

SINDH CURRICULUM FOR

ETHICS

GRADES VI-VIII

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GOVERNMENT OF SINDH

SCHOOL EDUCATION AND LITERACY DEPARTMENT

DIRECTORATE OF CURRICULUM, ASSESSMENT & RESEARCH

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TABLE OF CONTENTS

Preface	1
Introduction	3
Aims and Objective	4
Rational	5
Key Learning Areas	5
Content Organization (Grade VI-VIII)	7
Grade- VI	8
1. Key Learning Areas: Introduction to Religions	8
• Standard	8
• Benchmarks	8
• Themes	8
• Students Learning Outcomes (SLOs)	8
2. Key Learning Areas: Social and Moral Values	9
• Standard	9
• Benchmarks	9
• Themes	10
• Students Learning Outcomes (SLOs)	10
3. Key Learning Areas: Social Etiquettes	11
• Standard	11
• Benchmarks	11
• Themes	11
• Students Learning Outcomes (SLOs)	11
4. Key Learning Areas: Personalities	12
• Standard	12
• Benchmarks	12

• Themes	12
• Students Learning Outcomes (SLOs)	12
5. Key Learning Areas: Religious Festivals	13
• Standard	13
• Benchmarks	13
• Themes	13
• Students Learning Outcomes (SLOs)	13
Grade- VII	15
1. Key Learning Areas: Introduction to Religions	15
• Standard	15
• Benchmarks	15
• Themes	15
• Students Learning Outcomes (SLOs)	15
2. Key Learning Areas: Social and Moral Values	16
• Standard	16
• Benchmarks	16
• Themes	17
• Students Learning Outcomes (SLOs)	17
3. Key Learning Areas: Social Etiquettes	18
• Standard	18
• Benchmarks	18
• Themes	18
• Students Learning Outcomes (SLOs)	18
4. Key Learning Areas: Personalities	19
• Standard	19

•	Benchmarks	19
•	Themes	19
•	Students Learning Outcomes (SLOs)	19
5.	Key Learning Areas: Religious Festivals	20
•	Standard	20
•	Benchmarks	20
•	Themes	20
•	Students Learning Outcomes (SLOs)	20
	Grade- VIII	21
1.	Key Learning Areas: Introduction to Religions	21
•	Standard	21
•	Benchmarks	21
•	Themes	21
•	Students Learning Outcomes (SLOs)	21
2.	Key Learning Areas: Social and Moral Values	23
•	Standard	23
•	Benchmarks	23
•	Themes	23
•	Students Learning Outcomes (SLOs)	23
3.	Key Learning Areas: Social Etiquettes	24
•	Standard	24
•	Benchmarks	24
•	Themes	25
•	Students Learning Outcomes (SLOs)	25
4.	Key Learning Areas: Personalities	25

• Standard	25
• Benchmarks	25
• Themes	26
• Students Learning Outcomes (SLOs)	26
5. Key Learning Areas: Religious Festivals	26
• Standard	26
• Benchmarks	27
• Themes	27
• Students Learning Outcomes (SLOs)	27
Glossary	28
Guidelines for Teachers	29
Assessment and Evaluation	30
Guidelines for Textbook Writers	31
Report on Review of Grade (VI-VIII) portion of National Curriculum Ethics For Non-Muslims (Grade III-XII) 2007	33
Draft	34

PREFACE

As a compulsory subject for Non-Muslims in the elementary and secondary schools, curriculum of ethics for Grade VI-VIII helps students to explore questions of meaning, value and purpose in life. It seeks to help students to develop insights, a capacity for moral and spiritual life and personal autonomy. These qualities make life meaningful in the social, cultural and political contexts across provincial, national and international levels.

The Ethics curriculum makes a major contribution to the social, moral and spiritual development of students. At all stages of life, students are frequently challenged by certain religious and moral issues. These include the origin and purpose of life, identity, sex and marriage, suffering, life after death etc.

The Ethics curriculum helps students respond to such religious and moral questions through a process of inquiry. Students are expected to reflect critically upon their own life experiences, develop confidence in their religious understanding, and to be able to defend their position.

The Ethics curriculum has a particularly important contribution to make in helping students to develop an appreciative attitude towards diversity in pluralistic Pakistan. The richness in religious traditions of our society provides students with opportunities to compare and study religions and their significances.

The Ethics curriculum empowers students to examine ways in which religious and moral questions have been formulated and reflected on throughout history and across the globe. Students are enabled to articulate their own beliefs and engage in dialogue with others. The self-understanding and knowledge gained from the Ethics curriculum benefit the community through preparing future social workers, counselors, teachers, and journalists.

Ethics curriculum emphasizes the concepts, beliefs and values of religions in relation to students' daily life within specific contexts. Teachers are encouraged to refer to and reinforce students' previous learning where appropriate.

In this curriculum of Ethics, two major approaches to religious education, namely a systems approach (learning about religions) and a life themes approach (learning from religions), are given balanced emphasis.

The first involves developing knowledge and understanding of religious beliefs, teachings, practices and lifestyles, while the second promotes the skills of asking and responding to questions of identity and experience, meaning and purpose, values and commitments. Selecting both, this Ethics curriculum enables students to develop understanding and to reflect on ethical and religious issues and on their own beliefs and values. It also helps students to evaluate the influence of religion on their life, as well as providing them with a means to search for meaning of life.

INTRODUCTION

The purpose of teaching ‘Ethics’ to the students is to promote social and moral values and build character on these values. The ethical and moral values have universal application; therefore all major religions of the world encompass and insist on the believers to practice these values in their lives.

Education of Ethics through ethical teachings can benefit the society in three ways:

1. Students should realize that all religions teach the similar values and there is no reason to have negative feelings against other faiths. The experience of learning common moral teachings will bring the people of different faiths closer to each other.
2. The present generation will grow up with healthy, tolerant and sound moral character which will ultimately result in the creation of a “good society”. Such a society has been a dream of sages throughout the history.
3. It encourages thinking about how far individual moral responsibility should extend by considering the consequences of certain practices. It will also enable the students to provide reasons to support their arguments. Research shows that well-reasoned judgment does not come automatically; therefore, skills are best developed by engaging children in collaborated dialogues about wide range of issues.

Keeping in view the above mentioned realities, the curriculum of Ethics is “progressive, liberal and all inclusive. It covers moral teachings of the major religions of the world with special reference to Pakistan”.

18TH AMENDMENT

Realizing the responsibility of the education and curriculum of the province under 18th constitutional amendment, an attempt has been made to prepare a textbook of Ethics which will equip the new generation with knowledge, skills and values of 21st Century. All efforts have been made to meet the requirement of the curriculum as per guideline. Any constructive criticism and healthy suggestion for improvement of the book from teachers, students and public will be gratefully acknowledged for future edition of the curriculum and textbook.

AIMS & OBJECTIVES

The specific aims and objectives devising the progressive, liberal and constructive curriculum of “Ethics” are as follows:

- Build character of the students to enable them to play a vital and positive role in the society.
- Provide students with pure ethical teachings and social skills to bring about a change in their thoughts and behavior towards fellow human beings.
- Understand the primacy of ethical teachings and their value in social and religious life.
- Translate human values into practice, through “role-models” (Therefore, various remarkable and outstanding personalities are included in the curriculum.)
- Develop etiquettes and mannerism in students.
- Create and develop students as responsible members of the society. (For achieving this authentic and relevant material from sacred books of different religions will be included in syllabi. This will enable students to not only enjoy their rights but also discharge their duties and responsibilities in the best possible manner.)
- Practice and promote socialization among members of all faiths. (For achieving this, some festivals have been included from different religions.)

Rational

The ethical education curriculum is built on the spiritual dimension. This curriculum nurtures student's lives and they are made aware of a sense of moral and ethical standards in the areas of honesty, respect, justice, integrity, trust and responsibility. This philosophy is the cornerstone for all interactions within school communities and in societies at large. Many of the values and morals upheld by any society have their origins in religious teachings. Through discussion and study of various issues confronting society, students will be in a better position to develop a value system and adopt moral standards that give them principles by which to live. Students should come to understand and appreciate that most religions have sacred writings and all teach values, ethics and morals.

The Ethical Education Curriculum encourages students to explore their own spiritual identities in a secure setting while also being aware of and respecting the notion that others may think divergently to them. The curriculum creates conditions where students celebrate divergences and provide the knowledge, skills and attitudes that children need to enable them to make informed moral and ethical decisions and live in a pluralist society that embraces diversity.

The curriculum is based on values of equality, human rights and active citizenship. Student will explore issues relating to equality and social justice in the classroom. They will be challenged to consider divergent ethical approaches and belief systems within a clear values framework.

Young people develop intellectually, physically, emotionally, socially, and spiritually. It is important to have a religious education component in the school because the school addresses the development and education of the whole child.

Key Learning Areas

This curriculum covers mainly five Key Learning Areas in all grades i.e. grades (III-XII). This applies to the curriculum of grades (VI-VIII), which also covers Five Key Learning Areas.



Figure 1: Illustration of Key Learning Areas in grade VI-VIII.

1. **Introduction to Religions:** This section deals with a brief introduction to major religions of the world and their development. It will cover primitive religious concepts and then concentrate on the highly developed and organized religions like Hinduism, Buddhism, Judaism, Christianity and Islam.

2. **Social and Moral Values:** This section will focus on Ethical values according to the teachings of the major religions of the world and their applications and implications in everyday life. These values have been selected for each grade level keeping in view the cognitive level of the students and their exposure to different aspects of social life.

3. **Social Etiquettes:** The education of ethics has no value unless it is practiced by the students. For achieving this goal, etiquettes of various social situations have been included in the curriculum.

4. **Personalities:** In each grade various remarkable and outstanding personalities from various religious backgrounds have been included as “role-models” and examples of good character for the students. The selection of these personalities for each grade has been made in accordance with the cognitive level of students

5. **Religious Festivals:** For making students more familiar with major religions and their social practices, some religious festivals have been included in the curriculum for grades VI – VIII. The purpose is to encourage students to participate in, observe and respect these festivals. This type of interaction among people can potentially produce a difference in society.

Content Organization (Grade VI-VIII)

The areas mentioned above constitute the foundation on which are laid in curriculum standards. As known, curriculum standards need to be broad, descriptive and qualitative statements, setting clearly what is expected from the students in words and deeds in a particular area at the end of learning cycle.

Various developmental levels have been specified by benchmarks which indicate, what students would now be able to do, to display temperament developed as a result of learning. The curriculum also fixes achievable and measurable SLOs for each grade that must be achieved by the students at the end of each grade.

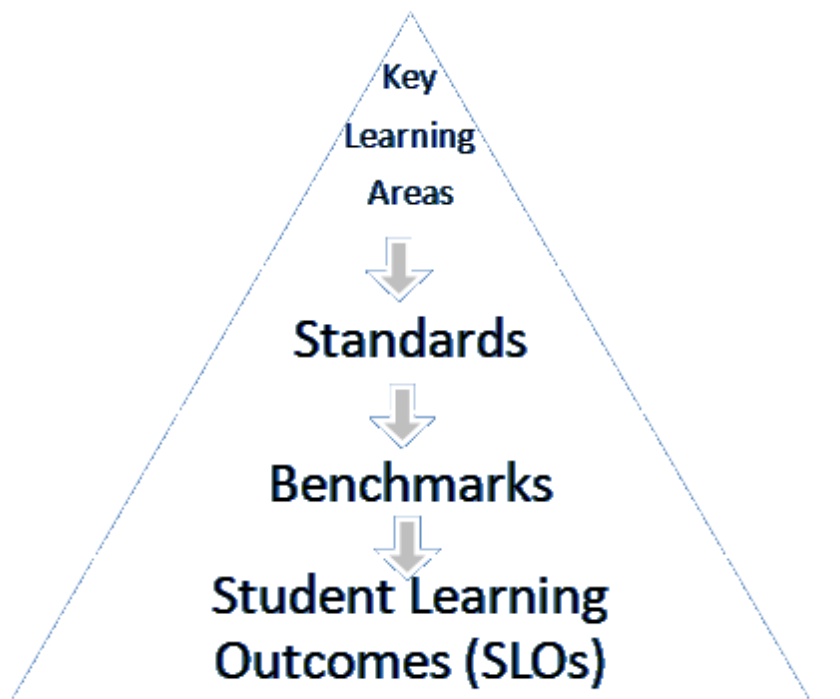


Figure 2: Illustration of the curriculum framework.

1. Key learning areas: Introduction to Religions**Standard:**

The students will explain the contribution of religion towards human development focusing on acquiring knowledge indispensable for good character and values. They are expected to learn about Sikhism and its contribution in this regard.

Benchmarks:

The students are expected to:

- Describe the development of religions with special reference to Sikhism.
- Identify the religious books of Sikhism.
- Describe the religious teachings of Sikhism.

Unit-1	SLOs
Themes	
The students will be able to:	
<ul style="list-style-type: none"> • Introduction to Religions 	<ul style="list-style-type: none"> • Define Religions. • Know other religions and their beliefs. • Discuss the importance of religion in a society. • Illustrate with examples different ways of understanding religion. • Suggest ways in which religion can be applied in personal, social and public life.
<ul style="list-style-type: none"> • Contribution of Religions towards Human Development 	<ul style="list-style-type: none"> • Describe the meaning of human development. • Discuss the components of human development. • Explain how religions contribute towards human development.
<ul style="list-style-type: none"> • Development of good characters and values 	<ul style="list-style-type: none"> • Describe what is Character • Describe what are values • Identify the key characteristics of good character and values. • Differentiate between good and bad character and values. • Identify the need for the development of a good character. • Identify the quotations from the Holy Books related to the development of good character and values.

<ul style="list-style-type: none"> • Introduction and Development of Sikhism 	<ul style="list-style-type: none"> • Describe the religion of Sikhism. • Identify the key principles of Sikhism. • Identify the 5 key identities of Sikhism. • Trace the origin of Sikhism. • State the development of Sikhism.
<ul style="list-style-type: none"> • Great Gurus 	<ul style="list-style-type: none"> • Name the great gurus of Sikhism. • Describe the achievements of the great gurus of Sikhism.
<ul style="list-style-type: none"> • Holy Books 	<ul style="list-style-type: none"> • Name the holy book of Sikhism. • Describe the teachings in the holy book of Guru Granth Sahib.
<ul style="list-style-type: none"> • Religious Teachings 	<ul style="list-style-type: none"> • Describe the religious teachings of Baba Guru Nanak. • Examine the role of Guru Nanak's teachings in the development of religious harmony in the subcontinent.

2. Key learning Areas: Social and Moral Values

Standard:

The students will be able to identify and explain the most common family and the universally accepted ethical values and to put them into practice knowing fully their possible effects in everyday life and beyond.

Benchmarks:

The students are expected to:-

- Define the Ethical values.
- Describe the social values which enhance our citizenship.
- Identify bottlenecks, if any in their effective implementation.
- Propose strategies to address issues in implementation.
- Evaluate / asses its worth.

Unit:2	
Themes	SLOs:
The students will be able to:	
<ul style="list-style-type: none"> • Role of child in family life. 	<ul style="list-style-type: none"> • Define family. • Explain the role of child in the family. • Illustrate with examples how the child can play his/her role in the family life.
<ul style="list-style-type: none"> • Helping family members in their daily chores. 	<ul style="list-style-type: none"> • Define daily chores. • Identify the daily chores of an average family. • Discuss the importance of helping family members in their daily chores. • Illustrate with examples ways in which help can be provided in daily chores.
<ul style="list-style-type: none"> • Equal status for both male and female members of family 	<ul style="list-style-type: none"> • Identify the different roles male and female play in the daily life. • Realize that both male and female members of a family contribute to its balanced development. • Identify the causes of discrimination in this regard. • Propose strategies to eliminate such discrimination.
<ul style="list-style-type: none"> • Service-providers at home deserve respect 	<ul style="list-style-type: none"> • Define the home service providers. • Discuss the importance of home service providers. • Identify the norms and conditions to engage service provider at home. • Appreciate the usefulness of service providers and their service. • Illustrate ways to show respect to service providers at home.
<ul style="list-style-type: none"> • Rules are for respecting/obeying them with spirit 	<ul style="list-style-type: none"> • Define rules. • Explain the importance of developing rules. • Explain how the status of society in which rules are observed in default. • Describe the benefits of obeying and abiding by the rules.

<ul style="list-style-type: none"> • Family rules and rules at school 	<ul style="list-style-type: none"> • Describe family rules/traditions. • Discuss the importance of family rules and traditions. • Illustrate ways on how family rules can be put into practice. • Explain school rules. • Discuss the purpose of school rules. • Explain the consequences of not observing family and school rules.
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3. Key Learning Areas: Social Etiquettes

Standard:

The students shall be able to understand what constitutes the balanced food and that is eating with calmness and proper mastication will give enough strength. In this way too much eating and wastage of the food shall be avoided.

Benchmarks:

The Students are expected to:

- Practice good and acceptable manners during and while taking food.
- Understand that wastage of food is never the undesirable act.
- Demonstrate that sharing of food with others is both social and religious obligation.

Unit:3	SLOs:
Themes	
<ul style="list-style-type: none"> • Eating habits 	<p>The students will be able to:</p> <ul style="list-style-type: none"> • Discuss the importance of washing hands before and after eating food. • Discuss the importance of sharing food. • Demonstrate ways of eating with mouth closed and masticating /chewing properly. • Explain the importance of avoiding wastage of food. • Illustrate with examples how food can be reused / recycled.

4. Key Learning Areas: Personalities

Standard:

The students will explain the role played and the efforts undertaken by various towering religious personalities in furtherance of ethical values such as tolerance, forbearance, and mutual respect in the society by way of practicing them selflessly, neutrally and naturally.

Benchmarks:

The students are expected to:

- Know the influence of these personalities in the moral development of society /nation.
- Be well disposed to the teachings of these personalities.
- Understand their problem solving and decisions making skills.
- Apply the knowledge so gained in real situations.

Unit:4	SLOs:
Themes	
The students will be able to:	
<ul style="list-style-type: none"> ❖ Mary, the mother of Jesus Christ, her importance in both Islam and Christianity and Chastity. 	<ul style="list-style-type: none"> • Discuss when and how she became mother of Jesus Christ. • Describe early life of the Virgin Mary. • Describe Holy Trinity. • Understand why she is called Mother of mercy. • Examine importance of Mary in both Islam and Christianity. • Explain Chastity and its importance. • Know the vows of chastity.
<ul style="list-style-type: none"> ❖ Ashoka: <ul style="list-style-type: none"> • Life, Contribution, Law 	<ul style="list-style-type: none"> • Identify distinctly among Maurya Dynasty, his rule of India. • Analyze major events of his life. • Explain Ashoka Hell. • Recall the words he uttered when he renounced war. • Examine Ashoka's abdication of war. • List the steps he took to address moral and social concerns and religious intolerance. • Explain his edicts and other contributions. • Describe the role of the edicts in spread of Buddhism.

<ul style="list-style-type: none"> ❖ St. Thomas Aquinas <ul style="list-style-type: none"> • Life • Contribution to Philosophy and theology. 	<ul style="list-style-type: none"> • Describe major events in the life of St. Thomas Aquinas. • Analyze why he was called Doctor of Church. • Explain Thomism. • Appreciate his contribution towards Philosophy. • Define Theology. • Trace St. Thomas contributions towards Theology, Ethics, and Natural Laws.
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5. Key Learning Areas: Religious Festivals

Standard:

The students will become very well known about major religions and their annual festivals. They will be induced to observe with regards the celebration of the festivals and share each other's happy moments.

Benchmarks:

The students are expected to:

- Know when religious festivals of major religions fall in a calendar year.
- Explain the religious and social background behind their celebrations.
- Realize unity behind different modes of celebrating the festivals.
- Participate in each other's celebrations.
- Appreciate the dividends of such an approach in the form of mutual good will, religious harmony and national solidarity.

Unit:5	SLOs:
Themes	
The students will be able to:	
<ul style="list-style-type: none"> • EID-UL-FITR 	<ul style="list-style-type: none"> • Describe EID-UL-FITR • Identify that EID-UL-FITR comes after a fasting month of Ramadan Sharif. • Explain the philosophy of fasting. • Discuss the benefits of fasting. • Explain the purpose of FITRA.
<ul style="list-style-type: none"> • Christmas 	<ul style="list-style-type: none"> • Describe what Christmas is. • Explain why Christmas is celebrated. • Know who celebrates Christmas. • Identify when Christmas falls every year. • Explain the significance of the Christmas tree, Santa Claus, advent wreath, stockings.

<ul style="list-style-type: none"> • Birthday of Baba Guru Nanak DevJi 	<ul style="list-style-type: none"> • Describe where and when Guru Nanak DevJi was born. • Name the worthy parents of Guru Nanak DevJi. • Identify the main events behind celebrations. • Discuss the importance of celebrating the festival. • Discuss Guru Nanak DevJi contributions for the benefit of the humanity at large.
<ul style="list-style-type: none"> • Maha Shivaratri 	<ul style="list-style-type: none"> • Identify when Maha Shivaratri falls in a calendar year. • Explain the spirit of fasting on this day. • Identify that the worship of SHIV LINGAM is carried out throughout the night in stages. • Discuss the importance of night praying and wakefulness.

1. Key learning areas: Introduction to Religions**Standard:**

The students will be able to explain the overall contributions of religions in human development, focusing on Arts, Literature and Architecture. They are also, expected to explain the main principles of Zoroastrianism.

Benchmarks:

The students are expected to:

- Explain the influence of religion on the development of Arts, Literature and Architecture.
- Describe the development of religions of the special reference to the Zoroastrianism.
- Identify religious books of Zoroastrianism.
- Describe the religious teachings of Zoroastrianism.

Unit-1	SLOs
Themes	
The students will be able to:	
<ul style="list-style-type: none"> • Contribution of Religions towards Arts, Literature and Architecture 	<ul style="list-style-type: none"> • Define Arts. • Define Literature. • Define Architecture. • Identify the contribution of Religions towards Arts. • Identify the contribution of Religions towards Literature. • Identify the contribution of Religions towards Architecture.
<ul style="list-style-type: none"> • Introduction and Development of Zoroastrianism 	<ul style="list-style-type: none"> • Describe the terms of Zoroastrianism. • Identify the key principles of Zoroastrianism. • Identify the key identities of Zoroastrianism. • Trace the origin of Zoroastrianism. • State the developments of Zoroastrianism.

<ul style="list-style-type: none"> • Basic Concepts (Yazdan and Ahriman) • Holy Books 	<ul style="list-style-type: none"> • Identify YAZDAN- Goodness present in human nature. • Identify AHRIMAN- Evil element present in human nature. • Name the holy book of Zoroastrianism. • Describe the teachings in the holy book.
<ul style="list-style-type: none"> • Religious Teachings 	<ul style="list-style-type: none"> • Describe the religious teachings of Zoroastrianism. • Explain the impact of the teachings on the ethical values. • Examine the role of Zoroastrianism teachings in the development of religious harmony in the subcontinent.

2. Key learning Areas: Social and Moral Values

Standard:

The students will be able to make effective use of his time standing firm on the blanks of honesty and truthfulness. Also, they will be ever ready to share the blessing. This obtained with others.

Benchmarks:

The students are expected to:

- Enlist Ethical values.
- Realize that time lost cannot be retrieved.
- Firmly believe that the received of blessings is to share them with others.
- Decide that Honesty and truthfulness ultimately succeed.
- Adopt the path of honesty and truthfulness.

Unit:2	SLOs:
Themes	
The students will be able to:	
<ul style="list-style-type: none"> • Role of punctuality in nation building. 	<ul style="list-style-type: none"> • Identify the parameters of nation building. • Explain the importance of time and punctuality. • Demonstrate with examples the importance of time and punctuality in performing duties at school, home and other places. • Discuss the consequence of not performing duties on time. • Illustrate that everything in nature occurs on a schedule.
<ul style="list-style-type: none"> • Sharing of Blessing 	<ul style="list-style-type: none"> • Identify the various blessings bestowed to us as humans. • Understand that with what we are blessed is for not ourselves alone. • Demonstrate ways in which these blessings can be shared with others at home, school and in the community.
<ul style="list-style-type: none"> • Honesty and Truthfulness 	<ul style="list-style-type: none"> • Define Honesty. • Define Truthfulness. • Discuss the importance of honesty and truthfulness in our daily life. • Demonstrate with examples of honesty and truthfulness in school, home and social life. • Understand that insulting and blaming are contrary to truthfulness.
<ul style="list-style-type: none"> • Rules in the Neighbourhood 	<ul style="list-style-type: none"> • Explain the necessity of rules in the neighbored. • Discuss ways in which rules can be observed in the neighbored. • Illustrate with examples how to collaborate with neighbours for change or re-framing/ amendments of rules in the neighbourhood.

<ul style="list-style-type: none"> • Traffic Rules 	<ul style="list-style-type: none"> • Describe traffic rules. • Identify the different traffic rules. • Explain importance of traffic rules. • Identify the different traffic symbols/ signs. • Discuss the benefits of strict compliance of rules. • Evaluate losses of life or causing of permanent disability in case of noncompliance. • Identify the fines due to violation of rules.
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3. Key Learning Areas: Social Etiquettes

Standard:

The students shall demonstrate through social etiquettes such as communication skills, interaction strategies, participation in events, social and others the learning outcomes of ethics.

Benchmarks:

The Students are expected to:

- Understand that speech is the fastest method of communication between people.
- Display skills in communication with or without the use of gadgets.
- Realize that effective communication is key to success in life.

Unit:3	SLOs:
Themes	
The students will be able to:	
<ul style="list-style-type: none"> ❖ Communication • Verbal • Gestures and action • Telecommunication 	<ul style="list-style-type: none"> • Define term communication. • Identify the different means of communication: verbal, gestures, action and telecommunication. • Compare the modes of communication from the point of view of effectiveness. • Identify the use of gesture and actions in verbal communication. • Show proficiency in selection of the words-verbal and written. • Discuss the importance of telecommunication in our daily life.

4. Key Learning Areas: Personalities

Standard:

The students will explain the role played and the efforts undertaken by various towering religious personalities in furtherance of ethical values such as tolerance, forbearance, and mutual respect in the society by way of practicing them selflessly, neutrally and naturally.

Benchmarks:

The students are expected to:

- Know the influence of these personalities in the moral development of society /nation.
- Be well disposed to the teachings of these personalities.
- Understand their problem solving and decisions making skills.
- Apply the knowledge so gained in real situations.

Unit:4	SLOs:
Themes	
The students will be able to:	
<ul style="list-style-type: none"> ❖ Hazrat Rabia Basri • Life • Character 	<ul style="list-style-type: none"> • Describe the life sketch of Hazrat Rabia Basri. • Explain those aspects of her life which portray tolerance, ethical values. • Describe her undivided love for God. • Explain how her characteristics of love, tolerance, non-violence influenced others.
<ul style="list-style-type: none"> ❖ Zarathushtra • Life • Teachings 	<ul style="list-style-type: none"> • Describe the life sketch of Zarathushtra. • Identify those events of his life which manifest/express tolerance, ethical values. • Describe his teachings. • Explain his contributions towards furtherance of moral values.
<ul style="list-style-type: none"> ❖ St. Thomas, The Apostle • Life • Character • Contribution 	<ul style="list-style-type: none"> • Define Apostle. • Name 12 Apostles of Jesus Christ. • Narrate the life story of St. Thomas. • Explain the incredulity for which he is remembered. • Appreciate his contribution towards the spread of ethical values. • Know briefly about his principal document.

5. Key Learning Areas: Religious Festivals

Standards:

The students will become very well known about major religions and their annual festivals. They will be induced to observe with regards the celebration of the festivals and share each other's happy moments.

Benchmarks:

The students are expected to:

- Know when religious festivals of major religions fall in a calendar year.
- Explain the religious and social background behind their celebrations.
- Realize unity behind different modes of celebrating the festivals.
- Participate in each other's celebrations.
- Appreciate the dividends of such an approach in the form of mutual good will, religious harmony and national solidarity.

Unit:5	SLOs:
Themes	
The students will be able to:	
<ul style="list-style-type: none"> • Eid-ul-Adha 	<ul style="list-style-type: none"> • Describe EID-UL-Adha. • Identify that EID-UL-Adha falls every year on 10th Zil-Hajj the Islamic month. • Identify that it is celebrated to fulfill the "Sunnah" of Hazrat Ibrahim (Alaihissalam). • Discuss the importance of sacrificing animals on this occasion.
<ul style="list-style-type: none"> • Easter 	<ul style="list-style-type: none"> • Define Easter. • Discus the importance of celebrating Easter. • Identify when Easter falls in a calendar year. • Explain the significance of the Easter egg.
<ul style="list-style-type: none"> • Holi 	<ul style="list-style-type: none"> • Define Holi. • Identify that Holi falls in a calendar year just on the junction of winter and spring. • Discuss the underlining principle of Holi. • Explain the idea behind sprinkling of colours. • Explain the importance of using colours harmless to skin etc.
<ul style="list-style-type: none"> • Nauroz 	<ul style="list-style-type: none"> • Define the significance of Nauroz. • Appreciate that it is celebrated / enjoyed by people of several different faiths. • Understand its importance as one of the cultural heritage of humanity. • Feel exuberantly on its advent.

1. Key learning areas: Introduction to Religions**Standard:**

The students will be able to explain the overall contribution of religions towards social welfare, character building. The religions like Confucianism and Toaism shall be of particular focus of their study.

Benchmarks:

The students are expected to:

- Realize that as a good human being it is his duty to strive selflessly for social welfare.
- Describe the development of religions with special reference to Confucianism and Toaism.
- Identify religious books of Confucianism and Toaism.
- Explain the religious teachings.

Unit-1	
Themes	SLOs
	The students will be able to:
<ul style="list-style-type: none"> • Contribution of Religions towards Social Welfare 	<ul style="list-style-type: none"> • Define Social welfare. • Differentiate among the religions of the world with a view to finding unity in diversity. • Examine the contribution of religions towards social welfare of the community. • Engage in activities related to the welfare of community. • Understand that the special persons need encouragement and motivate.
<ul style="list-style-type: none"> • Contribution of Religions towards Character Building 	<ul style="list-style-type: none"> • Define Character building. • Explain how religions influence Character Building. • Discuss some common “good” behavior present among the different religions. • Illustrate with examples different ways of showing respect / tolerance, pluralism towards other religions.

<ul style="list-style-type: none"> • Introduction and Development of Confucianism 	<ul style="list-style-type: none"> • Describe the term of Confucianism. • Identify the key principles of Confucianism. • Identify the key identities of Confucianism. • Trace the origin of Confucianism. • State the developments of Confucianism.
<ul style="list-style-type: none"> • Basic Concept (Tao, Jen and I) 	<ul style="list-style-type: none"> • Describe the concept of Tao. • Describe the concept of Jen. • Describe the concept of I. • Describe two basic principles of YIN and YANG.
<ul style="list-style-type: none"> • Holy Books 	<ul style="list-style-type: none"> • Name the holy book of Confucianism. • Describe the teachings in the holy book <ul style="list-style-type: none"> ▪ LUN YU (Analects of Confucius) ▪ CHUNG YUNG (Doctrine of the Mean) ▪ TA HSUEH (Great Learning) ▪ MENG TZU (Mencius) • Describe the teachings in the Holy Books. <ul style="list-style-type: none"> ▪ Tao, Chun-tzu, Jen, Li, Wen, Te ▪ Classics: <ul style="list-style-type: none"> ▪ ShuChing, Shih Ching, I Ching ▪ Ch'unChing, Li Ching.
<ul style="list-style-type: none"> • Basic Teachings 	<ul style="list-style-type: none"> • Describe the basic teachings of Confucianism and Taoism. • Examine the role of the teachings of Confucianism and Taoism in development of religious harmony.

2. Key learning Areas: Social and Moral Values

Standard:

The students will be able to identify and explain that patriotism for ones country is the bedrock on which all things rest and also, that patriotism demands performing one’s duties honestly and as enshrined in law, constitution and, also abide by the law in letter and spirit.

Benchmarks:

The students are expected to:-

- Describe the social values such as patriotism etc which enhance our citizenship.
- Apply that respect of law and constitution is obligatory.
- Identify bottlenecks, if any in their effective implementation.
- Propose strategies to address issues in implementation.
- Evaluate / asses its worth.

Unit:2	SLOs:
Themes	
The students will be able to:	
<ul style="list-style-type: none"> • Patriotism-Love and Loyalty to the country and nation 	<ul style="list-style-type: none"> • Define Patriotism. • Describe the importance of patriotism with respect to a country or nation. • Illustrate with examples the ways one can show patriotism towards ones country.
<ul style="list-style-type: none"> • Duties and Responsibilities as Citizen 	<ul style="list-style-type: none"> • Define what are Duties. • Define what are Responsibilities. • Identify the duties and responsibilities as a citizen of this country. • Discuss the importance of duties and responsibilities as a citizen. • Demonstrate with examples the duties of a citizen.
<ul style="list-style-type: none"> • Respect for Law, importance of Law and constitution with respect of fundamental rights 	<ul style="list-style-type: none"> • Define Law. • Differentiate between ordinary law and constitutional law. • Define Constitution. • Name the types of Constitution. • Enumerate the fundamental human rights guaranteed by 1973 constitution. • Understand that respect and obedience of law and constitution is mandatory.

	<ul style="list-style-type: none"> • Explain the perils of not respecting law in letter and spirit. • Identify the different law enforcing agencies. • Demonstrate ways through which rights should be guaranteed to all.
<ul style="list-style-type: none"> • Importance of Time and Punctuality in Social Life 	<ul style="list-style-type: none"> • Demonstrate with examples the importance of time and punctuality in dispensing duties at work places. • Discuss the importance of time and punctuality in social life. • Suggest ways in which one can add here to the time / schedule in social events.

3. Key Learning Areas: Social Etiquettes

Standard:

The students shall understand that the demonstration of the proper social etiquettes leaves lasting impression on the situation, be that of socializing with others, greeting them, desiring early recovery of patients and other social gatherings.

Benchmarks:

The Students are expected to:

- Practice good and acceptable manners while socialization and otherwise also.
- Participate with enthusiasm in co-curricular activities.
- Show eagerness in respecting elders in age, wisdom or education.

Unit:3	SLOs:
Themes	
	The students will be able to:
<ul style="list-style-type: none"> • Manners of Socializing such as greeting and cheering 	<ul style="list-style-type: none"> • Define Socialization. • Explain importance of socialization for children. • Identify the various manners of socializing such as greetings and cheering. • Demonstrate with examples how to greet teachers, supporting staff, fellow friends in school. • Illustrate with examples manners of participation.

<ul style="list-style-type: none"> • Respecting elders and visiting patients 	<ul style="list-style-type: none"> • Stand to greet elders. • Vacate seat for elders. • Help in crossing the road. • Follow advice / suggestions of elders. • Do errands / act as an errand boy. • Realize that patients need moral and psychological support besides medicines.
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4. Key Learning Areas: Personalities

Standard:

The students will explain the role played and the efforts undertaken by various towering religious personalities in furtherance of ethical values such as tolerance, forbearance, and mutual respect in the society by way of practicing them selflessly, neutrally and naturally.

Benchmarks:

The students are expected to:

- Know the influence of these personalities in the moral development of society /nation.
- Be well disposed to the teachings of these personalities.
- Understand their problem solving and decisions making skills.
- Apply the knowledge so gained in real situations.

Unit:4	SLOs:
Themes	
The students will be able to:	
<ul style="list-style-type: none"> ❖ Mira Bai <ul style="list-style-type: none"> • Life and Contribution 	<ul style="list-style-type: none"> • Describe briefly the biographical sketch of Mira Bai. • Realize how words of mother uttered to her in early childhood set the course of her future / life. • Describe her undivided love for Lord Kirshna. • Discuss the difficulties she had undergone on the path to God. • Understand that firm resolves, dedication and blessing of the spiritual guide gives success in mission. • Explain her contribution to the path of devotion and social harmony.

<ul style="list-style-type: none"> ❖ St. Augustine <ul style="list-style-type: none"> • Life and contribution 	<ul style="list-style-type: none"> • Define Saint. • Describe briefly the life of St. Augustine. • Narrate the causes that led him to first change the faith and then to re-convert. • Explain his contribution to the spread of faith. • Describe the role he played in furtherance of ethical and moral values. • Describe his notable contribution for humanity.
<ul style="list-style-type: none"> ❖ IbnMiskawayh <ul style="list-style-type: none"> • Life • Kitab Tahadhib-al-Akhlaq 	<ul style="list-style-type: none"> • Describe briefly life sketch of IbnMiskawayh. • Explain his views regarding moral health. • Appreciate his contributions towards building moral and ethical society. • Explain main contents of book, Tahadhib-al-Akhlaq. • Refer to the book. • Take inspiration from the book and act accordingly.
<ul style="list-style-type: none"> ❖ Abraham Lincoln <ul style="list-style-type: none"> • Life • Contribution 	<ul style="list-style-type: none"> • Describe early life of Abraham Lincoln. • Analyze his honesty to the job, purpose and in every walk of public life. • Narrate his married life. • Appreciate grandness of his character. • Describe his epic rise to the post of president of USA. • Appreciate the system in which even poor rise to the highest post. • Describe his contribution to the democracy, rule of law, rights of people/ slaves. • Appreciate the cause for which Abraham Lincoln laid down his life.

5. Key Learning Areas: Religious Festivals

Standards:

The students will become very well known about major religions and their annual festivals. They will be induced to observe with regards the celebration of the festivals and share each other's happy moments.

Benchmarks:

The students are expected to:

- Know when religious festivals of major religions fall in a calendar year.
- Explain the religious and social background behind their celebrations.
- Realize unity behind different modes of celebrating the festivals.
- Participate in each other's celebrations.
- Appreciate the dividends of such an approach in the form of mutual good will, religious harmony and national solidarity.

Unit:5	SLOs:
Themes	
The students will be able to:	
<ul style="list-style-type: none">• Dewali	<ul style="list-style-type: none">• Describe Dewali.• Identify when Dewali normally falls in a calendar year.• Appreciate that true LAKHSHMI consists in the acquisition of ethical values.• Discuss the significance of Dewali as the festival of lights.• Illustrate with examples safety measures while playing with fire sticks and fire crackers.
<ul style="list-style-type: none">• Janam Ashtami	<ul style="list-style-type: none">• Describe Janam Ashtami.• Identify that on this day LORD KIRSHNA took birth or manifested Himself.• Name LORD KIRSHNA'S mother and father.• Describe the life of LORD KIRSHNA.• Discuss the importance of celebrating the day by recalling His contribution for establishment of new order.• Identify that Shrimad Bhagavad Gita is one of the most marvelous gifts to humanity from God.
<ul style="list-style-type: none">• Baisakhi as a religious Festival	<ul style="list-style-type: none">• Describe the festival of Baisakhi.• Identify when in a calendar year BAISAKHI is celebrated with religious fervor.• Know that it is also called harvest festival of Punjab.• Identify it signifies Sikh's New Year.• Appreciate that it is a festival in which all people participate.• Discuss the spirit behind singing, dancing, feasting as a part of celebration.

GLOSSARY

The following definition of the terms is intended to help teachers and other stakeholders use this document. The definition/explanation is not vocabulary words to be taught to students in isolation, but these represent the terminology to help establish a common understanding of the curriculum.

Assessment – This provides information to a teacher about students’ achievement in relation to the learning objectives. With this information, the teacher makes informed decisions about what should be done to enhance the learning of the students or to improve teaching methods.

Benchmarks– This indicates what students should know and be able to do at various developmental levels. Overall the benchmarks are built as per the restricted schemes of study and are split into 5 developmental levels.

Curriculum – A runway on which a student runs and reaches at his/her destination.

Ethics – It aims to acquire knowledge of the religion they study and enhance their spiritual, moral and social development for a positive attitude in the self, society and at global level. Its purpose is the promotion of social and moral values in them and building their characters on these values.

Evaluation – It is an integral part of the teaching-learning process. It involves gathering information through various assessment techniques and making value judgments and sound decisions.

Key Learning Areas – A description of particular competency by specifying broadly the knowledge, skills and attitudes which students will acquire throughout the developmental levels.

Knowledge – It includes the important facts, concepts, issues and information. The skills include the ways of thinking, working, communicating, reasoning and investigating that characterize the subject.

Skills – Skills include the ways of thinking, working, communication, reasoning and investigating that characterize a subject area.

Standards– Students should know and be able to do. Standards are broad descriptions of the knowledge and skills students should acquire in a subject area. The knowledge includes the important and enduring ideas, concepts, issues and information. Standards may emphasize interdisciplinary themes as well as concepts in the core academic subject.

Themes - The subject of a talk, piece of writing, exhibition or a topic is called theme.

Values – These are the feelings, attitudes, conscience, dispositions that are developed through the subject.

Guidelines for Teachers

Teachers need to ensure that whatever students learn prepares them not only to do well in examinations, but to successfully face the challenges of a global society, and develop their social consciousness to the extent that they become the agents of social change. In order to achieve this objective teachers need to adopt innovative instructional strategies. The teacher in the classroom is suggested to follow the under mentioned guidelines to make "Ethics" an enjoyable learning experience for their students. It is hoped that this will create enlightened, empowered, and tolerant global citizens for life in the 21st century and beyond.

- Adopt an unbiased approach in the teaching of the unit on Introduction to Religions.
- Keep discussion on Theology to a minimum.
- Do not under any circumstances indulge in a comparison of different religions.
- Involve students in healthy discussions but refrain from criticisms and judgmental approaches.
- Use stories from real life to supplement the textbook.
- Ask students for input on ethical issues from their own experiences.
- Provide opportunities for creative, critical, and analytical thinking at all levels.
- Ask open-ended questions in class and provide assignments and activities of varying complexity.
- Use variation in grouping for teaching ---- whole class, independent work, pair work, group work.
- Use videos and filmstrips wherever relevant and appropriate.
- Provide opportunities for socialization among the students of various faiths.
- Keep the focus on ethical issues, concepts, and values throughout the academic year.

Assessment and Evaluation

Assessment is gathering quantitative and qualitative information, using a variety of tools and techniques that are easy to understand and interpret. Assessment should aim at evaluating teaching and learning, showing proficiency in a wide variety of tasks at class level and at providing information to different people on how well standards are being met.

Assessment and its various patterns should be in accordance with the needs of the curriculum and designed in such a manner that they inculcate and improve in students various skills such as observation, curiosity, creativity and application.

Some of the assessment types are as under:

THE SELECTED RESPONSE, where students select the answer to a question from two or more given choices. This category includes multiple choice, true/false, fill in the blanks and matching items type questions.

A CONSTRUCTED RESPONSE format requires students to create their own answer to a question or task. This allows teachers to gain insight into students' thinking and creative process, and to assess higher order thinking. This category includes short and essay type questions.

TEACHERS' OBSERVATIONS are commonly ignored as a form of assessment. However, teachers should constantly observe and listen to students as they work. Nonverbal communication, such as inattention, looks of frustration and other cues, give greater insight than verbal feedback. Observation is also important in assessing performance tasks, classroom climate and teacher effectiveness.

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.

The techniques of testing and evaluation adopted for continuous assessment of students at classroom level should be both valid and reliable and proper care should be taken to prepare the objective type questions so that they can appropriately assess students' knowledge comprehension application, analysis and synthesis skills. There should also be periodic/monthly tests containing both objective and subjective type questions. Class and home assignments should also be given due weightage while assessing students' performance.

Guidelines for Textbook Writers

The textbook is an important Teaching and Learning Resource. It is one of the most extensively used resources and serves as a framework for teaching. To prepare such 'a strong resource, the textbook writers are requested to follow the under mentioned guidelines

- The textbook should conform in all its details to the parameters laid down in the Curriculum.
- The material must be sufficient to give students the knowledge they need to understand concepts, develop 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 and promote independent thinking.
- The language of the narrative should be simple, clear and logical and should not be loaded with unnecessary details and repetitions.
- The material must be unbiased and non-controversial.
- Textbooks should be well illustrated.
- A number of activities should be recommended in the textbooks.
- End-of-the-chapter exercises must encourage students to think, develop skills, and use information for a variety of purposes.

For developing textbooks on Ethics special care needs to be taken while developing sections on '**Introduction to Religions**', '**Ethics and Moral Values**' and '**Personalities**'.

Introduction to Religions

- Use the narrative form of story writing
- Avoid theological details
- Do not use any comparisons between or among religions

Ethics and Moral Values

Ethical and moral values should be built through stories from everyday life with a focus on how to apply these concepts and values to real life situations that the students face.

- Present each value or ethical concept in story form highlighting the concept
- Avoid lists and descriptive paragraphs
- Use case studies for discussion at upper levels

Personalities

When developing lessons on personalities focus on aspects of good character and contributions for the betterment/reform of Societies.

- Focus briefly on biographical details
- Highlight aspects of personality that portray ethical choices, tolerance or social service
- End with anecdotal notes/moral lessons
- Limit teachings and contributions to ethical issues only.

**Report on Review of Grade (VI-VIII) portion of National Curriculum
Ethics for Non-Muslim (Grade III-XII) 2007**

The Curriculum Review meeting was held on February 10 to 14, 2020 at the District Educational Technology & Resource Centre, Mirpurkhas by the Directorate of Curriculum, Assessment and Research, Sindh, Jamshoro to review the National Curriculum Ethics 2007 with the approval of competent authority Vide Notification No.SED/HCW/205/2018 Karachi, dated 9th September 2018. In this regard the detailed and thorough discussion on the subject cited above was held under the supervision of chairman.

The committee reviewed the curriculum frame work, standards, benchmarks, student learning outcomes and submits the draft report for grade VI-VIII.

The following members of the PROVINCIAL REVIEW COMMITTEE reviewed the Ethics Curriculum.

1.	Engr. A.L Jagru (Rtd.) Principal Government Poly Technical College Mirpurkhas	0331-3727389 aljagru1945@yahoo.com	Chairman 
2.	Dr. Chaman Mansha Assistant Professor Government Comprehensive. Higher Secondary School Mirpurkhas	0333-2954424 cmrupani@yahoo.com	Member 
3.	Mr. Abdul Baqi Idress Alsindhi Subject Specialist of Islamiat/ Ethics Sindh Textbook Board Jamshoro.	03009247430 ibneidress2@gmail.com	Member 
4.	Mr. Chetan JST Govt Boys High School Mirpur old	0333-3404390 Chetanchohan333@gmail.com	Member 
5.	Mr. Harish HST Govt (SQAZAB) Boys High School Mirpurkhas	0333-2975962	Member 
6.	Ganesh Mal Deputy Director Directorate of Curriculum, Assessment and Research (DCAR) Jamshoro Sindh.	0334-5399652 ganeshmal1961@yahoo.com	Member/Secretary 

DRAFT

ETHIC CURRICULUM FROM GRADE VI to VIII

The National Curriculum ETHICS For Non-Muslims Grade III- XII (2007) was reviewed by the Provincial Review Committee from Grade VI to VIII.

Following are major changes that are made in the provincial curriculum (2020).

It is notable that the National Curriculum just outlined the themes under the five main areas of learning while the Reviewed Curriculum is more detailed and modified in a systematic way.

The most major change made in the Reviewed Curriculum (2020) is the inclusion of the Curriculum Framework (see page no. 7). Underpinned on this framework, the reviewed curriculum is categorized into Key Learning Areas, Standards, Benchmarks and Students Learning Outcomes (SLOs).

The key learning areas (see page no. 5-6) and the themes are taken from the National Curriculum (2007) while Standards, Benchmarks and SLOs are developed by the Provincial Review Committee.

Likewise National Curriculum (2007), also five Key Learning Areas are focused in the Provincial Curriculum (2020) from grade VI to VIII, which are: Introduction to Religions, Social and Moral Values, Social Etiquettes, Personalities and Religious Festivals.

Each Learning Areas has been interpreted through Standards and Benchmark which guides students and teachers what are they expected to achieve at the end of this level. The SLOs further provide specificity to the learning outcome. The grade level is considered and the number and level of SLOs are kept accordingly. The SLOs are making the learning more focused and measureable.

Wherever need, new themes have been added to make the curriculum more updated and contextualized. For example: Dewali, MahaShivaratri.



**GOVERNMENT OF SINDH
SCHOOL EDUCATION & LITERACY DEPARTMENT**

Karachi, dated, the 03rd March, 2020

NOTIFICATION

NO.SO (C) SELD/3-910/18: In compliance to Sindh School Education Standards and Curriculum Act No. IX of 2015, School Education & Literacy Department, Government of Sindh is pleased to approve revised "Ethics Curriculum for Class VI-VIII (2020)" developed by the Directorate of Curriculum, Assessment & Research, School Education & Literacy Department.

**-KHALID HYDER SHAH-
SECRETARY TO GOVERNMENT OF SINDH**

NO.SO (C) SELD/3-910/18:

Karachi, dated, the 03rd March, 2020

A copy is for information and necessary action to:

1. The Principal Secretary to Chief Minister, Sindh, Karachi
2. The Special Secretary, School Education & Literacy Department, Govt. of Sindh Karachi
3. The Directorate of Curriculum, Assessment & Research (DCAR), SE&LD, Jamshoro
4. The Directorate of Early Childhood Care & Education, Govt. of Sindh, Karachi
5. The Executive Director, Sindh Teacher Education Development Authority (STEDA)
6. The Chief Program Manager, Reform Support Unit (RSU), SE&LD, Govt. of Sindh, Karachi
7. The Director General PITE, Govt. of Sindh, Shaheed Benazirabad
8. The Chairman, Sindh Text Book Board, Govt. of Sindh, Jamshoro
9. The Chief Advisor, Curriculum Wing, Govt. of Sindh, Karachi
10. The Director General/Directors (all) School Education & Literacy Department, Govt. of Sindh
11. The Deputy Secretary (Staff) to the Chief Secretary Sindh, Karachi
12. The P.S to Minister for Education & Literacy Department, Govt. of Sindh, Karachi
13. The P.S to Secretary, School Education & Literacy Department, Govt. of Sindh Karachi
14. The P.A to Additional Secretary (all) School Education & Literacy Department, Karachi
15. The website
16. The office file

SECTION OFFICER (C)

For Secretary to Government of Sindh



**SINDH EDUCATION &
LITERACY DEPARTMENT**

