



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 10	Semester 2
2023 – 2024	Teacher: Katia Hamade	

Curriculum Overview

Week	Dates		Unit Title and Pillar	Lessons	Learning Objectives	Learning Outcomes
1	27/1	31/1	CUS10	Visible and Invisible Culture	<p>Demonstrate an understanding of the concepts of politically and non-politically correct language by comparing five examples of each and explaining the differences.</p> <p>Give a verbal definition of linear and relational worldviews and provide at least two examples of the worldview held in the UAE. Provide at least three practical examples of ways cultural and human diversity can be recognized and appreciated in the UAE.</p>	<p>LO1-Give a detailed explanation of the nature of individual cultures and approaches to understanding them.</p> <p>LO2-Discuss and present possible guidelines for effective intercultural communication and dialogue.</p> <p>LO3-Analyse and reflect on encounters with those from other cultures, identify and describe any actual or potential conflict areas, in the light of your experience, recognize opportunities for building relationships and/or planned future actions or behavior.</p>
2	3/2	7/2	CUS10	Different Approaches to Understanding Cultures	<p>Demonstrate an understanding of the concepts of politically and non-politically correct language by comparing five examples of each and explaining the differences.</p>	<p>LO1-Give a detailed explanation of the nature of individual cultures and approaches to understanding them.</p>

					<p>Give a verbal definition of linear and relational worldviews and provide at least two examples of the worldview held in the UAE. Provide at least three practical examples of ways cultural and human diversity can be recognized and appreciated in the UAE.</p>	<p>LO2-Discuss and present possible guidelines for effective intercultural communication and dialogue.</p> <p>LO3-Analyse and reflect on encounters with those from other cultures, identify and describe any actual or potential conflict areas. In the light of your experience, recognize opportunities for building relationships and/or planned future actions or behavior.</p>
3	10/2	14/2	CUS10	<p>Challenges to Intercultural Relationships</p>	<p>Demonstrate an understanding of the concepts of politically and non-politically correct language by comparing five examples of each and explaining the differences.</p> <p>Give a verbal definition of linear and relational worldviews and provide at least two examples of the worldview held in the UAE. Provide at least three practical examples of ways cultural and human diversity can be recognized and appreciated in the UAE.</p>	<p>LO1-Give a detailed explanation of the nature of individual cultures and approaches to understanding them.</p> <p>LO2-Discuss and present possible guidelines for effective intercultural communication and dialogue.</p> <p>LO3-Analyse and reflect on encounters with those from other cultures, identify and describe any actual or potential conflict areas. In the light of your experience, recognize opportunities for building relationships and/or planned future actions or behavior.</p>
4	17/2	21/2	CUS10	<p>What Values are needed for Intercultural Understanding and Communication?</p>	<p>Consolidate and show a clear understanding of key concepts such as 'visible' and 'invisible' context, 'ethnocentrism' and 'stereotyping' by writing definitions of each term.</p> <p>Identify at least three personal core values.</p>	<p>LO1-Give a detailed explanation of the nature of individual cultures and approaches to understanding them.</p> <p>LO2-Discuss and present possible guidelines for effective intercultural communication and dialogue.</p> <p>LO3-Analyse and reflect on encounters with those from other cultures, identify and describe any actual or potential conflict areas</p>

					Explain the effect of at least two values on intercultural understanding and communication in the UAE.	l, in the light of your experience, recognize opportunities for building relationships and/or changed future actions or behavior.
5	24/2	28/2	CIS8	<p>What is the Difference between ‘Real’ and ‘Pseudo’ Listening?</p>	<p>Write a definition of ‘listening’ and ‘hearing’ and highlight the differences between the two actions by giving at least one example of each.</p> <p>Identify at least four possible situations they are familiar with which describe real or pseudo listening.</p> <p>Distinguish between open and closed questions by making a note of three examples of each used by professional interviewers.</p>	<p>LO1-Give a detailed explanation of the nature of individual cultures and approaches to understanding them.</p> <p>LO2-Discuss and present possible guidelines for effective intercultural communication and dialogue.</p> <p>LO3-Analyse and reflect on encounters with those from other cultures, identify and describe any actual or potential conflict areas</p> <p>l, in the light of your experience, recognize opportunities for building relationships and/or changed future actions or behavior.</p>
6	3/3	7/3	CIS8	<p>What Are the Key Qualities of a Responsible Adult?</p>	<p>Give a written or verbal definition of the terms ‘responsible adult’</p> <p>Identify the key factors that make a responsible adult</p>	<p>LO1-Explain the difference between needs and rights, and how rights benefit individual lives and society as a whole.</p> <p>LO2- Present their opinions to their peers, based on primary and secondary research evidence on what their responsibilities will be as a responsible adult.</p> <p>LO3-Make a reasoned argument to support their ideas on what rights and responsibilities are required for a just and sustainable community.</p>
7	10/3	14/3	CIS8	<p>What is Meant by the Terms ‘Openness’ and ‘Social Inclusion’?</p>	<p>Identify the key differences between being ‘open-minded’ and ‘close-minded’ either verbally or in writing.</p> <p>Present a solution to dealing with a ‘close-minded’ person or group.</p> <p>Give a verbal example of how</p>	<p>LO1-Explain the difference between needs and rights, and how rights benefit individual lives and society as a whole.</p> <p>LO2- Present their opinions to their peers, based on primary and secondary research</p>

					students can implement 'social inclusion' their daily lives.	evidence on what their responsibilities will be as a responsible adult. LO3 -Make a reasoned argument to support their ideas on what rights and responsibilities are required for a just and sustainable community.
8	31/3	4/4	CIS9	What is the Importance of 'Connectedness'?	Give at least three examples of how they connect to the world around them. Explain verbally or in writing the importance of active listening in establishing and maintaining connections. Explain the difference between 'social presence' and 'connectedness'.	LO1 -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. LO2 -Challenge prejudice and stereotyping through debate, drawing on concepts explored in other units, such as social cohesion, peace, respect, and tolerance. LO3 - 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.
	24/3	28/3	Spring Break+ Eid Al Fitr			
	31/3	4/4				
9	7/4	11/4	CIS9	What is the Impact of 'Happiness' on 'Empathy'?	Define 'understanding' in a social context as it relates to tolerance and acceptance. Differentiate between 'contentment' and 'happiness'. Recognize the role that connectedness and contentment play in the willingness to demonstrate 'empathy' towards others.	LO1 -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. LO2 -Challenge prejudice and stereotyping through debate, drawing on concepts explored in other units, such as social cohesion, peace, respect, and tolerance. LO3 - 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.
10	14/4	18/4	CIS9	What is 'Peer Pressure'?	<p>Define adulthood 'peer pressure'.</p> <p>Describe two types of adulthood 'peer pressure'.</p> <p>Identify five factors in effectively dealing with peer pressure as an adult.</p>	<p>LO1-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>LO2-Challenge prejudice and stereotyping through debate, drawing on concepts explored in other units, such as social cohesion, peace, respect, and tolerance.</p> <p>LO3- 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	CIS10	What Are Active Citizenship and Volunteer Action?	<p>Identify and explain at least four attributes or qualities of volunteers.</p> <p>Write a position paper of about 250 words on volunteering.</p>	<p>LO1- Explain and demonstrate what is meant by 'active citizenship'.</p> <p>LO2-Evaluate the different ways that citizens can act together to solve problems and contribute to society.</p>
12	28/4	2/5	CIS9	What is the Importance of 'Connectedness'?	<p>Give at least three examples of how they connect to the world around them.</p> <p>Explain verbally or in writing the importance of active listening in establishing and maintaining connections.</p> <p>Explain the difference between 'social presence' and 'connectedness'.</p>	<p>LO1-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>LO2-Challenge prejudice and stereotyping through debate, drawing on concepts explored in other units, such as social cohesion, peace, respect, and tolerance.</p> <p>LO3- 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>

13	5/5	9/5	CIS10	What Are the Different Types of Volunteer Action?	<p>Outline at least one type of volunteer action that requires minimum volunteer effort.</p> <p>Discuss three or more types of volunteer action that require greater time and personal resource effort on the part of the volunteer.</p> <p>Perform a personal knowledge and skills audit to identify suitable ways of volunteering.</p>	<p>LO1- Explain and demonstrate what is meant by ‘active citizenship’.</p> <p>LO2-Evaluate the different ways that citizens can act together to solve problems and contribute to society.</p>
14	12/5	16/5	CIS10	Project	To Identify how they can make a positive difference to the local community and wider society in which they live.	<p>LO4- Demonstrate a willingness to develop and apply the competencies necessary for effective civic engagement.</p> <p>LO5- Critically evaluate the impact of their volunteer work and identify areas for their own further development, including thinking, learning and communication skills.</p>
15	19/5	23/5	CIS10	Project	To Identify how they can make a positive difference to the local community and wider society in which they live.	<p>LO4- Demonstrate a willingness to develop and apply the competencies necessary for effective civic engagement.</p> <p>LO5- Critically evaluate the impact of their volunteer work and identify areas for their own further development, including thinking, learning and communication skills.</p>
16	26/5	30/5	Revision week & End of Semester 2 Exams May 26th-June 4th)			