



# Dubai International Private School (Al-Quoz)

DIPS, in partnership with parents and community, strives to ensure all students are digitally literate, lifelong learners, productive citizens and nurture their well-being in an inclusive learning environment.



"Empowering Minds, Inspiring Hearts, Shaping the Future"

"تمكين العقول، إلهام القلوب، تشكيل المستقبل"

Moral Education Department	Grade 11	Semester 2
2024 – 2025	Teacher: Katia Hamade	

## Curriculum Overview

Week	Dates		Unit Title and Pillar	Lessons	Learning Objectives	Learning Outcomes
1	27/1	31/1	CUS11	"How Have Tourism and Migration Affected Culture Globally"?	<ol style="list-style-type: none"> <li>1. Give a written or verbal definition of the terms 'tourism' and 'migration'</li> <li>2. Identify at least three reasons why the UAE is a popular tourist destination.</li> <li>3. Describe three 'push' and 'pull' factors for migration.</li> </ol>	<b>LO 5:</b> Analyze and evaluate the impact of a range of factors on cultural developments globally.
2	3/2	7/2	CUS9	<b>End of Unit 3 Project</b>	<ol style="list-style-type: none"> <li>1. Identify at least three core personal values that influence their day-to-day living.</li> <li>2. Compare two different cultural perspectives and their values regarding four cultural dimensions: power-distance relationships, individualistic versus collectivist dimensions, and indulgence versus restraint dimensions.</li> <li>3. Write at least 300 words on their own culture's perspective in terms of power-distance relationships, individualistic versus collectivist</li> </ol>	<b>LO1-</b> Debate the extent to which there is a 'universal culture'. <b>LO2-</b> Explain some key underpinning concepts of universal culture.

					dimensions, and indulgence versus restraint dimensions.	
3	10/2	14/2	CUS11	“How Have Tourism and Migration Affected Culture Globally”?	<ol style="list-style-type: none"> <li>1. Give a written or verbal definition of the terms ‘tourism’ and ‘migration’</li> <li>2. Identify at least three reasons why the UAE is a popular tourist destination.</li> <li>3. Describe three ‘push’ and ‘pull’ factors for migration.</li> </ol>	<p><b>LO3-</b> Analyze and discuss the notion of culturally determined moral relativity.</p> <p><b>LO4-</b> Analyze and evaluate the impact of a range of factors on cultural developments globally.</p>
4	17/2	21/2	CUS11	“How Does the UAE Exhibit the Core Values and Beliefs of “Universal Culture?”	<ol style="list-style-type: none"> <li>1. Identify at least three practical examples of being an active contributor to your local community.</li> <li>2. Reflect on 12 essential 21st century skills and rank them according to their strengths and areas to develop.</li> <li>3. Demonstrate an understanding of the concepts of the UAE’s Vision 2021</li> <li>4. Project by comparing a specific principle of the project with the United Nations Sustainable Development Goals and finding five common universal values.</li> </ol>	<p><b>LO3-</b> Analyze and discuss the notion of culturally determined moral relativity.</p> <p><b>LO4-</b> Analyze and evaluate the impact of a range of factors on cultural developments globally.</p>
5	24/2	28/2	CIS11	“What is Citizenship?”	<ol style="list-style-type: none"> <li>1. Define ‘citizen’.</li> <li>2. Outline three contexts in which the word ‘citizen’ may be used.</li> <li>3. State what it means to be a citizen of the UAE.</li> </ol>	<p><b>LO1-</b> Know about, and understand, global governance structures, international legal systems, global issues and connections between global, national and local systems and processes.</p> <p><b>LO2-</b> Have a developing sense of belonging to a common humanity, sharing values and responsibilities.</p> <p><b>LO3-</b> Show empathy, solidarity and respect for differences and diversity.</p>
6	3/3	7/3	CIS11	“What is Global Citizenship?”	<ol style="list-style-type: none"> <li>1. Define ‘global citizen’.</li> <li>2. Give four features of global citizenship.</li> <li>3. Write a journal entry about what it means to be a ‘global citizen’ as a young person living in the UAE.</li> </ol>	<p><b>LO1-</b> Know about, and understand, global governance structures, international legal systems, global issues and connections between global, national and local systems and processes.</p> <p><b>LO2-</b> Have a developing sense of belonging to a common humanity, sharing values and responsibilities.</p> <p><b>LO3-</b> Show empathy, solidarity and respect for differences and diversity.</p>

7	10/3	14/3	CIS11	<b>What is the Significance of Regional Governance Structures?</b>	<p>1. Identify at least three benefits and challenges of regional governance structures for different stakeholders.</p> <p>2. Develop a presentation about the benefits and disadvantages of different stakeholders in a regional governance case study.</p>	<p><b>LO1-</b> Know about, and understand, global governance structures, international legal systems, global issues and connections between global, national and local systems and processes.</p> <p><b>LO2-</b> Have a developing sense of belonging to a common humanity, sharing values and responsibilities.</p> <p><b>LO3-</b> Show empathy, solidarity and respect for differences and diversity.</p>
8	31/3	4/4	CIS12	<b>“What are the Significant Global Issues of Our Time?”</b>	<p>1. Identify at least three key development issues for the world.</p> <p>2. Explain the process of forming a development agenda and priorities for the world.</p> <p>3. Outline, with reference to a case study, how advocacy plays a role in protecting human rights.</p>	<p><b>LO1-</b> Know how to participate in, and contribute to, debates on contemporary global issues at local, national and global levels as informed, engaged, responsible and responsive global citizens.</p> <p><b>LO2-</b> Have further insights into the challenges and opportunities of living in an increasingly interconnected and diverse world.</p> <p><b>LO3-</b> Develop and apply values, attitudes and skills to manage and engage with diverse groups and perspectives.</p> <p><b>LO4-</b> Critically reflect on what it means to be a member of the global community and how to respond to common problems and issues.</p>
	24/3	28/3	<h2 style="margin: 0;">Spring Break+</h2> <h2 style="margin: 0;">Eid Al Fitr</h2>			
	31/3	4/4				

9	7/4	11/4	CIS12	<p><b>“What are the Challenges to Global Citizenship and Peace?”</b></p>	<p>1. Identify at least three things that pose a challenge to global citizenship and peace.</p> <p>2. Explain a range of perspectives related to a case study about wearing religious symbolism and expression in a multicultural society.</p> <p>3. Prepare a short speech to recommend ways in which young people in the UAE can maintain conditions for peaceful global citizenship.</p> <p>4. State, in no more than 100 words, what you think a preferred future is for the citizens of the world.</p>	<p><b>LO1</b>-Research, analyze and evaluate their responsibilities as a student of the school, as a member of their family and as a citizen in the UAE and in the wider world.</p> <p><b>LO2</b>-Challenge prejudice and stereotyping through debate, drawing on concepts explored in other units, such as social cohesion, peace, respect, and tolerance.</p> <p><b>LO3</b>- Evidence and evaluate their role in a school or community-based project or as part of a committee, and how within their role they can help foster tolerance and respect for others.</p>
10	14/4	18/4	CIS12	<p><b>“How Can Global Citizens Debate, Make Decisions About and Act to Promote Social Justice?”</b></p>	<p>1. Define social justice.</p> <p>2. Identify at least two forums in the UAE established to address youth issues.</p> <p>3. Practice using public speaking skills to raise awareness about an issue affecting youth in the local community.</p> <p>4. Plan an advocacy program to address the issue of lack of digital connectivity among the youth in Africa.</p>	<p><b>LO1</b>-Research, analyze and evaluate their responsibilities as a student of the school, as a member of their family and as a citizen in the UAE and in the wider world.</p> <p><b>LO2</b>-Challenge prejudice and stereotyping through debate, drawing on concepts explored in other units, such as social cohesion, peace, respect, and tolerance.</p> <p><b>LO3</b>- Evidence and evaluate their role in a school or community-based project or as part of a committee, and how within their role they can help foster tolerance and respect for others.</p>
11	21/4	25/4	CIS13	<p><b>“What is “Global Outlook?”</b></p>	<p>1. State the definition of global outlook and explain how it can be developed.</p>	<p><b>LO1</b>- Develop a ‘global outlook’ or ‘global mindset’.</p> <p><b>LO2</b>- Become aware of and understand the global, social and political relationships in which they find</p>

					<p>2.Explain how people participate in the social, cultural, economic, and political processes of globalization.</p> <p>3.Explain why the consequences of globalization are important to understand to develop a global outlook.</p>	<p>themselves.</p>
12	28/4	2/5	CIS13	<p>“What is Meant by Becoming a Global Citizen?”</p>	<p>1.Explain what it means to be open-minded for global citizens.</p> <p>2. Explain how the global citizens can develop open-mindedness.</p> <p>3.Show the importance of having the twenty-first century skills for global citizens.</p> <p>4.Provide a written or verbal definition of the term ‘diversity’.</p>	<p><b>LO1-</b> Develop a ‘global outlook’ or ‘global mindset’.</p> <p><b>LO2-</b> Become aware of and understand the global, social and political relationships in which they find themselves</p>
13	5/5	9/5	CIS13	<p>“Why Do We Need to Understand Diversity?”</p>	<p>1.Describe the importance of diversity in a society and workplace.</p> <p>2.Describe the roles of cultural and emotional intelligences in affirming diversity.</p>	<p><b>LO3-</b> Articulate and enact their rights and responsibilities as inhabitants of an interdependent world.</p> <p><b>LO4-</b> Critically analyze what changes would be necessary to achieve a just and sustainable world.</p>
14	12/5	16/5	CIS10	<p><b>Project</b></p>	<p>1.Explain at least two of the global issues where the acts of common good are absolutely necessary to enact upon.</p>	<p><b>LO3-</b> Articulate and enact their rights and responsibilities as inhabitants of an interdependent world.</p> <p><b>LO4-</b> Critically analyze what changes would be necessary to achieve a just and sustainable world.</p>
	19/5	23/5	CIS10	<p><b>Project</b></p>	<p>1.Explain at least two of the global issues where the acts of common good are absolutely necessary to enact upon.</p>	<p><b>LO3-</b> Articulate and enact their rights and responsibilities as inhabitants of an interdependent world.</p> <p><b>LO4-</b> Critically analyze what changes would be necessary to achieve a just and sustainable world.</p>
15	26/5	30/5	<p><b>Revision week &amp; End of Semester 2 Exams May 26<sup>th</sup>-June 4<sup>th</sup>)</b></p>			