



Dubai International Private School -Br

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.



التربية الأخلاقية
MORAL EDUCATION

Moral Education Department	Grade 6	Semester 1
2024– 2025	Teacher: Manal Ahmed	

Curriculum Overview

Week	Dates		Unit Title and Pillar	Lessons	Learning Objectives	Learning Outcomes
1	26/August	30/August		Orientation		
2	2/September	6/September	Book 1 Unit 1 -Equality, Justice and Fairness - Character and Morality (CM11)	Lesson 1 “Aspects of Equality Between People”	-To explore what ethics, relationships between people, and how they behave. - To introduce the idea of equality, equality / inequality, differences in individual attitudes (by possibilities, personality, or family) and their impact on dealing with others	LO1-Describe some issues that might arise while studying equality (e.g., the difference between equal opportunities and equal outcomes.) LO2-Create a brief about an equality-based issue (e.g. the difference between equal opportunity and equal pay disparities).
3	9/September	13/September	Book 1 Unit 1	Lesson 2 “How is Fair Distribution Accomplished”	- To focus on the challenges in implementing equality, Justice as the realization of equity, how to deal fairly with	LO1-Explain that distributive justice is about scarce resources — such as wealth, work, or positions (e.g., leadership positions) —

			<p>-Equality, Justice and Fairness</p> <p>- Character and Morality (CM11)</p>		<p>others and the relationship between equity, equality, and inequality will all be explored.</p> <p>-To learn the distinction between a fair and unfair position or attitude, and critically consider the reasons behind fair and unfair behavior.</p>	<p>being allocated fairly within a group or in the wider community.</p> <p>LO2-Understand the importance and contested nature of identifying what is fair.</p>
4	16/September	20/September	<p>Book 1 Unit 1</p> <p>-Equality, Justice and Fairness</p> <p>- Character and Morality (CM11)</p>	<p>Lesson 3</p> <p>“Distributive Justice”</p>	<p>-To explore the concept of distributive justice as it relates to limited resources such as wealth, work or positions (such as leadership positions).</p> <p>-To differentiate in issuing equitable distribution and conflict resolution.</p>	<p>LO1-Realize the importance of equity, and the uncertain nature of what is considered equitable.</p> <p>LO2-Demonstrate personal commitment to ensuring the fair or equitable distribution of limited resources (initially on a classroom level between classmates, and between family members and friends).</p>
5	23/September	27/September	<p>Book 1 Unit 1</p> <p>-Equality, Justice and Fairness</p>	<p>Lesson 4</p> <p>“Criteria for Distributive Justice”</p>	<p>-To introduce the students to the criteria for applying distributive justice (equality, authority, need and eligibility) and how to actively use this criterion in case-study activities</p>	<p>LO1-Explain that distributive justice is about the distribution of scarce resources - such as wealth, work or positions (e.g. leadership positions) - fairly within a group or in the wider community.</p>

			- Character and Morality (CM11)		and role playing. -To consider their resources and make decisions on how to distribute them.	LO2-Demonstrate personal commitment to fostering just or fair distributions of scarce resources (initially among classmates, family and friends).
6	30/September	4/October	Book 1 Unit 1 -Equality, Justice and Fairness - Character and Morality (CM11)	Lesson 5 “Justice in Leadership”	-To recognize distributive justice by participating in activities related to the distribution of benefits, while ensuring that others are treated fairly and equitably both in the classroom and in society.	LO1-Clarify that distributive justice means the distribution of limited resources, such as wealth, employment, or position fairly within a group or within the wider community. LO2-Show personal commitment to ensure fair and equitable distribution of limited resources.
7	7/October	11/October	Quarter 1 Project			
8	14/October	18/October	Quarter 1 Project			
9	21/October	25/October	Book 1 Unit 2 -Physical Health and Diet - The individual and Community (IC11)	Lesson 1 “How healthy is your lifestyle?”	-To identify and discuss the responsibility for caring for ourselves, including the importance of healthy eating, sufficient sleep and regular exercise.	LO1-Recognise their responsibility for caring for themselves, including the importance of healthy eating, sufficient sleep and regular exercise.

					-To explain how certain choices affect our lives in the short and longer term.	LO2- Explain how choices about these factors affect their lives in the short and longer term.
10	28/October	1/November Nov 1st teachers and students holiday 2024	Book 1 Unit 2 Physical Health and Diet - The individual and Community (IC11)	Lesson 2 “Exercise and Healthy Habits”	-To enable students to acknowledge their responsibility for caring for themselves and explain how choices about these factors affect their lives in the short and longer term. -To explain the different ways in which diseases are spread and how to avoid infection and contamination.	LO1- Recognize the importance of healthy eating, sufficient sleep and regular exercise. LO2-Understand and explain the different ways in which disease is spread and know the importance of sanitation and clean water.
11	4/November Nov 4th First Parents meeting	8/November	Book 1 Unit 2 -Physical Health and Diet - The individual and Community (IC11)	Lesson 3 “Challenges to Health and Getting Help”	-To enable students to analyze and consider the concepts of individual and collective responsibility in relation to health within a sports facility or health center in the community. -To discuss global concerns such as malaria and malnutrition, and how such issues are	LO- Analyze and consider the concepts of individual and collective responsibility in relation to health within a sports facility or health center in the community.

					tackled.	
12	11/November	15/November	Book 1 Unit 2 Physical Health and Diet - The individual and Community (IC11)	Lesson 4 Types of Diseases	-To identify global health concerns such as malaria and malnutrition. -To discuss the factors that increase the spread of diseases, including the impact of poverty.	LO1-Analyze and consider the concepts of individual and collective responsibility in relation to health within a sports facility or health center in the community. LO2-Discuss global health concerns such as malaria and malnutrition, and how such issues are tackled.
13	18/November	22/November	Book 1 Unit 2 -Physical Health and Diet - The individual and Community (IC11)	Lesson 5 Disease Prevention	-To explain how choices about these factors affect their lives in the short and longer term. -To explain the different ways in which diseases are spread and how to avoid infection and contamination.	LO1- Analyze and consider the concepts of individual and collective responsibility in relation to health within a sports facility or health center in the community. LO2-Discuss global health concerns such as malaria and malnutrition, and how such issues are tackled.
14	25/November	29/November Nov 29 celebration national day / Nov. 30 Martyrs Day	Quarter 2 Project			

15	4/Dec. Dec 2-3 National Day	6/Dec.	Quarter 2 Project			
16	9/Dec	13/Dec.	Book 2 Unit 1 Respect and Tolerance in a diverse society. Character and morality (CM12)	Lesson 1 “Tolerance and Its Relation to Diversity”	Understand, recognize and value the cultural diversity which exists in the classroom.	LO1 -Give reasons why it is important to respect the beliefs, values and traditions of others. LO2 - Articulate some of their own prejudices and provide strategies to overcome these prejudices.
	16 th Dec	5 th January	Winter Holiday	Winter Holiday	Winter Holiday	Winter Holiday
17	6/Jan.	10/January Jan 9-10 Revision Days For Gr.4-12	Book 2 Unit 1 Respect and Tolerance in a diverse society. Character and morality (CM12)	Lesson 2 “How Tolerance Appears in Society”	Learn how to appreciate what difference, diversity and multiple perspectives have to offer society	LO1 -Explain how social background (such as social class, school, town, ethnicity and religion) plays a role in fostering (or undermining) tolerance, respect and equality between people. LO2 - Demonstrate respect for differences while treating peers as equals in interactions in the classroom and wider school.
18			Revision period and Beginning of End of Semester 1 Exams (13th January Till 21st January)			

			End of Semester 1 Exams	