



آغا خان یونیورسٹی ایگزامینیشن بورڈ
AGA KHAN UNIVERSITY EXAMINATION BOARD

Pacing Guide for Teachers

ETHICS

Grade IX

Number of weeks: 28

Number of periods per week: 2

Teacher Developer(s): Dilnawaz Jamshed Karanjia, Shahnaz Khalid and Shehnaz Asghar Ali

Institution(s): Bai Virbaiji Soparivala Parsi High School, Sultan Mahomed Shah Aga Khan School, Karachi and The Mama Parsi Girls Secondary School, Karachi

Topic

Total Periods

1. Introduction of Ethics

5

Sub-Topic	Range of SLOs	Periods (40 mins)
1.1 Introduction & Branches of Ethics	1.1.1-1.1.2	2
1.2 Scope of Ethics	1.2.1-1.2.2	3

Web Resources

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

<https://www.youtube.com/watch?v=rizPQnEW4S4>

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

Suggested Activities and/or Formative Assessment

Activity 1: (SLO 1.1.1 and 1.1.2)

Brainstorm the previous knowledge of ethics and then describe the three branches of ethics along with examples in the class.

Activity 2: (SLO 1.1.3 and 1.1.4)

Create case studies for the students where they can identify the importance of ethics in social relationships and in the development of an individual's personality. They can also perform role play to make others aware of ethical behaviours.

Topic

Total Periods

2. Major Religions of the World

30

Sub-Topic	Range of SLOs	Periods (40 mins)
2.1 Introduction to Theology	2.1.1 ,2.1.2 ,2.1.3	3
2.2 Concept of God	2.2.1, 2.2.2, 2.2.3, 2.2.4	7
2.3 Purpose of Human Life	2.3.1, 2.3.2, 2.3.3.	4
2.4 Nature of Human Being	2.4.1, 2.4.2	2
2.5 Human: a Multi-Dimensional Being	2.5.1, 2.5.2	4
2.6 Human Freedom and Limitations	2.6.1, 2.6.2, 2.6.3, 2.6.4	6
2.7 Life after Death	2.7.1, 2.7.2, 2.7.3	4

Web Resources

https://d1.islamhouse.com/data/en/ih_books/single/en_Concept_of_God_in_Major_Religions.pdf

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

<http://www.meteck.org/god.html>

<https://www.tutorialspoint.com/what-is-the-purpose-of-human-life>

<https://www.scarymommy.com/what-is-the-point-of-life>.

[https://www.powershow.com/view0/92094b-](https://www.powershow.com/view0/92094b-ZDA00/)

[ZDA00/Inspirational_Short_Stories_About_Life_powerpoint_ppt_presentation](https://www.powershow.com/view0/92094b-ZDA00/)

Suggested Activities and/or Formative Assessment

Activity 1: (SLO 2.2.1 to 2.2.4)

Discussion regarding concept of God in different religion will be done and then students will be provided with the worksheets to compare the concepts of divinity, dualism, monotheism, polytheism. After that, brainstorm the word attributes of God and then describe them through various examples.

Activity 2: (SLO 2.3.1 to 2.3.3)

Following Questions will be asked from the students:

1. why God has created human beings?
2. Do you think there is any purpose of creating human beings in this world? Why? Why not?

After that whole class discussion will be carried out and different scenarios will be given to the students in groups where they will suggest ways on how to preserve life, conserve energy and promote respect for human beings.

Students will be asked to brainstorm the word salvation and in groups students will research and will discuss about the concept of salvation in different religions and will present their findings with the whole class.

Activity 3: (SLO 2.5.1 to 2.5.2) and (2.6.1 to 2.6.4)

Students will be asked to research nature and the multidimensions of human beings catering to freedom and licentiousness. Then they will prepare a Power Point presentation. After sharing their findings with the whole class, the teacher will divide them in groups and students will be provided with different scenarios where they will show the difference between freedom and licentiousness.

Activity 4: (SLO 2.7.1 to 2.7.3)

Divide the class into small groups and assign each group a different religion or belief system that addresses the concept of life after death. Some examples include Christianity, Islam, Hinduism, Buddhism, Judaism, atheism, agnosticism, and indigenous spiritual beliefs. They will then compare and present their views to the whole class.

Topic

3.Values and Etiquettes

Total Periods

21

Sub-Topic	Range of SLOs	Periods (40 mins)
3.1 Nature of Values	3.1.1, 3.1.2,3.1.3, 3.1.4, 3.1.5	7
3.2 Human Values	3.2.1,3.2.2,3.2.3, 3.2.4,3.2.5	6
3.3 Honesty	3.3.1,3.3.2	2
3.4 Dignity of Labour	3.4.1, 3.4.2	2
3.5 Courtesy	3.5.1, 3.5.2	2
3.6 Love	3.6.1, 3.6.2	2

Web Resources

<https://www.slideshare.net/khokhar128/eye-bee-see>

<https://www.slideshare.net/rye07/courteous-expressions1>

<http://www.differencebetween.net/miscellaneous/difference-between-morals-and-values/>

Suggested Activities and/or Formative Assessment

Activity 1: (3.1.1. to 3.2.5)

Divide students into groups. In their groups, students will discuss moral dilemmas, the ethical choices involved, and the potential consequences of those choices. Each group selects a scenario and role-plays it for the class. Encourage them to explore the moral implications of their choices. After each role-play, facilitate a class discussion by asking questions such as:

“What values were at play in this scenario?”

“What would you have done in that situation?”

“How do our values influence our decisions?”

Activity 1: (3.3.1. to 3.6.2)

Create case studies or provide pictures to the students in groups where they can identify the given value and then discuss the implications of these values both in positive and negative aspects in our daily lives.

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