



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.

"Empowering Minds, Inspiring Hearts, Shaping the Future"

“تمكين العقول، إلهام القلوب، تشكيل المستقبل”



English Department

Semester: 1

2026-2027

Grade Level		10	Subject: English			
Teacher(s) Name		Mr. Michael AbiMansour				
Textbook		HMH – Into Literature – Houghton Mifflin Harcourt				
Week #	Dates		Lesson Title / Pages		CCSS / NGSS Code / MOE	
1	Aug 31	Sept 4	Orientation Week -Class Rules and Digital Orientation (1 session) -Ice Breaking Activities (1 session) -Proofreading and reading skills (1 session) - Writing activity to set personal objectives for semester 1 - Set personal milestones, goals, and objectives - (2 sessions)			
2	Sept 7	Sept 11	HMH Baseline test (2 sessions) Language (Grammar and Vocabulary based on CCSS): (Morphology – Prefixes and Suffixes) (1 session) Unit 1 opener: Conflict and Connection (1 session)		RI.9-10.1, RI.9-10.4, RI.9-10.6, RI.9-10.10 L.9-10.1/1A	
3	Sept 14	Sept 18	Language (Grammar and Vocabulary based on CCSS): Vocabulary words from “By Any Other Name” Insular- precarious- tepid- sedately – Morphology: Latin root. (1 session) Unit 1: Conflict and Connection Reading Journal Writing:		RI.9-10.1, RI.9-10.4, RI.9-10.6, RI.9-10.10 L.9-10.4A/4B W.9-10.3, W.9-10.10	

			Below Level Prompt: Describe a time when you felt different from others. How did it make you feel? Middle & High Achievers: How can misunderstandings about culture or identity create conflict? Explain using an example. Informational Text: By Any Other Name (Memoir) (2 sessions) Listening Comprehension Q1 (1 session)	SL.9-10.1/2/3/4/5/6
4	Sept 21	Sept 25	Reading Informational Text: By Any Other Name (Memoir) (2 sessions) Language (Grammar and Vocabulary based on CCSS): Verb Tense – Appropriate Verb Tense (1 session) Reading Comprehension Q1 (1 session)	RI.9-10.1, RI.9-10.4, RI.9-10.10 L.9-10.1/1A W.9-10.11 RI.9-10.1/2/4/5/6/8
5	Sept 28	Oct 2	Extended Writing/Respond to Literature: By Any Other Name (Memoir) (1 session) Below Level: Explain one challenge the author faced. What lesson did she learn? Middle & High: How does the author show that names and identity influence the way people are treated? Support your answer with evidence. Language (Grammar and Vocabulary based on CCSS): Vocabulary words from the “from Texas v. Johnson Majority Opinion” Compulsion - Implicit - Reaffirmation - Resilience - Sovereignty – summarily Morphology: Latin root, prefixes and suffixes (1 session) Journal Writing: Below Level: What does a flag represent to you? Middle & High: Should freedom of expression have limits? Explain your opinion. Reading informational Text: from Texas v. Johnson Majority Opinion (2 sessions)	W.9-10.2/4/9 RI.9-10.1, RI.9-10.2, RI.9-10.3, RI.9-10.4, RI.9-10.5, RI.9-10.6, RI.9-10.8, RI.9-10.9, RI.9-10.10 L.9-10.1A/1B W.9-10.1, W.9-10.10
6	Oct 5	Oct 9	Reading informational Text: from Texas v. Johnson Majority Opinion (2 sessions)	RI.9-10.1, RI.9-10.2, RI.9-10.3, RI.9-10.4, RI.9-10.5, RI.9-10.6,

			Extended Writing/Respond to Literature: Below Level: Explain the author's opinion about freedom of expression. Middle & High: To what extent should governments protect controversial forms of free speech? Support your response with evidence from the text. Speaking Comprehension Q1 (1 session) Writing: Formal email writing – introduction and purpose (1 session)	RI.9-10.8, RI.9-10.9, RI.9-10.10 W.9-10.1/4/9 SL.9-10.1/3 W.9-10.4/5/6
	Oct 12	Oct 16	1st Semester Break	
7	Oct 19	Oct 23	Language (Grammar and Vocabulary based on CCSS): Sentence Structures. (1 session) Language (Grammar and Vocabulary based on CCSS): Vocabulary words from American Flag Stands for Tolerance Icon - Dogma - Sanctity Morphology: Greek and Latin root (1 session) Writing: Formal email writing – structure and clarity (2 session)	RI.9-10.1, RI.9-10.2, RI.9-10.3, RI.9-10.4, RI.9-10.5, RI.9-10.6, RI.9-10.8, RI.9-10.9, RI.9-10.10 L.9-10.1A/1B W.9-10.4/5/6
8	Oct 26	Oct 30 End of quarter 1	Writing: Formal email writing – review and edit (2 sessions) Journal Writing: Below Level: What does tolerance mean? Middle & High: Can people strongly disagree and still respect one another? Explain. Reading informational Text: American Flag Stands for Tolerance (2 sessions)	W.9-10.4/5/6 RI.9-10.1, RI.9-10.2, RI.9-10.3, RI.9-10.4, RI.9-10.5, RI.9-10.6, RI.9-10.8, RI.9-10.9, RI.9-10.10 W.9-10.1, W.9-10.10
9	Nov 2	Nov 6 Nov. 2-4 National Day Holiday	Writing: Formal email writing – peer feedback and 2nd draft (1 session) Reading informational Text: American Flag Stands for Tolerance (1 session)	W.9-10.4/5/6 RL.9-10.1, RL.9-10.2, RL.9-10.3, RL.9-10.4, RL.9-10.5, RL.9-10.6, RL.9-10.10

			Extended Writing/Respond to Literature: Below Level: What message does the author give about tolerance? Middle & High: Evaluate whether national symbols should unite people despite differences. Use evidence from the text.	W.9-10.4/5/6
10	Nov 9	Nov 13	Language (Grammar and Vocabulary based on CCSS): Connecting Clauses with Colons & Semi-colons (1 session) Language (Grammar and Vocabulary based on CCSS): Vocabulary words from the “The Night Face Up” solace - lucid - beneficent - consecrate – translucent Morphology: Latin root (1 session) Unit 2: The Power of Perception: Journal Writing: Below Level: Have you ever had a dream that felt real? Middle & High: Can dreams reveal something about who we are? Explain. Reading Literary Text: The Night Face Up (2 sessions)	L.9-10.1A/1B L.9-10.4A/4B W.9-10.3, W.9-10.10 RL.9-10.1, RL.9-10.2, RL.9-10.3, RL.9-10.4, RL.9-10.5, RL.9-10.6, RL.9-10.10
11	Nov 16	Nov 20	Writing: Compose a passage with newly learned vocabulary words from “The Night Face Up” (1 session) Writing: Argumentative Essay organizational structure and content. (2 sessions) Reading Comprehension Q2 (1 session)	RL.9-10.1, RL.9-10.2, RL.9-10.3, RL.9-10.4, RL.9-10.5, RL.9-10.6, RL.9-10.10 W.9- 10.1/1A/1B/1C/1D/1E/ 4/5/10 RL.9-10.1/2/4/5/6/8
12	Nov 23	Nov 27	Reading Literary Text: The Night Face Up (2 sessions) Writing: Argumentative Essay (1st draft) (2 sessions)	RL.9-10.1, RL.9-10.2, RL.9-10.3, RL.9-10.4, RL.9-10.5, RL.9-10.6, RL.9-10.10 - W.9- 10.1/1A/1B/1C/1D/1E/ 4/5/10

13	Nov 30	Dec 4	Speaking: Project presentation (2 sessions) Writing: Argumentative Essay (peer to peer correction) (1 session) Listening Comprehension Q2 (1 session)	SL.9-10.1/3 W.9-10.1/1A/1B/1C/1D/1E/4/5/10
14	Dec 7	Dec 11	Speaking Comprehension Q2 (1 session) Reading Literary Text: The Night Face Up (2 sessions) Extended Writing/Respond to Literature: Below Level: Which ending surprised you most? Explain why. Middle & High: Analyze how Cortázar blurs the boundary between dreams and reality. Use textual evidence to support your interpretation. Language (Grammar and Vocabulary based on CCSS): Vocabulary words from The Night Face Up- Lucid - Translucent - Solace – Consecrate – Beneficent Morphology: Greek and Latin root (1 session)	SL.9-10.1/3 W.9-10.2/4/9 RL.9-10.2/3 L.9-10.4A/4B
	Dec 14	Jan 1	Winter Break for All Students	
15	Jan 4	Jan 8	The Reading Corner: read and summarize (1 session) Language (Grammar and Vocabulary based on CCSS): Connecting Clauses with Colons & Semi-colons (1 session) Writing: Argumentative Essay (2nd draft) (2 sessions)	RI.9-10.1, RI.9-10.2, RI.9-10.3, RI.9-10.4, RI.9-10.5, RI.9-10.10 L.9-10.1A/1B W.9-10.1/1A/1B/1C/1D/1E/4/5/10
16	Jan 11	Jan 15	Skill Based Revision Week	
17	Jan 18	Jan 22	Semester 1 Exams	
18	Jan 25	Jan 29	Semester 1 Exams	

