



A.B.T
اي بي تي
الاختبار المعياري Benchmark Test

اختبارات (اي بي تي) المعيارية

نواتج التعلم لاختبار التربية الإسلامية المعياري

الصفوف من الأول إلى الثاني عشر

الطلاب غير العرب

A.B.T Benchmark Assessments

Learning outcomes for the Islamic Education

Benchmark Test for Grade 1–Grade 12

Non-Arabs Students



Grade 1 / Year 2:

| | Islamic Elements | Learning outcomes |
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| 1 | Holy Quran and Hadeeth | Recites and memorizes the following Quranic Surat in recitation: Al-Fatihah, Al-Nas, Al-Falaq, Al-Ikhlās, Al-Masad, Al-Nasr, Al-Fil, Al-Kawthar, Al-Ma`un. |
| | | Explains the overall meaning of the assigned Surat. |
| | | Recites and memorizes eight prophetic hadiths: -The Messenger of Allah (peace and blessings be upon him) never rejected any food. In your name, my Lord, I lay to sleep - - A woman was punished by hell because of her bad treatment of a cat. - Ruthless people are out of Allah's ruth. - Adherence is good manners. -The best amongst you are the ones who learn Qur'an and teach it to others. Islam is based on five pillars.- - Allah helps His servant as long as the servant helps others. |
| | | Deduces the most important prophetic guidance contained in the honourable hadiths |
| 2 | Faith | Mentions examples of Allah's lordship and mercy through His creation, the Mighty and Sublim. |
| | | Expresses his love for Allah, the most merciful lord. |
| | | Explains the six pillars of Faith. |
| | | Deduces the power of Allah through contemplation of Allah's creatures in the worlds of plants and animals. |
| | | Collects information and pictures about one of Allah's creatures in the environment. |
| 3 | Islamic values and principles | Compares the results of truth and lies in terms of their impact on the individual. |
| | | Extracts the etiquette of Islam in cleanliness |

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| 4 | Islamic law and etiquette | Explains the importance of the practical pillars of Islam. |
| | | Determines the times of the obligatory prayers, and the number of rak'ahs |
| 5 | Seerah and Islamic Figures | Mentions the most important stages in the life of the Messenger (peace and blessings be upon him) from his birth until his grandfather's sponsorship. |
| | | Extracts some of the Prophet's characteristics (peace and blessings be upon him) in his childhood: a blessed child, loving to those around him, tender-hearted and eloquent in tongue. |
| | | Deduces the manners of the Messenger (peace and blessings be upon him) in his dealings with those who have favored him: his mother, grandfather, nanny and incubator. |
| | | Expresses in appropriate language his love for the Prophet (peace and blessings be upon him) |
| | | Extracts the role of Asma (blessings upon her) in the migration |
| 6 | Identity and belongings | Demonstrates his cooperation with his family members and his love for them, by mentioning real examples. |
| | | Shows the importance of the agricultural environment for human and animal life. |
| | | Links obedience to Allah Almighty and preserving the environment. |

Grade 2 / Year 3:

| | Islamic Elements | Learning outcomes |
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| 1 | Holy Quran and Hadeeth | Recites and memorizes the following Quranic Surat in perfect recitation: Quraish, Al-Kafirun, Al-Sharh, Al-Asr, Al-Takathur, Duha, Al-Adiyat, Al-Sun, Al-Qadr. |
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| | | Explains the overall meaning of the assigned Surat. |
| | | <p>Recites and memorizes eight prophetic hadiths:</p> <ul style="list-style-type: none"> - Can you see as if there was a river at the door of your home?... - All my people will enter the Paradise... - None of you faithfully believes, until he loves for others what he loves for himself. - The miser is the one with whom I mentioned and he did not pray for me. - Whoever reads a letter from the Book of Allah (the Quraan) - Whoever performs ablution perfectly, then says - If you are three together, then two of you should not communicate neglecting the third. - Which Islamic manner is recommended? He said: To feed others and to spread the greetings of peace. |
| | | Deduces the most important prophetic guidance contained in the honourable hadiths |
| 2 | Faith | <p>Infers the attributes of Allah Almighty (the Kind, the All-Knowing) through His creatures</p> <p>Defines two of the Messengers who are possessors of constancy (Noah and Abraham).</p> <p>Sings a hymn about the prophets.</p> <p>Deduces the power of Allah through his contemplation of the human world.</p> <p>Demonstrates a figured illustrating presentation on the creation of man.</p> |
| 3 | Islamic values and principles | <p>Compares between honesty and betrayal in terms of their impact on the individual and society.</p> <p>Explains the importance of limiting his desires within the limits of respecting the desires of others and not exceeding them.</p> |

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| 4 | Islamic law and etiquette | Distinguishes between types of purity (impure and malice) |
| | | Deduces the nullifiers of ablution. |
| 5 | Seerah and Islamic Figures | Identifies the most important works that the Prophet (peace and blessings be upon him) did while he was in the care of his uncle (his work in shepherding and trade) |
| | | Extracts some of the Prophet' characteristics at the beginning of his upbringing: honest, trustworthy, merciful, loving to work, forbearing, patient. |
| | | Infers the reason for the participation of the Prophet (peace be upon him) in the rebuilding of the Kaaba. |
| | | Expresses, in an appropriate language, his love for the Prophet (peace and blessings be upon him) and how he emulates him in his dealings with relatives and family. |
| | | Extracts the most important characteristics of Ali bin Abi Talib and Fatima al-Zahra (blessings be upon them). |
| | | Talks about situations that express his emulation of Ali and Fatima (blessings be upon them) in their mercy to the poor. |
| 6 | Identity and belongings | Shows his respect for his neighbors and his refusal to offend the neighborhood. |
| | | Explains the benefit of the diversity of plants and the different colors and types of them |
| | | Describes in appropriate language his role in protecting plants at home and at school. |

Grade 3 / Year 4:

| | Islamic Elements | Learning Outcomes |
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| 1 | Holy Quran and Hadeeth | Recites and memorizes the following Quranic Surat in perfect recitation: Al-Bayyinah, Al-Alaq, Al-Hamza, Al-Zalzalah, Al-Qari'a, Night, Al-Tin, Al-Balad, Al-Fajr. |
| | | Explains the overall meaning of the assigned Surat. |

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| | | <p>Applies the etiquette of recitation (Istihaadah and Basmalah)</p> <p>Recites and memorizes eight prophetic hadiths:</p> <ul style="list-style-type: none"> - The one who reads the Qur'an and is skilled in it ... - Truthfulness leads to righteousness. The situation of the believers in their affection and mercy ... - The five daily prayers, and Friday to Friday. - Nothing is heavier on the scales of a believing servant ... -The believer does not insult nor curse others. - The cutter of relatives' relationships will not enter Paradise. - He has found the taste of faith who is content with Allah as his Lord. <p>Deduces the most important prophetic guidance contained in the honorable hadiths</p> |
| 2 | Faith | <p>Defines the names of some angels, their attributes and their roles.</p> <p>Uses his knowledge of the roles of angels to reinforce his positive behavior.</p> <p>Defines two of the Messengers who are possessors of constancy (Moses and Jesus, peace be upon them)</p> <p>Compares the two miracles of Jesus and Moses (peace be upon them)</p> <p>Shows the value of science and the search for knowledge in Islam.</p> <p>Provides a presentation on the sources of science and knowledge.</p> |
| 3 | Islamic values and principles | <p>Expresses, In his own style, the value of honoring one's parents.</p> <p>Demonstrates the value of cooperation in Islam.</p> <p>Demonstrates the value of tolerance in the life of the Messenger (peace and blessings be upon him) with those who offended him</p> |

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| | | Applies the etiquette of visiting and hospitality in Islam. |
| 4 | Islamic law and etiquette | Distinguishes the conditions and invalidities of prayer. |
| | | Explains the concept of fasting and its virtue. |
| | | Designs a multimedia presentation on an act of worship (purity, prayer and fasting) |
| 5 | Seerah and Islamic Figures | Talks about the biography of the Prophet (peace and blessings be upon him) after the revelation was revealed to him in the cave of Hira. |
| | | Expresses how to follow the example of the Prophet Muhammad (peace and blessings be upon him) in his dealings with the neighbor. |
| | | Extracts the effects of Abu Bakr al-Siddiq's deeply belief in the Prophet (peace and blessings be upon him) |
| | | Extracts the role of Khadija bint Khuwaylid (peace be upon her) in supporting the Messenger (peace and blessings be upon him) in times of distress. |
| | | Writes a list of some works through which he can serve Islam. |
| 6 | Identity and belongings | Explains two ways he chooses to help people in need. |
| | | Expresses in appropriate language the role of his country in helping the needy. |
| | | Infer the relationship between water, plants and life on earth (as blessings from Allah Almighty) |
| | | Suggest ways to conserve water. |

Grade 4 / Year 5:

| | Islamic Elements | Learning Outcomes |
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| 1 | Holy Quran and Hadeeth | Recites and memorizes the following Quranic Surat in perfect recitation: Al-Ghasheya, Al-A'la, Al-Tariq, Al-Buruj, Al-Inshifaaq, and Al-Mutaffifin. |

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| | | Explains the overall meaning of the assigned Surat. |
| | | Applies the rules of intonation in reciting Quran: the solar and lunar "al" as an article ("al" in the word of majesty "Allah") |
| | | <p>Recites and memorizes eight prophetic hadiths:</p> <ul style="list-style-type: none"> - A strong believer is better and more beloved to Allah. - It is enough for a person to tell lies by narrating whatever he hears. - Congregational prayer is better than individual prayer. - Whoever believes in Allah and the Last Day should honor his guest. - The Messenger of Allah was neither obscene nor a user of bad words, and he (peace and blessings be upon him) used to say: The best of you are the best in morals. - Fear Allah wherever you are, and follow the bad behaviors with the good. - On the authority of Anas (peace be him) who said: The Messenger of Allah (peace and blessings be upon him) said: Allah is satisfied with a servant that he eats food and praises him for it, or drinks a drink and praises him for it. -Whenever Gentleness is found in something, it beautifies and adorns it. |
| | | Deduces the most important prophetic guidance contained in the honorable hadiths |
| 2 | Faith | - Enumerates the heavenly holy books, and on those of the Messengers (peace be upon them) that were revealed. |
| | | - Infers the similarities and differences between the heavenly holy books and the Noble Qur'an. |
| | | - Applies the steps of scientific thinking to solve problems in hypothetical situations. |

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| 3 | Islamic values and principles | - Demonstrates the importance of the good treatment value, and its impact on the Muslim in the current life and the hereafter. |
| | | - Extracts the effects of the value of the generosity on the individual and society. |
| | | - Suggests self-help methods for tolerating others. |
| | | - Memorizes the supplication of entering and leaving the house. |
| | | Applies the etiquette of entering and leaving the house. |
| 4 | Islamic law and etiquette | Distinguishes between the obligatory prayers, the supererogatory Sunnah prayers, and the regular Sunnahs. |
| | | Explains the rulings of fasting and its legitimate purposes. |
| | | Explains the types of charity and its virtues. |
| 5 | Seerah and Islamic Figures | Indicates the patience of the Prophet (peace and blessings be upon him) to his people and his desire for good for them. |
| | | Writes in an appropriate language, expressing how to follow the example of the Prophet (peace and blessings be upon him) for his wisdom in calling to Allah and his other highlighted qualities. |
| | | Indicates the modesty of Uthman (peace be upon him) and his spending money for the sake of Allah. |
| | | Deduces the reason why the mother of the believers "Zainab bint Khuzaymah" (peace be upon her) was called as the mother of the poor. |
| | | Give an Evidence for his emulation of Uthman bin Affan and the mother of the poor (peace be upon them) |
| 6 | Identity and belongings | Puts and explains a plan to protect the state's efforts to provide and maintain public utilities. |

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| | | Infers the relationship between environmental cleanliness and human happiness. |
| | | Proposes two methods of waste disposal. |

Grade 5 / Year 6:

| | Islamic Elements | Learning Outcomes |
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| 1 | Holy Quran and Hadeeth | Recites and memorizes the following Quranic Surat in perfect recitation: Al-Intifar, Al-Takwir, Abs, Al-Naza'at, and Al-Naba.' |
| | | Explains the overall meaning of the prescribed Surat. |
| | | Applies (Qalqalah) as a rule of intonation (tajweed) |
| | | <p>Recites and memorizes eight prophetic hadiths:</p> <ul style="list-style-type: none"> - Do you know who is bankrupt among us? - Which actions does Allah like the most? He said: that is long-lasting, even if it is small Abu Dhar, did you dishonor his mother? You are... - I guarantee a house in the outskirts of Paradise for one who abandons arguments. - Mercy is not removed except from the wretched one. - The Messenger (peace and blessings be upon him) was never given a choice between two things.... - Read the Qur'an, for it will come on the Day of Resurrection as an intercessor for its companions. - On the authority of Rabi'a bin Ka'b Al-Aslami – peace be upon him - he said: I used to spend the night with the Messenger of Allah (peace and blessings be upon him) and I brought him his ablution and what he needed, and he said to me: "Ask, so I said, I ask you to accompany you in Paradise". |

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| | | Deduces the most important prophetic guidance contained in the honorable hadiths. |
| 2 | Faith | Compares the characteristics of the people of bliss in Paradise, and the characteristics of the people of misery in Hell. |
| | | Infer the effect of belief in the Last Day on the behavior of the believer. |
| | | Explains the value of reason and thinking and their importance in Islam. |
| 3 | Islamic values and principles | Links the value of love for Allah, the Most High, and his obedience. |
| | | Extracts the effects of the value of courage on the individual and society. |
| | | Compares the effect of the value of kindness with the behavior of rudeness in dealing with others. |
| | | Memorizes the supplication of riding transportation. |
| | | Summarizes transportation etiquette |
| | | Applies road etiquette. |
| 4 | Islamic law and etiquette | Explains the rulings and purposes of congregational prayer. |
| | | Compares the rulings of Friday prayers with the two Eids prayers |
| | | Designs a multimedia presentation about an act of worship (prayer, fasting, and almsgiving). |
| 5 | Seerah and Islamic Figures | <ul style="list-style-type: none"> - Indicates the wisdom of the Prophet in calling to God Almighty. - Extracts evidence of Allah's support for the Messenger (peace and blessings be upon him) with care and attention. - Writes in an appropriate language, expressing how he is inspired by Prophet (peace and blessings be upon him) in the wisdom of calling to Allah, and his other prominent qualities. - Indicates the justice of Omar Ibn Al-Khattab – peace be upon him - and his asceticism, his care for his flock and his fear of Allah |

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| | | Almighty, and Fatima bint Abdul Malik – peace be upon them - in their loyalty. |
| | | Gives evidence by his emulation of Omar Ibn Al-Khattab, and Fatima bint Abdul Malik – peace be upon them - in fear of Allah Almighty and caring for the weak and needy. |
| | | Writes a list of works that will enable him to serve Islam and Muslims. |
| 6 | Identity and belongings | Shows the attitude of his country towards the issues of Muslims in the world. |
| | | Justifies the duty to participate in the humanitarian service programs launched by his country. |
| | | Describes in correct language how he feels about the humanitarian contributions of the state. |
| | | Explains the practical steps of giving praise and thanks for blessings. |
| | | Deduces the wisdom from creating the harnesses of the universe. |

Grade 6 / Year 7:

| | Islamic Elements | Learning Outcomes |
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| 1 | Holy Quran and Hadeeth | Recites and memorizes Surat: As-Sajdah and Al-Mulk. |
| | | Explains the overall meaning of the Surat As-Sajdah and Al-Mulk. |
| | | Extracts the directives and provisions contained in the Surat As-Sajdah and Al-Mulk. |
| | | Recites the following Surat: Al-Qalam, Al-Haqqah, Al-Ma'arij, and Noah, according to the rules of perfect intonation. |
| | | Applies the rulings of intonation (Tajweed): consonant "N" (nun sakina) and nunnation (tanween). |
| | | Recites and memorizes eight prophetic hadiths: |

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| | | <ul style="list-style-type: none"> - Nobody's feet will move on the Day of Resurrection until he is asked. - How amazing is the affair of the believer.... - O boy! I will teach you some words; Be watchful of Allah so that He may preserve you. - The example of a good companion (who sits with you) in comparison with a bad companion..... - The signs of the hypocrite is three.... <ul style="list-style-type: none"> - Charity does not decrease the wealth, and Allah increases the honor of a forgiving servant. - The Messenger of Allah (peace and blessings be upon him) was on a journey, so some of them fasted and others did not. - Insulting a Muslim is immorality and fighting him is infidelity. |
| | | Deduces the most important prophetic guidance contained in the honorable hadiths |
| 2 | Faith | Investigates the major signs of the Hour, classifying them into cosmic events and manifestations. |
| | | He links the concept of responsibility with the concept of accountability for actions on the Last Day. |
| | | Applies the principles of responsibility in life situations. |
| | | Explains the effect of sensory research methods in getting facts. |
| 3 | Islamic values and principles | Links the value of voluntary works with the community development. |
| | | Demonstrates the value of supplication in the life of a Muslim. |
| | | Designs a flyer that enhances the value of high vigor. |
| | | Explains aspects of tolerance in Islam. |
| | | Memorizes the morning and evening remembrances (supplication) |

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| | | Designs a presentation on the etiquette of supplication and the etiquette of the mosque. |
| 4 | Islamic law and etiquette | Classifies the actions of prayer into pillars, Sunnahs and dislikes. |
| | | Shows the types of prostration and its legal rulings and purposes. |
| | | Deduces the types of voluntary fasting from their valid evidence. |
| 5 | Seerah and Islamic Figures | Extracts the most important works that the Messenger (peace and blessings be upon him) carried out in Medina, and his method of treating its people. |
| | | Compares life in Yathrib before and after the migration of the Prophet (peace and blessings be upon him) |
| | | Extracts the attitudes of tolerance, mercy and humanity from the most important events and invasions that the Messenger fought from the second year until the third year of migration (battle of Badr and Uhud) |
| | | Indicates the ability of the Prophet (peace and blessings of Allah be upon him) to plan well. |
| | | Writes situations from his life that show how he emulates the Prophet (peace and blessings of Allah be upon him) in his relationship with the members of the community around him. |
| | | Extracts the most important features of the biography of Malik bin Anas - may Allah be pleased with him - and his efforts in seeking knowledge. |
| | | Justifies the naming of Lady Aisha - may God be pleased with her - as the first female scholar in Islam. |
| | | Gives evidence for his following the examples of Lady Aisha and Malik bin Anas - may God be pleased with them - in seeking knowledge |

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| 6 | Identity and belongings | Defines precisely the status of his country and its Arab role, justifies its position and contributions, designs an integrated project on its role, and links it to its duty. |
| | | Designs a presentation on the role of his state in the nation's unity and preservation, based on its religion. |
| | | Applies the principles of Islam in dealing with the environment. |
| | | Designs a presentation showing the dangers threatening the environment and the ways to confront them (pollution, waste) according to the principles of Islam. |

Grade 7 / Year 8:

| | Islamic Elements | Learning Outcomes |
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| 1 | Holy Quran and Hadeeth | Recites and memorizes Surat: (Q , Rahman) |
| | | Explains the overall meaning of Surat (Q , Ar-Rahman) |
| | | Applies the recitation rules of the consonant "M" (meem sakinah) |
| | | Recites verses from the Surat (the star, the moon, the human) according to the rules of intonation (Tajweed) |
| | | Recites and memorizes eight prophetic hadiths: - Allah stretches out his hand at night... Religion is easy... - - Pray for the pedestrians to the mosque in darkness (night and early morning) - The example of someone abiding by Allah's order and restrictions ... I and the orphan's sponsor....- - Allah does not look at your bodies.... - Eat, drink, dress clothes, and give charity without extravagance or vanity. - Seven types of people will be shaded by Allah |

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| | | Deduces the most important prophetic guidance contained in the honorable hadiths |
| 2 | Faith | Explains two of the Most Beautiful Names of Allah (Al-Mugheeth, Al-Halim) |
| | | Investigates the manifestations of the Divine patience through human reality. |
| | | Infers evidence of the oneness of Allah Almighty in the souls. |
| | | Indicates the greatness of Allah and His power in the horizons of the universe. |
| 3 | Islamic values and principles | Links the value of work and worship in Islam |
| | | Extracts the impact of the value of knowing that Allah in "The Watchful" on the behavior of the Muslim through narrative situations. |
| | | Demonstrates the value virtues of humility in Islam. |
| | | Deduces the effects of commitment to the value of tolerance in human relations. |
| | | Memorizes the supplication of the atonement of the assembly. |
| | | Explains assembly's etiquette. |
| 4 | Islamic law and etiquette | Links between the provisions of licenses in purity and prayer (ritual ablution with sand "tayammum" and wiping over the socks, the prayer of the traveler and the sick) and its legitimate purposes. |
| | | Explains the Sunnahs of innateness and the provisions of washing for purity. |
| | | Explains the types of voluntary prayers and their impact on the life of a Muslim (duha, witr, and qiyaam al-layl). |
| 5 | Seerah and Islamic Figures | Extracts the positions of the Prophet's (may Allah' peace and blessings be upon him) keenness to spare bloodshed and promote peace through the events that occurred during the fifth and sixth years of migration (the Battle of Al-Ahzab, the Hdaybiyah Treaty) |
| | | Summarizes aspects of the life of the Companion Rafaida Al-Aslamiyah and the |

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| | | Imam Abu Hanifa Al-Nu'man (may Allah be pleased with them) |
| | | Extracts guidance and lessons learned from the biography of Mrs. Rafidah Al-Aslamiya and Imam Abu Hanifa Al-Nu'man (may God be pleased with them) |
| 6 | Identity and belongings | Deduces the principles on which the Islamic civilization is based. |
| | | Designs a presentation of models of the ancient and modern Islamic arts in the country in various fields. |
| | | Explains the dangers of poverty to the individual, society and the environment. |
| | | Clarifies the principles of Islam in tackling poverty and limiting its effects. |
| | | Designs a presentation explaining the country's efforts to combat poverty in the world. |

Grade 8 / Year 9:

| | Islamic Elements | Outcomes Learning |
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| 1 | Holy Quran and Hadeeth | Recites and memorizes Surah "Yasin". |
| | | Explains the overall meaning of Surah "Yasin". |
| | | Applies the rules of the extension (tajweed) in its main and subsidiary sections. |
| | | Recites verses from Surat (Al-Fath, Al-Dhariyat, and Al-Tur) according to the rules of intonation (tajweed). |
| | | Recites and memorizes eight prophetic hadiths: - Journeys of worship are not carried out except for - My servant is not close to Me with anything more beloved to me than what I have made obligatory upon him. - Acts are judged by intentions that meant to be accomplished through. |

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| | | <ul style="list-style-type: none"> - Don't let yourself be just a follower of others 'wishy washy'. - O people! : Allah is pure and only accepts pure works. - Whoever relieves a believer of one of the distresses of the life - Whoever likes to be increased in livelihood.. - None of you points at his brother with a weapon. |
| | | Deduces the most important prophetic guidance contained in the honorable hadiths. |
| 2 | Faith | Criticizes the actual and verbal errors common among people in the concept of fate. |
| | | Links reading with building sound thinking. |
| 3 | Islamic values and principles | Designs a presentation on the importance of science and scientists boards. |
| | | Compares the effects of the value of sincerity and the behavior of hypocrisy. |
| | | Extracts the principles of Islam in preserving the rights of brotherhood and social cohesion. |
| | | Designs an informative brochure on travel etiquette. |
| 4 | Islamic law and etiquette | Extracts the legitimate purposes of the rules of Umrah. |
| | | Explains the rules of oaths and vows. |
| 5 | Seerah and Islamic Figures | Summarizes the most important events that occurred during the seventh and eighth years of the Hijrah (the conquest of Mecca and the Battle of Hunayn). |
| | | Extracts the positions of amnesty and tolerance through the events that occurred during the seventh and eighth years of migration (the conquest of Mecca, the battle of Hunayn). |
| | | Extracts guidance and lessons learned from the biography of the Prophet (peace be upon him) the father, the educator, and the merciful grandfather. |

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| | | Talks about aspects of the biography of Mrs. Shifa bint Abdullah and Muhammad bin Idris al-Shafi'i (may God be pleased with them). |
| | | Extracts guidance and lessons learned from the biography of Mrs. Shifa bint Abdullah and Muhammad bin Idris al-Shafi'i (may God be pleased with them). |
| 6 | Identity and belongings | Explains the concept of security blessing and its importance. |
| | | Defines the role of the individual in achieving security for his society and country in accordance with the principles and provisions of Islam. |
| | | Shows the relationship between the emergence and spread of disease, and human behavior. |
| | | Explains the approach of Islam to reduce the emergence of diseases, and limit their spread. |
| | | Designs a presentation explaining the country's efforts in health care in line with its faith principles. |

Grade 9 / Year 10:

| | Islamic Elements | Learning Outcomes |
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| 1 | Holy Quran and Hadeeth | Recites and memorizes Surat: Al-Hujurat, Al-Waqi'ia." |
| | | Explains the overall meaning of the two Surat (Al-Hujurat and Al-Waqi'iah). |
| | | Applies the rules of reciting "R", and the rules of the full stops in (tajweed). |
| | | Recites verses from Surat (Luqman, Al-Sajdah, Al-Ahqaf) according to the rules of intonation (tajweed). |
| | | Recites and memorizes eight prophetic hadiths: <ul style="list-style-type: none"> - Avoid the Seven sins - That which is lawful is clear and which is unlawful is clear. |

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| | | <ul style="list-style-type: none"> - Faith is advice. - May Allah curse men who imitate women. - All my people are forgiven, except for those who announce their sins. - Whoever deliberately fall harmfully from a mountain... - No harm, and no causing harm. - The rights of a Muslim over another Muslim are six. |
| | | Deduces the most important prophetic guidance contained in the honorable hadiths. |
| 2 | Faith | Explains two of the Most Beautiful Names of God "The Forgiver" and "The Just", well-mannered in accordance with their guidance. |
| | | Prepares an investigative research paper on models of Divine justice in historical experience. |
| | | Explains the Divine social norms in human societies. |
| | | Applies the value of taking into consideration the experiences of the previous nations to avoid error positions in hypothetical situations. |
| 3 | Islamic values and principles | Prepares a report on the positive effects of the value of counseling and advice on the individual and society. |
| | | Links between the value of justice and the strength and cohesion of society. |
| | | Extracts the positive effects of intellectual tolerance with those of contrasting thoughts. |
| | | Designs an educational leaflet explaining the etiquette of shopping and dealing with public facilities. |
| 4 | Islamic law and etiquette | Explains the rulings of "zakat" and its purposes. |
| | | Presents a report on the role of "Zakat" in solving the problems of poverty in the Islamic world. |

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| | | Distinguishes between what food is permissible and that which is forbidden in Islam. |
| | | Designs a multimedia presentation on the legislative purposes of worship aspects. |
| | | Distinguishes between the types of Islamic rulings. |
| 5 | Seerah and Islamic Figures | Talks about the most important events that occurred during the tenth and eleventh years of migration the death of the Prophet (peace and blessings be upon him), and the Farewell Pilgrimage. |
| | | Extracts guidance and lessons learned from events that occurred during the tenth and eleventh years of migration the death of the Prophet (peace and blessings be upon him), and the Farewell Pilgrimage. |
| | | Explains the guidance of the Messenger (peace and blessings be upon him) in education. |
| | | Extracts lessons learned from the biography of Imam Muslim bin Al-Hajjaj and Imam Ahmad bin Hanbal (may Allah have mercy on them). |
| 6 | Identity and belongings | Explains the factors of social, food, intellectual and psychological security. |
| | | Designs a program to achieve one type of security in the community. |
| | | Explains the types of imitation in behavior, its causes, signs and consequences. |
| | | Expresses, in correct language, his position on imitation, supported by evidence from the constants of his society. |

Grade 10 / Year 11:

| | Islamic Elements | Learning Outcomes |
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| 1 | Holy Quran and Hadeeth | Recites and memorizes Surat "The Cave". |
| | | Explains the overall meaning of Surat (The Cave). |

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| | | <p>Recites the verses from Surat (Youssef) according to the rules of intonation the (Tajweed).</p> <p>Shows the stages of collection of the Holy Quran.</p> <p>Distinguishes between the Quran revealed in "Mekkah" and in "Madinah".</p> <p>Deduces the status of the Honorable Prophetic Sunnah as a source of Islamic legislation, and the efforts of the nation scientists in its codification and preservation.</p> <p>Defines the parts of Sunnah in relation to the Holy Quran.</p> |
| 2 | Faith | <p>Analyzes the concepts of belief in the unseen (prescience), extracting the effects this belief on the individual and society.</p> <p>Writes a report on the methodology of reasoning and inference in Islam.</p> |
| 3 | Islamic values and principles | <p>Explains the value of community participation in building society and its prosperity through endowments (Awqaf)</p> <p>Extracts preventive measures to protect the human from falling into sin.</p> <p>Summarizes the controls and limits of tolerance.</p> <p>Prepares a paper on the Islamic etiquette of dress and adornment.</p> |
| 4 | Islamic law and etiquette | <p>Explains the provisions of marriage and its legitimate purposes</p> <p>Analyzes the reasons for the emergence of schools of jurisprudence.</p> <p>Extracts the reasons for the jurisprudential difference between the four schools of thought.</p> <p>Links the provisions of Jihad in Islam with the legal controls and purposes.</p> |
| 5 | Seerah and Islamic Figures | <p>Concludes the elements of the Prophet's (may peace and blessings be upon him) marital life.</p> <p>Summarizes The approach of the Messenger (may peace and blessings be upon him) in</p> |

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| | | calling to Allah Almighty with wisdom, good exhortation and positive dialogue. |
| | | Extracts guidance and lessons learned from the biography of Mrs. Sakina bint Al-Hussein may Allah be pleased with her)(|
| | | Summarizes aspects of the biography of a number of pioneers of Islamic education in his country. |
| 6 | Identity and belongings | Explains the meaning of obedience to the ruler, proving its importance, indicating its necessity, and specifying its dimensions. |
| | | Designs a presentation on the blessing of the ruler's existence and the dangers of revolting against him. |
| | | Explains the importance of human development and its objectives in accordance with the principles of Islam. |
| | | Designs a presentation to motivate others to engage in development. |

Grade 11 / Year 12:

| | Islamic Elements | Learning Outcomes |
|---|-------------------------------|---|
| 1 | Holy Quran and Hadeeth | Recites and memorizes Surat Al-Ahzab |
| | | Explains the overall meaning of Surat Al-Ahzab. |
| | | Recites verses from Surat Al-Isra according to the rules of intonation (Tajweed). |
| | | Recognizes the scientific miracles in the Holy Quran. |
| | | Compares the types of hadith in terms of acceptance, refutation, validity and weakness: (consecutive "mutawatir", isolated "Ahad", authentic, good, weak, and fabricated). |
| 2 | Faith | Analyzes models of the Divine discourse of man through his characteristics (reason, knowledge, consideration) and his fields (man, people, children of Adam), deducing the universality of the Faith. |

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| | | Lists the obstacles that hinder the critical thinking process. |
| | | Practices Constructive criticism through a text that contains conflicting facts. |
| 3 | Islamic values and principles | Explains the approach of Islam to abstain from taboos. |
| | | Summarizes the positive effects of consultation "Shura" on the individual and society. |
| | | Indicates the need to adhere to the value of fairness in speech and action. |
| | | Design a multimedia presentation on dialogue etiquette. |
| | | Explains the Islamic etiquette of using electronic media. |
| 4 | Islamic law and etiquette | Evaluates contemporary financial contracts are according to the rules and provisions of Islam. |
| | | Extracts the approach of Islam in building the family. |
| | | Distinguishes between the types of the unlawful of women. |
| | | Explains major jurisprudence rules and their position in legislation. |
| | | Compares the sources of Islamic law. |
| 5 | Seerah and Islamic Figures | Extracts the features of mercy and good planning in the biography of the Messenger (may peace and blessings be upon him) |
| | | Extracts guidance and lessons learned from the biography of Lady Umm Salama – may Allah be pleased with her - the wife of the Messenger (may peace and blessings be upon him) |
| | | Extracts guidance and lessons learned from the biography of Imam al-Bukhari - may Allah have mercy on him - in the service of the noble Hadith. |
| 6 | Identity and belongings | Explains his role in protecting, consolidating and elevating his culture. |

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| | Demonstrates the importance of sustainability for the reconstruction of the earth and the survival of life. |
| | Links sustainability with knowledge management to reduce unemployment and its risks. |

Grade 12 / Year 13:

| | Islamic Elements | Learning outcomes |
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| 1 | Holy Quran and Hadeeth | Recites and memorizes Surat "An-Noor". |
| | | Explains the overall meaning of Surat "An-Noor". |
| | | Recites verses from Surat Maryam according to the rules of intonation (Tajweed). |
| | | Compares the types of Quran interpretation (interpretation of the aphorism , interpretation by opinion , analytic interpretation , and objective interpretation) |
| | | Extracts the conditional Sunnahs in Prophetic Tradition. |
| | | Explains the prophetic guidance in healthcare. |
| 2 | Faith | Discusses, refutes, and responds to the ideas, arguments, and suspicions that extremists invoke in atonement of Muslims who oppose them. |
| | | Demonstrates the creative thinking skills of Muslim scholars. |
| 3 | Islamic values and principles | Explains aspects of individual and collective responsibility in Islam. |
| | | Presents a research on the importance of tolerance and peaceful coexistence with violators of faith. |
| | | Designs a presentation on the etiquette of Islam in visions and dreams. |
| 4 | Islamic law and etiquette | Links the provisions of separation between spouses and its legitimate purposes. |

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| | | Demonstrates the sanctity of some financial exchanges, explaining their effects on society. |
| | | Analyzes the foundations and principles upon which the economic system in Islam is based. |
| | | Connects the five necessities to the jurisprudence of priorities and budgets. |
| | | Distinguishes between scholarly discretion (ijtihad) and imitation in the schools of jurisprudence. |
| 5 | Seerah and Islamic Figures | prepares an investigative research paper on the characteristics of the administrative leader from the biography of the Prophet (peace and blessings be upon him) |
| | | Prepares a multimedia presentation on the role of an important entrepreneurial figure. |
| | | Analyzes an important figure in the Islamic community and his role in the service of Islam and Muslims. |
| | | Draws guidance and lessons learned from the biography of an important Islamic leader. |
| 6 | Identity and belongings | Designs an integrated project on national service, motivating others to get involved in it according to the principles of Islam. |
| | | Explains the pros and cons of globalization, explaining ways to preserve identity. |
| | | Designs a project in which he uses the means of communication to preserve his culture and heritage in the light of globalization. |
| | | Evaluates the knowledge economy is in terms of tools and effects on the individual and society in accordance with the provisions and principles of Islam. |



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