



آغا خان یونیورسٹی ایگزامینیشن بورڈ  
AGA KHAN UNIVERSITY EXAMINATION BOARD

## Pacing Guide for Teachers

# ETHICS

Grade X

Number of weeks: 28

Number of periods per week: 2

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## Topic

4.Types of Ethics

## Total Periods

11

Sub-Topic	Range of SLOs	Periods (40 mins)
4.1 Normative Ethics	4.1.1-4.1.4	5
	4.1.5-4.1.9	6

## Web Resources

<https://www.thoughtco.com/kantian-ethics-moral-philosophy-immanuel-kant-4045398>

<https://www3.nd.edu/~afreddos/courses/180/nicomach.htm>

## Suggested Activities and/or Formative Assessment

### Activity 1: Picture analysis and Story writing (SLO# 4.1.1 to 4.1.2)

Explain and discuss what are positive and negative duties by providing different pictures to the students in groups. After students are able to identify negative and positive duties then ask them to share their own stories reflecting both positive and negative duties.

### Activity 2: Role play (SLO # 4.1.3 to 4.1.4)

Make and provide a case study (you may take help from Chat GPT) to the students and ask them to differentiate between secular and religious morality. After that, ask children to perform role play on how religious morality helps an individual in his/ her life.

### Activity 3: (SLO 4.1.5 to 4.1.9)

Make a concept map for each of the given ethical theories highlighting their main components with simple examples and ask students to relate them with their daily life.

**OR**

Ask students to make a story board to relate the given ethical theories/ philosophies with their daily life.

FOR ACADEMIC YEAR 2023 AND ONWARDS

## Topic

5.Values

## Total Periods

27

Sub-Topic	Range of SLOs	Periods (40 mins)
5.1 Tolerance	5.1.1- 5.1.4	3
5.2 Respecting Rights	5.2.1-5.2.7	6
5.3 Respecting Laws	5.3.1-5.3.3	3
5.4 Pluralism	5.4.1-5.4.4	5
5.5 Etiquettes	5.5.1-5.5.3	4
5.6 Justice	5.6.1-5.6.5	6

## Web Resources

<https://www.youtube.com/watch?v=ArNrmpU0Z0>

<https://www.ohchr.org/en/what-are-human-rights>

<https://www.thoughtco.com/pluralism-definition-4692539>

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

<https://www.youtube.com/watch?v=O5uKJVDFHfw>

# **Suggested Activities and/or Formative Assessment**

## **Activity 1: (SLO 5.1.1 to 5.1.4)**

After showing the relevant videos (from the resources), you may ask the following questions from the students:

Why is it important to have tolerance in society?

What will happen if people become intolerant?

What would be the impact of intolerant activities on society?

**OR**

Make/find and provide different case studies regarding conflict resolution. And ask the students to reflect what went wrong and how they would have acted if they were in the same situation!

## **Activity 2: (SLO 5.2.1 to 5.2.7)**

Explain what Human rights are and why they are important, give examples. Also, explain the effects of human rights if they are violated.

Develop scenarios related to human rights issues (e.g., discrimination, freedom of speech, gender biasness etc). Assign roles to students and have them act out the scenarios. Afterward, discuss the scenarios and the importance of protecting human rights.

Provide students with case studies of real human rights violations in Pakistan. Ask them to analyse the situations, discuss the violations, and propose solutions to address these issues.

## **Activity 3: (SLO 5.3.1 to 5.6.5)**

Analyze recent news articles or cases where issues of inequality before the law have arisen. Encourage students to discuss the implications and propose solutions.

## **Activity 4:**

Invite individuals from diverse cultural and religious backgrounds to speak to the class about their experiences and beliefs. This can provide first hand insights and open up discussions about the value 'respect'.

Share stories and folktales from various cultures and religions. Afterward, let students discuss the moral lessons and values conveyed in these stories and how they relate it to respect others.

### **Activity 5:**

Create bingo cards with different places (e.g., places of worship, offices, banks, etc.) and etiquette associated with each place (e.g., silence in places of worship, waiting in line at the bank). Call out scenarios, and students mark the appropriate etiquettes on their cards.

### **Activity 6:**

Explain the meaning of Justice and how it can be applied in personal and public life. Also explain the damage caused by disrespecting laws.

Provide students with case studies of real-life legal cases in Pakistan where justice was delayed. Have them analyze these cases, identify the reasons for delays, and discuss the impact on the individuals involved.

FOR ACADEMIC YEAR 2023 AND ONWARDS

## Topic

6.Personalities

## Total Periods

18

Sub-Topic	Range of SLOs	Periods (40 mins)
6.1 Introduction	6.1.1-6.1.3,	6
6.2 Contribution	6.2.1-6.2.5	12

## Web Resources

<https://ghazali.org/articles/hmp-4-30.htm>

<https://www.biography.com/scientists/florence-nightingale>

<https://www.sriaurobindoashram.org/sriaurobindo/>

## Suggested Activities and/or Formative Assessment

### Activity 1: (Story Telling)

Tell stories about the given personalities to the students and then ask different questions related to it such as

1. Which personality do you like the most and why?
2. Which action of the liked personality inspired you the most and why?
3. If you were given a chance to serve humanity, then what steps will you take and why?
4. What have you learnt from the lives of the given personalities?

### Activity 2: (Role Play)

Ask students to research the work done by these personalities for the sake of humanity. Later, ask them to prepare a role play about the findings of these personalities and present it in the assembly to make other school members' aware about the work with lessons learnt from them.

**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](mailto:examination.board@aku.edu) for an alternative or search material via any search engine.

FOR ACADEMIC YEAR 2023 AND ONWARDS