mutazilites controversy and its end – Describe centrifugal tendencies that had set in during the reigns of Wasiq and Mutawaqqil

Chapter III: Later Abbasid Caliphs and the Downfall (902- 1258 AD)

Contents		Student Learning Outcomes (SLOs)
1.	Muntasir Billah (861-862) Musta'in Billah (862-866) Mu'tazz Billah (866-869) Muhtadi (869-870) Mu'tamid (870-892) Mu'tadid (892-902) Muqtafi (902–907) Muqtadir (907–933) Qahir (933-940) Mohammad Razi (940–944) Muttaqi (944–945) Mustaqfi (945) Matti Billah (945-974) Taiy Billah (974-991) Al-Qadir Billah (991-1031) Qaim Billah (1031-1075) Muqtadir Billah (1075-1094) Mustansir Billah (1094-1118) Mustawsh Billah (1118-1135) Rashid Billah (1135-1135) Muqtazi Billah (1135-1160) Mustanzad Billah (1160-1170) Mustazi Billah (1170-1179) Nasiruddin Billah (1179-1225) Zahir Billah (1225-1226) Mustansir Billah (1226-1242) Mustasim Billah (1242-1258)	Students will be able to: <ul style="list-style-type: none"> – Delineate the role of Turkish dominance during the reign of various later Abbasid Caliphs – Describe main features of the later Abbasid rule – Describe the reasons due to which the later Abbasid caliphs from Muntasir Billah to Mustasim Billah failed to assert their authority as Caliph
2.	Rise of Independent Dynasties during the later Abbasids	<ul style="list-style-type: none"> – Describe various tribes drifting away from the Abbasid centre – List the emergence of small independent principalities during the later part of the Abbasid Caliphate
3.	Buwayids	<ul style="list-style-type: none"> – Identify Buwayids, their contribution and relations with the Abbasid caliphs
4.	Ghaznavids	<ul style="list-style-type: none"> – Record relations between Abbasids and Ghaznavids
5.	Saljuks	<ul style="list-style-type: none"> – Describe the causes of the rise and decline of Saljuks during the later Abbasid period
6.	Fatimids	<ul style="list-style-type: none"> – Identify main features of Fatimid rule
7.	Nur-ul-Din Zangi	<ul style="list-style-type: none"> – Describe the role and achievements of Nur-ul-Din Zangi

8.	Sultan Slahuddin Ayubi–life, character and achievements	– Describe the life, character and achievements of Sultan Salahuddin Ayubi
9.	Crusades	– Describe the causes, events and consequences of Crusades
10.	Mongols’ Invasion	– Recall the factors leading to the invasion of Mongols on Baghdad and its impact on Islamic History
11.	Downfall of Abbasids	– Describe the main causes of the downfall of Abbasid rule

Chapter IV: Administration, Science and culture under the Abbasids

Contents		Student Learning Outcomes (SLOs)
1.	Administration Central Administration Caliph, Vazir	Students will be able to: <ul style="list-style-type: none"> – Describe the main characteristics of central administration of the Abbasids – Recall the powers of Caliph with reference to the Abbasid caliphs – Recognize the powers and functions of the office of Vazir during the Abbasid rule
2.	Provincial Administration	<ul style="list-style-type: none"> – Describe the main features of the provincial administration of Abbasids
3.	Judiciary	<ul style="list-style-type: none"> – Recall the main features and functions of Judiciary during the Abbasid rule
4.	Revenue administration	<ul style="list-style-type: none"> – Describe the revenue and taxation system of the Abbasids
5.	Army	<ul style="list-style-type: none"> – Recall the functions, powers and role of Abbasid army
6.	Police	<ul style="list-style-type: none"> – Describe the functions of police during the Abbasid caliphate
7.	Cultural Development Art and Architecture Literature	<ul style="list-style-type: none"> – Describe the cultural developments of Abbasid period with special reference to Art, Architecture and literature
8.	Contributions towards Scientific Development	<ul style="list-style-type: none"> – Recognize the Abbasid contributions towards Science with special reference to Mathematics, Medicine, Physics and Astronomy. – Recall the role and functions of Baitul Hikma – Identify the major scientists of the Abbasid period and describe their contributions towards science

Chapter V: Muslim Rule in Spain–Conquest and Consolidation

Contents	Student Learning Outcomes (SLOs)
1. Geographical Conditions	Students will be able to: <ul style="list-style-type: none"> – Describe the geographical conditions of Spain at the advent of the Muslim conquest of Spain
2. Social, political, religious and economic conditions	<ul style="list-style-type: none"> – Describe socio-political and economic conditions of Spain at the advent of Muslim conquest
3. Early Umayyads in Spain	<ul style="list-style-type: none"> – Describe the early Muslim invasions and conquest in Spain – Early Umayyad rulers in Spain and their achievements
4. Era of political chaos and anarchy	<ul style="list-style-type: none"> – Describe the political conditions of Spain – at the time of the arrival of Abdur Rahman (First)
5. Abdur Rahman (First) (756-788)	<ul style="list-style-type: none"> – Recall Abdur Rahman (First) as the founder of an Independent Umayyad State in Spain
6. Hisham (First) (788-796)	<ul style="list-style-type: none"> – Describe religious policy of Hisham (First) and discuss its impacts
7. Hakam (First) (796 – 822)	<ul style="list-style-type: none"> – Describe the challenges faced by Hakam (First)
8. Abdur Rahman (Second) (822- 852)	<ul style="list-style-type: none"> – Describe the pleasant rule of Abdur Rahman (Second) – Recall the Christian Movement of the era of Abdur Rahman (Second)
9. Muhammad (First) (852-886)	<ul style="list-style-type: none"> – Elaborate the suppression of rebellions and defeat of Normans by Muhammad (First)
10. Manzir (886-888) and Abdullah (888-912)	<ul style="list-style-type: none"> – Briefly describe the era of Manzir and Abdullah

Chapter VI: Muslim Rule in Spain: Glorious Period (912-1031 AD)

Contents		Student Learning Outcomes (SLOs)
1.	Abdur Rahman (Third) (912–961)	Students will be able to: <ul style="list-style-type: none">– Recall the causes of the success of Abdur Rahman (Third) in Muslim Spain– Describe key events of the reign of Abdur Rahman (Third)– Describe the transformation from Amir to Caliph in Spain by Abdur Rahman (Third)
2.	Hakam (Second) (961-976)	<ul style="list-style-type: none">– Recognize the literary and cultural developments during the era of Hakam (Second)
3.	Hajib al-Mansur (976-1002) and Hisham (Second) (976--1013)	<ul style="list-style-type: none">– Describe how Hajib al-Mansur Muhammad bin Abi Aamir functioned as defacto ruler during the Caliphate of Hisham (Second)

Chapter VII: Downfall of Muslim Spain and emergence of Independent Principalities

Contents		Student Learning Outcomes (SLOs)
1.	Downfall of Umayyad Rule in Spain and Rise of Independent Principalities	Students will be able to: <ul style="list-style-type: none"> – Recall the weakening of centre and emergence of independent principalities in Spain
2.	Consolidation of North-Eastern Spain	<ul style="list-style-type: none"> – Describe the rise of Christian States in North East of Spain
3.	Murabiteen Yousaf bin Tashfin and his successors (1086-1096)	<ul style="list-style-type: none"> – Describe the Rise of Murabiteen – Recall the causes of the call for North African military support – Determine the role of Yousaf bin Tashfin and accession of Spain with North Africa
4.	Muwahideen	<ul style="list-style-type: none"> – Identify the causes of the accession of Muwahideen – Determine the contribution of Muwahideen
5.	Christian Conquest of: Toledo, Seville, Alamedas	<ul style="list-style-type: none"> – Describe Christian occupation of Toledo, Seville and Alamedas
6.	Granada (1232-1492)-the last stronghold of Muslims in Spain and its fall	<ul style="list-style-type: none"> – Describe the role of Granada as the last bastion of power in Spain – Identify the causes of decline of Muslim rule in Spain

Chapter VIII: Administration in Muslim Spain

Contents		Student Learning Outcomes (SLOs)
1.	Amir/Sultan/Caliph	Students will be able to: <ul style="list-style-type: none">– Describe the change of nomenclature from Amir/Sultan to Caliph in Muslim Spain
2.	State Administration Police System	<ul style="list-style-type: none">– Determine the main features of central and provincial administration in Muslim Spain
3.	Judiciary	<ul style="list-style-type: none">– Delineate the judicial system in Muslim Spain
4.	Revenue and Taxation	<ul style="list-style-type: none">– Describe the revenue and taxation system in Muslim Spain

Chapter IX: Educational, Scientific and Cultural developments in Muslim Spain

Contents		Student Learning Outcomes (SLOs)
1.	Development of Muslim Culture in Spain Culture	Student will be able to: <ul style="list-style-type: none">– Define the main features of Muslim Culture in Spain
2.	Art and Architecture	<ul style="list-style-type: none">– Recall the main features of architecture in Muslim Spain
3.	Education and Literature	<ul style="list-style-type: none">– Describe education system in the Muslim Spain– Illustrate the contributions of Muslim Spain in the field of literature
4.	Law and Jurisprudence	<ul style="list-style-type: none">– Describe the contributions of Muslim Spain in the fields of law and jurisprudence
5.	Scientific Developments in Muslim Spain Geography Medicine and Surgery Astronomy	<ul style="list-style-type: none">– Describe the progress in the fields of Geography, astronomy, medicine and surgery in Muslim Spain
6.	Botany Chemistry Agriculture and industry	<ul style="list-style-type: none">– Recall the scientific progress in the fields of botany and chemistry in Muslim Spain– Recognize the innovations in the fields of agriculture and industry in Muslim Spain
7.	Muslim Spain and the Renaissance in Europe	<ul style="list-style-type: none">– Describe the contributions of Muslim Spain towards the Renaissance in Europe

Chapter X: Present day Muslim world: Challenges and prospects

Contents		Student Learning Outcomes (SLOs)
1.	Colonial legacy	Student will be able to: <ul style="list-style-type: none">– Analyse the colonial legacy in the Muslim world– Assess the impact of Colonial legacy on current scenario of the Muslim world
2.	Challenges faced by current Muslim world	<ul style="list-style-type: none">– Outline the challenges and issues faced by the present Muslim world from within and outside.– Construct the ways and means to address these challenges

Section 3

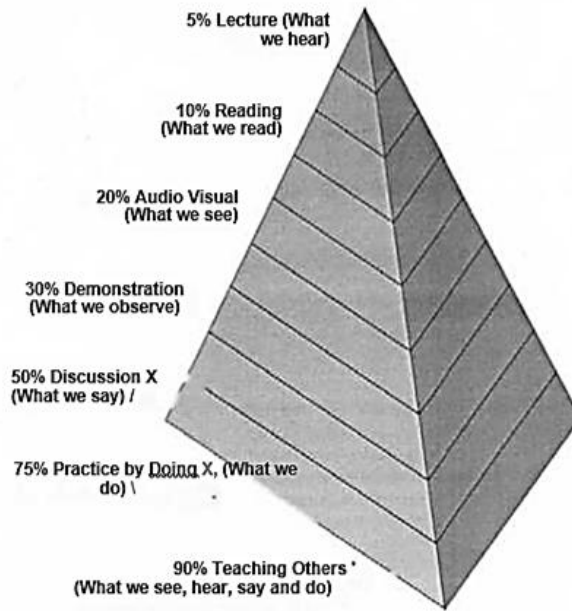
Instructional Strategies

In our classrooms teachers use traditional method of instruction in which teachers “transmit” textbook facts to students who are expected to memorize and reproduce these facts in examinations. This practice has become highly ingrained especially in higher classes and teachers feel that methods of lecture and recitation (teacher asks questions and student answers) are a good way of teaching the large number of students in their classrooms and assessing students ability to memorize textbook facts to ensure they do well in examinations.

While it is important that teachers ensure students do well in examinations, it is also necessary that the education provided prepares students for life in a modern society, enhances students' chances of receiving higher education and employability and develops their social consciousness so that they become agents of positive social change.

So, there are many reasons for using instructional strategies other than lecture and recitation. First, Research shows that students learn very little (5%) when taught through the lecture method. However, their active intellectual engagement in the learning process increases their learning. Second, many instructional strategies besides facilitating students' academic learning also aid development of several skills and values and promote their psychological health preparing them for the varied roles they will play today. Finally, in any class of students there will be a range of interests, abilities and styles of learning. Varying the teaching strategies will address these differences allowing all children to learn.

The Learning Pyramid: Outcomes for Traditional Learning Methodology vs. Outcomes for Active/Experimental Learning Methodology



This section begins with the lecture methods as teachers are most familiar with and suggests ways to encourage students' participation in a lecture to improve learning.

Effective Lecturing Strategy

A lecture is a method in which, the teacher transmits ideas, concepts and information to the students. A lecture allows teachers to transmit knowledge and explain key concepts in a limited time to a large group of students.

To deliver an effective lecture, the teacher must plan it and identify the purpose of the lecture. In a classic lecture structure, the teacher outlines the purpose of the lecture and the main themes/subtopics that will be covered. Each theme/subtopic is then explained with examples. At the end, the teacher summarizes each theme/subtopic and concludes the lecture. A lecture can be made more effective using diagrams, photos, maps, using charts, an overhead or multimedia projector.

In order to keep students engaged in a lecture, teachers should ask a question at the end of each theme/subtopic and give time to the students to come up with the answer, call on a few students to share their answers, sum up and move on. Some students out of fear of giving an incorrect response may not answer. To increase students' participation, use the Think-Pair-Share strategy; students think individually, share ideas with a colleague and then with the class. Before the lecture ask students if they want to share questions, they want answers to and tailor the lecture to answer them.

Encourage students to ask questions on completion of each theme/subtopic. Students' questions can be answered by the teacher or directed to the students inviting them to answer.

Assessing Students' Learning in a lecture method

Students' learning can be assessed by asking students to answer questions orally or fill in a 'one-minute' worksheet which asks them to write down the 2-3 most important things they learnt in the lecture.

Discussion

Discussion is a unique form of group interaction where students join to address a topic or questions regarding something they need to understand, appreciate or decide. They exchange and examine different views, experiences, ideas, opinions, reactions and conclusions with one another during the discussion. There are several benefits of discussion. Students increase their knowledge of the topic; explore a diversity of views which enables them to recognize and investigate their assumptions in the light of different perspectives; develop their communicative competence, listen attentively, speak distinctly and learn the art of democratic discourse.

Teachers need to plan a discussion carefully by reviewing the material and choosing a question or a problem on a topic, framing it as interrogative question instead of a statement or a phrase. It is important that students have some knowledge of the topic chosen for discussion. Good ways of ensuring this are: asking students to read on the topic, interview concerned individuals, and engage in observation.

Teachers can start by presenting the question orally and in writing it on the board to enable students to read and understand the question. Give students time to think and note down ideas in response to the question. During the discussion, ask probing questions such as "Why do you think?" "Can you elaborate further?" Or draw a conclusion and raise a new but related question. Give students the opportunity to participate and contribute to the discussion.

Conclude the discussion by summarizing all the ideas shared and identifying questions for further inquiry or discussion. Summaries should be short but accurate.

Assessing Students Learning from a Discussion

The knowledge, skills and values developed through discussion can be assessed using different assessment strategies. Use a checklist to record the presence or absence of desired behaviour such as presentation of factual research-based information, seeking clarifications, extending an idea presented, questioning one's assumptions, listening attentively, communicating clearly and openly

and respecting others. Based on data the teacher can give feedback to the students for improvement. If the purpose is to assess students' knowledge and understanding, students could be asked to write an essay on the topic or answer test questions.

Cooperative Learning

Cooperative learning is a strategy in which students work together in small groups to maximize their own and each other's learning. In cooperative classrooms students have two responsibilities: (i) to learn and complete assigned material and, (ii) to make sure that all members of the group do so as well.

How are students assessed in cooperative learning?

Success on the academic task is assessed by randomly asking students questions, checking their work, or through individual tests or quizzes. For the social skills task, students are evaluated through teacher observation and students' evaluation of their own and group effectively.

Inquiry/Investigation

Inquiry/investigation is a process of framing questions, gathering information, analyzing it and drawing conclusions. An inquiry classroom is one where students take responsibility for their learning and are required to be active participants, searching for knowledge, thinking critically and solving problems. Inquiry develops students' knowledge of the topic of investigation, inquiry, skills of questioning, hypothesizing, information gathering, critical thinking and presentation. They are also disposed to engaging in inquiry, open-mindedness and continuing their learning.

Teaching students to conduct an inquiry investigation

There are two main types of inquiry: knowledge-based inquiry and problem-based inquiry/investigation. Knowledge-based inquiry enables students to enhance their knowledge and understanding of content. Problem-based inquiry/investigation encourages study of social and scientific problems. If the study could lead to social action work with students to engage in responsible action.

Assessing learning from an inquiry/investigation

The process as well as products of an inquiry. Investigation must be assessed through the following:

Observation: Students' abilities and skills can be observed during each stage of the inquiry/investigation. For example, you can observe a student conducting an interview, looking

for relevant information in the library or making a graph. Teachers can provide detailed descriptive feedback to the students on their abilities and skills observed.

Documents analysis: Teachers can ask students to share anything they have documented during the process of inquiry, including notes made from material read, analysis of findings, etc. Teachers can give marks on the relevance of material accessed, analysis of information etc.

Written or Oral presentations: written or oral presentations can be marked in terms of the quality of content, creativity in the presentations, ability to answer questions.

Section 4

Assessment

Assessment is gathering quantitative and qualitative information, using a variety of tools and techniques that are easy to understand and interpret.

We need an assessment system to

assess teaching and learning show proficiency in a wide variety of tasks at a class level.

provide information to different people on how well standards are being met.

Types of Assessment Methods

Four methods that can be used to assess teaching and learning are:

1. ***The selected response***: students select the answer to a question from two or more given choices. Such items are easy to develop. Their short response time allows more information to be assessed in a short time. However, since answer choices are provided, students can guess the correct answer without knowing the material. Scoring is quick and objective, since the teacher need only check if the single correct or best answer was identified for each item.
2. ***A constructed response*** format requires students to create or produce their own answer in response to a question or task. This allows teachers to gain insight into students' thinking and creative processes, and to assess higher order thinking. However, such items are time-consuming to answer and score. Although they eliminate guesswork, scoring is more subjective and thus clear criteria are necessary to maintain validity.
3. ***Teacher observations*** are so common that they are often ignored as a form of assessment. However, teachers constantly observe and listen to students as they work. Observation is also important in assessing performance tasks, classroom climate, teacher effectiveness, and other dimensions of the classroom.
4. ***Self-assessment*** refers to students evaluating themselves. In self-evaluation of academic achievement, students rate their own performance in relation to established standards and criteria. Students may also be asked to answer questions that reveal their attitudes and beliefs about themselves or other students as part of their self-reporting.

Within the four types of assessment methods, some commonly used formats have been briefly described below:

Selected Response

Multiple-Choice Items

What is it?

Multiple choice items have a short question, followed by multiple answer choices from which students must pick the correct or best answer. The question is called the stem, and the answer choices are called options. The options contain one correct or best answer, and two or more distractors.

Strengths and Weaknesses

- Relatively difficult to write, especially good distractors
- Having students pick the 'correct' answer assess knowledge and understanding
- Having students pick the 'best' answer measures and higher order thinking such as reasoning and critical analysis
- Having Students pick the 'best' answer measures and higher order thinking such as reasoning and critical analysis

Constructed Response

Short Answer

What is it?

Short-answer items are questions that call for students to write short answers (3-4 sentences at most), such as definitions or showing working in math problems.

Strengths and Weaknesses

- Good for assessing knowledge
- Can also assess understanding and reasoning
- Easy to construct since structure like instruction (question-and- answer) in class, so natural to teacher and student

Essay Items

What is it?

Such items literally have students answer a question by writing an essay. The length, nature and content of the essay is dependent on the question posed, so responses may be restricted or extended.

Strengths and Weaknesses

- Require students to sequence and integrate many separate ideas into a meaningful whole, interpret information, give arguments, give explanations, evaluate the merit of ideas, and conduct other types of reasoning
- Help students see themes, patterns, relationships
- Allow flexibility in responses
- Can evaluate students' ability to communicate their ideas
- Reading and scoring answers is time-consuming, especially if done so that meaningful feedback is given to students
- A single person, the teacher, judges the answers, so variations in mood, expectations, the order in which students are evaluated, and other factors, affect the professional judgments that are made
- Cannot assess lots of information or multiple reasoning skills at once

Performance-based Assessments

What is it?

Performance-based assessments involve teachers observing and assessing students' demonstration of a skill/process and/or competency in creating a product/making a presentation as a result of a skill/process.

Characteristics of Performance-based Assessments

- Students perform, create, construct, produce, or do something
- Deep understanding and/ or higher order thinking skills are needed
- Involves significant work that usually takes days to weeks to complete
- Calls on students to explain, justify, and defend
- Performance is directly observable
- Involves engaging ideas of importance and substance
- Criteria and standards are specified and explained to students along with the task
- There is no single best product or correct process
- Usually students work with real-world contexts and constraints

Chapter wise weightage for Grade XI

Chapter #	Title	Weightage in %
1.	History and Historiography	06
2.	Holy Prophet Muhammad (S.A.W.W) at Makkah	12
3.	Holy Prophet Muhammad (S.A.W.W) at Madina	17
4.	Character and Seerat of Holy Prophet (S.A.W.W)	10
5.	Khilafat-i-Rashida (Hazrat Abu Bakr Siddique (R.A) and Hazrat Umar Farooq (R.A)	14
6.	Khilafat-i-Rashida (Hazrat Usman Ghani (R.A) and Hazrat Ali Al-Murtaza (R.A)	06
7.	Khilafat-i-Rashida (Establishment of various Institutions)	06
8.	The Umayyad Caliphate: Rise and Consolidation	06
9.	The Umayyad Caliphate: Expansion and Culmination	10
10.	The Umayyad Caliphate: Decline and Fall	06
11.	Administrative System under Umayyads	07
	Total:	100

Chapter wise weightage for Grade XII

Chapter #	Title	Weightage in %
1.	The Abbasid Caliphate: Establishment and Consolidation (750-786 AD)	08
2.	The Abbasid Caliphate–Glorious Period (786 – 861)	14
3.	Later Abbasid Caliphs and the Downfall (902- 1258 AD)	15
4.	Administration, Science and culture under the Abbasids	10
5.	Muslim Rule in Spain–Conquest and Consolidation	10
6.	Muslim Rule in Spain: Glorious Period (912-1031 AD)	10
7.	Downfall of Muslim Spain and emergence of Independent Principalities	07
8.	Administration in Muslim Spain	08
9.	Educational, Scientific and Cultural developments in Muslim Spain	10
10.	Present day Muslim world: Challenges and prospects	08
	Total:	100

Section 5

Guideline for Developing Teaching Learning Resources

In most classrooms student-teacher interaction is limited to reading, writing and speaking. Students remember some of what they hear, much of what they read and more of what they see. However, if students are to remember, understand and embody what they learn, they need to experience their learning. Because each student is unique and learns differently, some students must touch or do in order to experience learning. Using multiple, varied teaching learning resources then is integral so that student's experience as they learn and develops their multiple intelligences.

In most Pakistani schools the government prescribed textbook is the only teaching learning tool. Rarely do teachers use other resources to support the learning. However, many other resources are available, accessible and affordable.

For all subjects, these are:

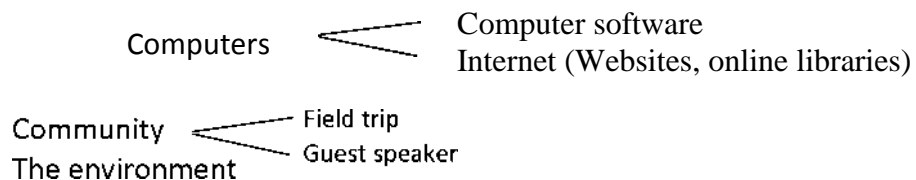
Textbooks

Teachers guides

Students workbooks

Visual aids such as charts, models etc.

Videotapes



There are several teaching and learning materials required for effective teaching of subjects. For example [Teachers are required to give relevant example(s)]

Guideline for Writing a Textbook

The textbook writer may please consider the following assertions:

- The textbook serves as a framework for teaching through the year.
- Give a brief overview / preview / introduction / outline of the chapter.
- Add historical and current dates of interest.
- Include enough information to allow the reader to comprehend a specific concept.
- Vertical and horizontal linkage between various concepts may please be maintained.
- Avoid overlapping of concepts vertically as well as horizontally.
- Textual matter should be harmonized reflecting unity and coherence, discussing diverse view point wherever appropriate.
- Fewer words are better be concise, use simple language which consist of short sentences prefer. Graded vocabulary
- Must have accurate and up-to-date material
- The material must be enough to give students the knowledge they need to understand the concepts, develop the skills and engage in higher order thinking
- The material should help students understand the world in which they live, prepare for exams, prepare for life, raise their standard.
- The materials must be mistake free so it can be trusted.
- The material must be unbiased.
- The book must be attractive and engaging
- Illustrations must vary from page to page.
- Activities suggested must vary from page to page.
- End-of-the-chapter exercises must vary from chapter to chapter. They should encourage students to think, develop skills, use information for a variety of purpose.
- Table of contents including subtopics.
 - Index
 - Glossary
 - Must be contextually relevant (feasible to use in classrooms, affordable, examples from context to increase relevance and meaning)

Guideline of Teacher's Guide

Textbooks should come with a teacher's guide aimed at informing teachers of how the textbook is written and how best to use it to facilitate student learning. Teacher guides provide detailed explanation of key concepts. Way to teach a topic, provide further examples that could be given to facilitate learning. Teacher's guide serves to educate teachers and thus could be a means of helping teachers develop professionally.

Basic features of a teacher's guide:

- Based on accompanying textbook skills, knowledge, strategies for teacher grouped according to chapter and sequenced to correspond with text.

Help teachers teach text and extend activities does this by keeping contextual realities in view various teaching strategies and rationale for suggested teaching various assessment strategies teaching learning resources additional information sources extended activities and how to conduct them introduction to guide explaining how to use it materials that teachers can photocopy, use themselves or for students easy to understand and use, expand and develop teacher's repertoire of knowledge and skills.

How to write

Planning (for each chapter)

- Identify teaching strategies appropriate to context of teaching and learning, according to textbook, and rationale for each strategy.
- Identify which teaching strategies suitable for teaching knowledge, skills, dispositions in each chapter.
- Identify what extended activities students could do with teacher's help to develop target knowledge, skills and dispositions.
- Identify resources needed for teaching strategies and extension activities.
- Identify sources of information teachers can use to develop their knowledge (content and pedagogical) and skills (pedagogical).
- Identify gaps in resources or strategies that will need to be developed or explained
- Identify assessment strategies

Section 6

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