



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 9	Semester 1
2024 – 2025	Teacher: Katia Hamade	

Curriculum Overview

Week	Dates		Unit Title and Pillar	Lessons	Learning Objectives	Learning Outcomes
1	August 26 th	August 30 th	The four pillars in ME	Orientation	Introduce ninth grade curriculum for students	Describe the ME pillars and have a identify the clearly the curriculum's units
2	Sept. 2 nd	Sept.6 th	CM 17	Global Ethics in the Context of Global Issues	<p>-To understand that ethics are codes of practice that attempt to identify what is best for individuals and society.</p> <p>-To be provided with a code or a moral framework that we can use to identify how to deal with problematic issues.</p>	Explain what is meant by ethics and ethical enquiry in the context of international relations.
3	Sept.9 th	Sept.13 th	CM 17 IC	International Relations of the UAE	-To introduce the role of the UAE in the region, its diplomatic relations with neighboring and other countries	Discuss the foreign relations of the UAE and its role in various international organizations and forums
4	Sept.16 th	Sept.20 th	CM 17 IC	Global Ethical Challenges	-To bring the attention of the students to reading, thinking about and discussing global challenges and ethical issues	Name the key ethical challenges that humanity faces and master the methods of searching for advanced information about them (use reliable sources on the Internet or elsewhere)

5	Sept.23 rd	Sept.27 th	CM 17 IC	World Moral Challenges	<p>-To highlight global moral challenges.</p> <p>-To encourage students to search, think and find a variety of ways to reduce and eliminate these problems by all available means</p> <p>-To encourage them to think about fresh solutions, developing their skills and broadening their knowledge to build up good human societies that respect moral issues.</p>	Identify the key moral challenges to humanity and find out more about them (by using reliable sources on the internet and elsewhere)
6	Sept.30 th	Oct.4 th	CM 17 IC	Dealing with Global Ethical Challenges (Project)	<p>-To deal with ethical challenges at the global level by letting them know the most important universal moral problems in various fields.</p> <p>-To discuss these problems and working to find ways to reduce and eliminate these problems at both local and global levels.</p> <p>-To create a global citizen capable of confronting ethical challenges armed with knowledge and science</p>	Outline some ways in which people and interested parties (such as countries, regional and international organizations) might go about alleviating a specific global ethical challenge and find a solution for them.
7	Oct.7 th	Oct.11 th	IC 17	Realizing the Value of Money	<p>- To explain the evolution of money from a barter system to the current banking system and the possible complications that might arise from mismanagement of monetary resources.</p> <p>- To be able to asses a situation of financial mismanagement and determine the moral reason behind it.</p>	<p>LO1- Discuss how to avoid financial complications, citing examples of financial mismanagement, greed and poor governance (for example, banking crises, third world countries and corrupt leaders).</p> <p>LO2- Understand how less fortunate people can be financially supported through improved economic management and philanthropy.</p>

8	Oct.14 th	Oct.18 th	IC 17	The Dangers of Wealth and Greed	<p>1-To discuss the concepts of wealth, greed, and corruption, and their possible repercussions.</p> <p>2- To have the ability to analyze the 2007-2008 financial crisis by explaining why it happened and what classified it to be a crisis.</p>	LO1- Discuss how to avoid financial complications, citing examples of financial mismanagement, greed and poor governance.
9	Oct.21 st	Oct.25 th	IC 17	How Wealth Can Be a Force of Good	1- To understand how less fortunate people can be financially supported through improved economic management and philanthropy.	LO1- Demonstrate an appreciation of the value of money through articulating how less fortunate groups and communities can be financially supported.
10	Oct.28 th	Nov.1 st	IC 17	Community Project	Develop an understanding of the importance of individuals and their potentials in aiding and developing the community	Demonstrate an understanding about individual's responsibilities and duties towards the community.
11	Nov.4 th	Nov.8 th	CUS9	The Importance of Heritage	<p>-Understand the link between historical and natural environments and the necessity of preserving it for future generations and humanity.</p> <p>- Recognize the various threats to cultural heritage.</p>	LO1- Understand and describe the links between historical and natural environments and the necessity of preserving them for future generations and humanity.
12	Nov.11 th	Nov.15 th	CUS9	Understanding Emirati Heritage	<p>-Understand the link between historical and natural environments and the necessity of preserving it for future generations and humanity.</p> <p>- Recognize the various threats to cultural heritage.</p>	LO2- Describe a selected site or aspect of the intangible heritage in terms of its historical, cultural and socio-economic value
13	Nov.18 th	Nov.22 nd	CUS9	Preserving the Cultural and Natural Heritage	-Evaluate the role they can play in preserving heritage and how can they contribute in various ways.	LO3- Recognize the various threats to the cultural heritage.

14	Nov.25 th	Nov.29 th	CUS9	Heritage Tourism	<ul style="list-style-type: none"> -Understand the effect of heritage tourism on the country. -Identify the reasons of vandalization of heritage sites by tourists. -Suggest ways to promote heritage protection by all visitors. 	<p>LO3- Recognize the various threats to the cultural heritage.</p> <p>LO4- Understand and explain the various alternatives available for heritage conservation and its management, and the potential benefits and dangers of tourism.</p>
15	Dec.2 nd	Dec.6 th	CUS9	Heritage Tourism	<ul style="list-style-type: none"> -Understand the effect of heritage tourism on the country. -Identify the reasons of vandalization of heritage sites by tourists. -Suggest ways to promote heritage protection by all visitors. 	<p>LO3- Recognize the various threats to the cultural heritage.</p> <p>LO4- Understand and explain the various alternatives available for heritage conservation and its management, and the potential benefits and dangers of tourism.</p>
16	Dec.9 th	Dec.13 th	CUS9	What Am I Supposed to Do to Keep my Heritage?	<ul style="list-style-type: none"> -To help young people understand the importance of preserving heritage and culture both for future generations and humanity in general. -To participate in selected activities, students are given the opportunity to consider the role they can play in preserving their heritage 	<p>LO1- Understand and describe the links between historical and natural environments and the necessity of preserving them for future generations and humanity.</p> <p>LO2- Describe a selected site or aspect of the intangible heritage in terms of its historical, cultural and socio-economic value</p> <p>LO3- Recognize the various threats to the cultural heritage.</p> <p>LO4- Understand and explain the various alternatives available for heritage conservation and its management, and the potential benefits and dangers of tourism.</p> <p>LO5- Evaluate the role they can play in preserving their heritage and how they can contribute in a variety of ways.</p>
			Winter Holiday			
			Winter Holiday			

Winter Holiday

17	Jan.6 th	Jan.10 th	CUS9	End of Unit 4 Project	<p>-To help young people understand the importance of preserving heritage and culture both for future generations and humanity in general.</p> <p>-To participate in selected activities, students are given the opportunity to consider the role they can play in preserving their heritage</p>	<p>LO1-Understand and describe the links between historical and natural environments and the necessity of preserving them for future generations and humanity.</p> <p>LO2- Describe a selected site or aspect of the intangible heritage in terms of its historical, cultural and socio-economic value</p> <p>LO3- Recognize the various threats to the cultural heritage.</p> <p>LO4- Understand and explain the various alternatives available for heritage conservation and its management, and the potential benefits and dangers of tourism.</p> <p>LO5- Evaluate the role they can play in preserving their heritage and how they can contribute in a variety of ways.</p>
18	Jan. 13	Jan. 17	Thursday & Friday 9 & 10, 2025 Revision Days And Beginning of End of Semester 1 Exams (Exams January 13th-21st , 2025)			
19	Jan. 20	Jan. 24	Jan 23rd & 24th Break Between Semesters. Students will have holiday			