



آغا خان یونیورسٹی ایگزامینیشن بورڈ
AGA KHAN UNIVERSITY EXAMINATION BOARD

Pacing Guide for Teachers

ETHICS

Grade XII

Number of weeks: 28

Number of periods per week: 2

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Topic

Total Periods

1.Introduction to Ethics

13

Sub-Topic	Range of SLOs	Periods (40 mins)
1.1 Meta-Ethics	1.1.1-1.1.2	2
1.2 Applied Ethics	1.2.1-1.2.2,	5
1.3 Religion and Science	1.3.1-1.3.5	6

Web Resources

<https://www.gktoday.in/four-branches-of-ethics/>

<https://weneedethics.wordpress.com/three-branches-of-ethics/>

<https://ethicsunwrapped.utexas.edu/glossary/applied-ethics>

<https://sirjamesfrazer.wordpress.com/theory/>

<https://www.britannica.com/biography/Rudolf-Otto>

<https://www.academia.edu/34953973/THEORIES> <https://www.bbc.co.uk/religion/religions/>

Suggested Activities and/or Formative Assessment

Activity 1: (SLOs: 1.2.2)

Pose questions to students like, "What subjects might interest a sociologist aiming to explore religion?" Such questions will create discussion about religion and its various aspects.

Activity 2: (SLOs: 1.2.1)

The students can be encouraged to brainstorm about 'Applied Ethics'. Questions such as "how to prevent suicides; regulate exposure of kids to different forms of media; how to treat women; and what should be the behavior of public officials" can be given to the students for brainstorm. Let students share their views on each question after brainstorming. Thereafter, facilitate the students to create a discussion about Applied Ethics. In the end, the teacher can ask a set of questions from students randomly to assess whether the students have got a clear understanding of the concept of meta-ethics.

Activity 3: (SLOs: 1.1.1 – 1.3.5)

Guide students to make use of relevant content from given links above to reinforce their learning and understanding about concepts across the SLOs in topic 1.

Activity 4: (SLOs: 1.1.1, 1.2.1)

Divide students into three or four groups, assigning each group one of the topics: meta-ethics, normative ethics, or applied ethics, and give them 15 minutes to read and discuss. Afterward, provide the question: "How do these branches of ethics—philosophical inquiries into ethics' nature, guiding principles for ethical behavior, and practical applications—intersect and influence one another?" Groups should explore these connections in their discussion, drawing from their assigned content.

Activity 5: (SLOs: 1.3.1, 1.3.4 and 1.3.5)

Teachers can facilitate a classroom debate on the topics of 'religion' and 'science' between two groups of students. Facilitate students to present their perspectives, promoting critical thinking and empathy. This exercise helps students understand the intricate ethical dilemmas arising at the intersection of religion and science, fostering an appreciation for diverse viewpoints and the application of ethical reasoning to real-world challenges.

Topic

2.Religions of Pakistan

Total Periods

21

Sub-Topic	Range of SLOs	Periods (40 mins)
2.1 Islam, Sikhism, Hinduism, Christianity, Zoroastrianism	2.1.1-2.1.5	13
2.2 Values within Religions	2.2.1-2.2.2	4
2.3 Religion and Society	2.3.1-2.3.3	4

Web Resources

<https://www.youtube.com/watch?v=xIBEEuYIWwY>

<https://www.youtube.com/watch?v=hl9QgeHdKYk>

<https://www.youtube.com/watch?v=8lJa-PcEGE4>

<https://sma.ie/chapter-1-what-is-interreligious-dialogue/>

<https://www.britannica.com/topic/cosmological-argument>

<https://www.bbc.co.uk/religion/religions/>

<https://www.infoplease.com/religion/major-faiths-concise-table>

Suggested Activities and/or Formative Assessment

Activity 1: (SLOs: 2.1.1 – 2.1.5)

Teachers can show a video presentation, give handouts, or present a PowerPoint (PPT) to students. Thereafter, the teacher can engage the students in a discussion about religion, drawing on their prior knowledge and the content presented in the video, PPT or handouts.

Activity 2: (SLOs: 2.2.1- 2.2.2)

Teachers can facilitate an interfaith panel discussion in the classroom, inviting guest speakers or students from diverse religious backgrounds to share common values in their faiths and the importance of interfaith dialogue. Followed by a Q &A session to foster dialogue and understanding, students can also research and present successful global interfaith initiatives. This interactive approach educates students about shared values while actively engaging them in the significance of interfaith dialogue, promoting tolerance and empathy in our diverse world.

Activity 3: (SLO: 2.3.1)

Divide students into small groups. Assign each group a scenario representing an aspect of religion society relationship, such as a debate on conflicting religious values or a social change movement driven by religious beliefs. This approach can foster critical thinking and a deeper comprehension of the topic within a concise framework.

Activity 4: (SLO: 2.3.2)

Teachers can encourage students in groups to explore the application of religious teachings through a scenario-based activity. Present them with real-life situations involving moral dilemmas, societal issues, etc. Ask the students to analyse how religious doctrines of different faith traditions might guide responses, focusing on underlying values and ethics. After that encourage each group to share its findings, stimulating a lively discussion on how religious guidance can address contemporary challenges and contribute to a more ethical and equitable society.

Topic

3.Values

Total Periods

8

Sub-Topic	Range of SLOs	Periods (40 mins)
3.1 Social Institutions	3.1.1, 3.1.2, 3.1.3	4
3.2 Work Ethics	3.2.1, 3.2.2, 3.2.3	4

Web Resources

<https://simplysociology.com/social-institution.html>

<https://www.indeed.com/career-advice/career-development/work-ethic-skills>

Suggested Activities and/or Formative Assessment

Activity 1: (SLOs: 3.1.1 to 3.1.3)

Engage students in an interactive role-play activity to teach about societal institutions. Divide them into groups, assigning each one a specific institution (state, religious, economic, or educational). Provide scenarios for them to act out, showcasing the characteristics and roles of their assigned institution. Following the role-plays, facilitate discussions where groups share insights on how these institutions shape society, promoting critical thinking and understanding.

Activity 2: (SLOs: 3.2.1 -3.2.3)

Organise a "Workplace Ethics Scenario Analysis." Present ethical dilemmas in small groups, including honesty, responsibility, respect, and punctuality. Encourage students to analyse, identify ethical practices, and propose solutions, emphasising workplace ethics. Also encourage students to present in groups as group presentations encourage practical application and critical thinking.

Topic

4.Personalities

Total Periods

14

Sub-Topic	Range of SLOs	Periods (40 mins)
4.1 Introduction and contribution: Nelson Mandela, Mother Teresa, Abdul Sattar Edhi, Dr. Muhammad Yunus, Jamshed Nusserwanji Mehta	4.1.1- 4.1.6	14

Web Resources

<https://www.youtube.com/watch?v=t9xtS57534Y>

<https://www.youtube.com/watch?v=mEZGjL1akt0>,

<https://www.britannica.com/biography/Nelson-Mandela>,

<https://www.biography.com/religious-figures/mother-teresa>,

<https://www.thefamouspeople.com/profiles/abdul-sattar-edhi-11995.php>,

<https://www.muhammadyunus.org/>,

<https://parsikhabar.net/heritage/prominent-parsis-of-karachi/6775/>

<https://www.youtube.com/watch?v=AfKn2vUiQuc>

<https://www.youtube.com/watch?v=cF7v2EHHG6w>

https://www.youtube.com/watch?v=wI_H_zlqEGc

<https://www.youtube.com/watch?v=PxBkT-jGzl8>

<https://www.youtube.com/watch?v=J4wxo5IHpT0>

Suggested Activities and/or Formative Assessment

Activity 1: (SLOs: 4.1.1 – 4.1.6)

Teacher can engage students in a video analysis (videos given in the resource list above can be used). Students will watch a video, take notes, and engage in an explanatory discussion. Students will be encouraged to critically assess the actions of these personalities, answering questions like, "Why did they take these actions?" and "What alternative actions would they take in their place?"

FOR ACADEMIC YEAR 2023 AND ONWARDS

Note: This teacher-led pacing guide has been developed for AKU-EB affiliated schools to facilitate them by

- ensuring smooth transition of a school's academic year.
- ensuring curricular continuity in schools.
- predicting the time and pace of syllabi implementation.

This document also contains **suggested activities and/or formative assessments** that may enhance the learning experience. Please note that these activities are meant to serve as suggestions. As educators, you have the flexibility and autonomy to adapt and modify them to best suit the needs of your students and the dynamics of your classroom.

You are advised to use an ad-blocker while accessing the websites and web resources. In case any website is not functional for any reason, you may inform us at examination.board@aku.edu for an alternative or search material via any search engine.

FOR ACADEMIC YEAR 2023 AND ONWARDS