



English Department

Semester: 1

2026-2027

Grade Level		11	Subject: English	
Teacher(s) Name		Mr. Majd Munzer_ Mrs. Huda Reguig		
Textbook		https://www.hmhco.com/		
Week #	Dates		Lesson Title / Pages	CCSS / NGSS Code / MOE
1	Aug 31	Sept 4	Orientation Week Class Rules & Ice Breaking Activities (1 session) Writing Activity to set personal goals and objectives for Semester 1 (1 session) Proofreading marks (1 session) Skill Set Review (1 session)	RI.11-12.1- RI.11-12.2 E.1 Interpret the meaning of an allusion from its source EE.3 Choose punctuation to avoid fragments and run-ons
2	Sept 7	Sept 11	Book Talk (1 Session) Library Visit Unit opener: Speaking & Research Tasks Unit 1 Foundations and Encounters: Early American Literature (2 sessions) Baseline Test (Diagnostic) HMH & Language (Grammar and Vocabulary based on CCSS): (1 session)	SL.11-12.1– W.11-12.7 SL.11-12.4– W.11-12.8 RL.11-12.1– RL.11-12.2 L.11-12.1– L.11-12.2 A.1 Determine the main idea of a passage C.1 Identify audience and purpose

3	Sept 14	Sept 18	Unit 1 Lesson 5: “New Orleans” Analyze Figurative Language & Imagery (1 Session) IXL Baseline Assessment (1 Session) Unit 1 Lesson 5: “New Orleans” Journal writing: [“What connects people to certain places?”] [“What values and beliefs share who we are?”] Reading Literary Text: “New Orleans”/ Journal Entry (1 session) Reading Literary Text: Unit 1: Lesson 5: New Orleans (1 Session)	RL.11-12.4– L.11-12.5 L.11-12.1– L.11-12.2 W.11-12.3– W.11-12.10 RL.11-12.1– W.11-12.3 E.2Recall the source of an allusion E.3Interpret the figure of speech
4	Sept 21	Sept 25	Reading Literary Text: Unit 1: Lesson 5: New Orleans (2 sessions) Reading Literary Text: Unit 1: Lesson 5: New Orleans Extended writing: Prompts: 1. “Explain how the setting of New Orleans contributes to the author's message. Consider the city's history, traditions, and atmosphere in your response.” 2. “What theme does the author communicate about community and resilience in New Orleans? Support your response with specific examples from the text.” 3. “Create a Stanza” (1 session) Language (Grammar and Vocabulary based on CCSS): Identify and correct errors with subject-verb agreement.	RL.11-12.1– RL.11-12.2 W.11-12.2– W.11-12.9 L.11-12.1– L.11-12.2 E.4Classify the figure of speech: euphemism, hyperbole, oxymoron, paradox II.1Identify and correct errors with subject-verb agreement

			(1 session)	
5	Sept 28	Oct 2	Drop Quiz 1 (1 session) IELTS Reading Comprehension Assessment (1 session) Book Talk (1 Session) <u>Library Visit</u> IELTS Listening Comprehension Assessment (1 session)	L.11-12.1– RL.11-12.4 RI.11-12.1– RI.11-12.10 SL.11-12.1– W.11-12.7 SL.11-12.2– SL.11-12.3 L.1 Analyze passages from <i>The Great Gatsby</i>: Part 1 N.1 Analyze passages from <i>The Prince</i>: Part 1
6	Oct 5	Oct 9	IELTS task 1 Writing Intro (1 Session) IELTS task 1 1st Draft (1 Sessions) IELTS task 1 Writing – Self and peer assessment (1 session) Unit 1 Lesson 7: Collaborate & Compare: Compare Themes. Analyze theme and Paraphrase from “Here Follow Some Verses Upon the Burning of Our House & World, in hounding me . . .” (1 session)	W.11-12.4– W.11-12.5 W.11-12.5– W.11-12.4 W.11-12.5– SL.11-12.1 RL.11-12.2– RL.11-12.9 V.4 Identify plagiarism O.1 Order topics from broadest to narrowest
	Oct 12	Oct 16	1 st Semester Break	
7	Oct 19	Oct 23 End of quarter 1	Unit 1 Lesson 7: Collaborate & Compare: Compare Themes “Here Follow Some Verses Upon the Burning of Our House & World, in hounding me . . .” Journal writing: ["What does it mean to be a stranger in a strange land?"] ["What happens when culture collide?"] Reading Literary Text: “<i>Compare Poems: Here Follow Some Verses Upon the Burning of Our House & World, in hounding me . . .</i>”/ Journal Entry (1 session)	RL.11-12.9– W.11-12.3 RL.11-12.2– RL.11-12.9 A.1 Determine the main idea of a passage D.2 Compare passages for subjective and objective tone D.3 Compare passages for tone

			Reading Literary Text: “Compare poems: Here Follow Some Verses Upon the Burning of Our House & World, in hounding me . . . ” (3 sessions)	
8	Oct 26	Oct 30	Reading Literary Text: “Compare poems: Here Follow Some Verses Upon the Burning of Our House & World, in hounding me . . .” Extended writing: Prompts: 1. “How do the speakers' beliefs and values influence the way they respond to difficult experiences? Compare the role of faith, hope, or determination in each poem.” 2. “Which poem presents a more powerful message about dealing with life's challenges? Write an argumentative essay supporting your position with evidence from both poems.” 3. “Create a Stanza” (1 session) IELTS task 1 2nd Draft (1 Session) Language (Grammar based on CCSS): Identify and correct errors with plural and possessive nouns. (1 session) Drop Quiz 2 (1 session)	W.11-12.1– W.11-12.9 W.11-12.5– W.11-12.4 L.11-12.1– L.11-12.2 L.11-12.1– RL.11-12.2 T.5 Remove redundant words or phrases QQ.1 Identify and correct errors with plural and possessive nouns
9	Nov 2	Nov 6	Book Talk (1 Session) Library Visit Unit opener Speaking & Research Task Unit 2: Building a Democracy: The Revolutionary (2 sessions) Unit 2: Lesson 2: Vocabulary of Declaration of Independence: establish, affect, invest, abdicate - Morphology focus: Latin roots, prefixes and	RI.11-12.10– RI.11-12.7 SL.11-12.4– W.11-12.8 RI.11-12.1– RI.11-12.9 L.11-12.4– L.11-12.4b W.1 Prefixes W.2 Suffixes

			suffixes. (1 session)	
10	Nov 9	Nov 13	Unit 2 Lesson 2: “The Declaration of Independence” Journal writing: [“How does oppression look like?”] [“How do we gain our freedom?”] [“How do we transform our lives?”] Reading Literary Text: “Declaration of Independence”/ Journal Entry (1 session) Reading Literary Text: Unit 1: Lesson 5: Declaration of Independence (3 sessions)	RI.11-12.9– W.11-12.3 RI.11-12.9– RI.11-12.8 J.3 Analyze the development of informational passages: set 1 J.4 Analyze the development of informational passages: set 2
11	Nov 16	Nov 20	Reading Literary Text: Unit 1: Lesson 5: Declaration of Independence Extended writing: Prompts: 1. “Why has the <i>Declaration of Independence</i> remained an influential document throughout history? Support your response with evidence from the text and your understanding of its ideas.” 2. “Choose one principle from the <i>Declaration of Independence</i> that you believe is still important today. Explain its significance and support your ideas with evidence from the text and a contemporary example.” (1 session) Language (Grammar and Vocabulary based on CCSS): Identify and correct errors with subject-verb agreement. (1 session)	W.11-12.2– RI.11-12.9 L.11-12.1– L.11-12.2 RI.11-12.10– RI.11-12.7 L.11-12.1– L.11-12.4 K.1 Trace an argument: set 1 K.2 Trace an argument: set 2

			Book Talk (1 Session) <u>Library Visit</u> Drop Quiz 1 (1 session)	
12	Nov 23	Nov 27	Unit 4 Lesson 5: “An Occurrence at Owl Bridge” Journal writing: ["When is self-determination possible?"] ["What divides us as human beings?"] ["How do we face defeat?"] ["What is the price of progress?"] Reading Literary Text: Unit 4- Lesson 5: An Occurrence at Owl Bridge (1 session) Reading Literary Text: Unit 4- Lesson 5: An Occurrence at Owl Bridge (3 sessions)	RL.11-12.3– W.11-12.3 RL.11-12.5– RL.11-12.3
13	Nov 30	Dec 4 Nov. 2-4 National Day Holiday	Reading Literary Text: Unit 4- Lesson 5: An Occurrence at Owl Bridge Extended writing: Prompts: 1. “Analyze one important symbol in the story (such as the bridge, the rope, or the river). Explain how it contributes to the story's meaning.” 2. “Do you think the ending is effective? Write an argumentative essay explaining your opinion and support it with evidence from the text.” 3. “Create a Stanza” (1 session) Language (Vocabulary based on CCSS): “An Occurrence at Owl Bridge” (1 session)	RL.11-12.4– W.11-12.1 L.11-12.4– L.11-12.6 F.1 Identify the narrative point of view F.2 Analyze craft and structure in literary passages
14	Dec 7	Dec 11	Book Talk (1 Session) <u>Library Visit</u>	RI.11-12.10– RI.11-12.7 W.11-12.1– W.11-12.5 W.11-12.1– W.11-12.5

			Writing: Argumentative Essay (Introduction and Organizing) (1 session) Writing: Argumentative Essay (1st Draft) (1 session) Writing: Argumentative Essay (Self & Peer Assessment) (1 session)	W.11-12.5– SL.11-12.1 Q.Topic sentences and thesis statements Q.2 Choose the topic sentence that best captures the main idea Q.1 Identify thesis statements
	Dec 14	Jan 1	Winter Break for All Students	
15	Jan 4	Jan 8	Writing: Argumentative Essay (2nd Draft) (1 session) Language (Grammar based on CCSS): Identifying Gerunds and their functions. (1 session) Drop Quiz 2 (1 session) Book Talk (1 Session) Library Visit	W.11-12.1– W.11-12.5 L.11-12.1– L.11-12.1a L.11-12.1– L.11-12.4 RI.11-12.10– RI.11-12.7 HH.3 Identify participles and what they modify HH.4 Identify gerunds and their functions
16	Jan 11	Jan 15	IELTS Listening Comprehension Assessment (1 session) IELTS Reading Comprehension Assessment (1 session)	SL.11-12.2– SL.11-12.3 RI.11-12.1– RI.11-12.10
17	Jan 18	Jan 22	Semester 1 Exams	
18	Jan 25	Jan 29	Semester 1 Exams	