



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		Subject: English		
Teacher(s) Name		Ms. Mona Mousawi & Mrs. Huda Reguig		
Textbook		HMH		
Week #	Dates		Lesson Title / Pages	CCSS / NGSS Code / MOE
1	Aug 31	Sept 4	Class Rules, Ice Breaking Activities (1 session) - Book/Digital Orientation (1 session) - Writing Activity to set personal goals, and objectives for semester 1, Proofreading Marks (1 session) -Skills Revision, Reading & Annotation (1 session)	R1 11-12.1, 11-12.2
2	Sept 7	Sept 11	Baseline Test (Diagnostic) (2 sessions) Journal Writing: What qualities make a hero? Think of a moment when you witnessed courage or strength. Explain what happened and what made that person heroic. (1 session) Reading Literary Text: Lesson Intro of Epic Poem Beowulf; Anglo- Saxons' a Medieval Times (1session)	RL.11-12.1, RL.11-12.2- RL.11-12.3, RL.11-12.4, L.11-12.1.A L.11-12.2.B SL 11-12.1.C
3	Sept 14	Sept 18	Language (Grammar and Vocabulary based on CCSS)	RL.11-12.1, RL.11-12.2, RL.11-12.3,

			- Beowulf's Critical Vocabulary " aghast, affliction, plight, wail, loathsome" - Morphology: Greek & Latin Prefixes (ante-, arch-, auto-, contra-/counter-) (1 session)	RL.11-12.4, RL.11-12.10, W.11-12.10, SL.11-12.1.B, SL.11-12.1.C
4	Sept 21	Sept 25	Reading Literary Text: Unit 1: Epic Poem: Beowulf (3 sessions) Language (Grammar and Vocabulary based on CCSS) - Unit 1: Verbals (Gerund /Infinitive /Participial Phrases) (2 sessions) -Unit 1: Epic Poem: Beowulf (1 session) Extended Writing: 1. <i>Explain how Beowulf demonstrates the qualities of an epic hero. Use specific examples from the text.</i> 2. <i>Compare Beowulf's heroism to a modern figure who shows courage or sacrifice.</i> 3. <i>Create a stanza inspired by the themes of heroism in Beowulf.</i> (1 session)	RL.11-12.1, RL.11-12.2, RL.11-12.3, RL.11-12.4, RL.11-12.10, L11-12.1.A, 2.B, W 11-12.3,4,5
5	Sept 28	Oct 2	Reading Comprehension Assessment (1 session) Language (Grammar and Vocabulary based on CCSS) - Morphology: Greek & Latin Prefixes (hyper-/hypo-/inter-/trans-) -Advanced Greek & Latin Roots (anthrop, chron, dem, duc/duct) (1 session) Reading Literary Text: Unit 1: Collaborate & Compare: The Wanderer / Loneliness (2 sessions) Journal Writing: <i>How do people cope with loneliness?</i> Write about a moment of isolation and how you overcame it.	W 11-12.3,4,5 RI.11-12.1, RI.11-12.2, RI.11-12.4, RI.11-12.10, L.11-12.4.A, L.11-12.4.D

6	Oct 5	Oct 9	Writing: IELTS Task 2 Sample Analysis Brainstorming & Graphic organizers First Draft (3 sessions) Listening: Listening Assessment (1 session)	W.11-12.3, W.11-12.4, W.11-12.5 SL.11-12.1.A, SL.11-12.1.C, SL.11-12.1.D, SL.11-12.2, L.11-12.1.A, L.11-12.2.B,
	Oct 12	Oct 16	1st Semester Break	
7	Oct 19	Oct 23	Unit 1: Collaborate & Compare: The Wanderer / Loneliness (2 sessions) Language (Grammar and Vocabulary based on CCSS) Unit 2: Appositive Phrases (1 session) Reading Literary Text: Collaborate & Compare: The Wanderer / Loneliness) (1 session) Extended Writing <i>Compare the speaker's loneliness in The Wanderer to a modern situation of isolation.</i> 1. Explain how suffering leads to wisdom in The Wanderer. 2. Create a stanza expressing the emotional tone of the poem. (1 session) 3. Create a stanza expressing the emotional tone of the poem. (1 session) 4.	RL.11-12.1, RL.11-12.4, RL.11-12.10, SL.11-12.1.A, SL.11-12.1.C, SL.11-12.1.D, SL.11-12.2, L.11-12.1.A, L.11-12.2.B
8	Oct 26	Oct 30 End of quarter 1	Unit 2 Opener: A Celebration of Human Achievement & Journal Entry (Speaking) (1 session) Language (Grammar and Vocabulary based on CCSS) Morphology: Advanced Greek & Latin Roots (gen, jur/jus/jud, luc/lum, phil, soph, voc, vok)	RL.11-12.1, RL.11-12.4, SL.11-12.1.C, SL.11-12.1.D, SL.11-12.2, L.11-12.1, L.11-12.2, L.11-12.3, L.11-12.4 W 11-12.4

			(1 session) Writing: IELTS Task 2 (2 period) Second Draft - Self and peer evaluation	
9	Nov 2	Nov 6 Nov. 2-4 National Day Holiday	Reading Literary Text: Sonnets 30 & 75 (3 sessions) Journal Writing : <i>How does poetry express emotion?</i> Reflect on a moment when language helped you express a feeling.	RL.11-12.1, RL.11-12.4, SL.11-12.1.A, SL.11-12.1.C, SL.11-12.1.D, SL.11-12.2,
10	Nov 9	Nov 13	Language (Grammar and Vocabulary based on CCSS): If Clauses (2 sessions) Writing: IELTS Writing Task 1 (2 sessions) Extended Writing: 1. <i>Compare the emotional tone of Sonnets 30 and 75.</i> 2. <i>Explain how Shakespeare uses imagery to express memory and love.</i> 3. <i>Write your own short stanza inspired by the themes of the sonnets. (1 session)</i>	RL.11-12.1, RL.11-12.4, L11-12.1.A, 2.B, W 11-12.1,2,4,5,6
11	Nov 16	Nov 20	Language (Grammar and Vocabulary based on CCSS): Connecting Clauses with Colons & Semicolons (1 session) Writing: IELTS Writing Task 1 Second draft (2 sessions)	L11-12.1.A, 2.B W 11-12.1,2,4,5,6
12	Nov 23	Nov 27	Language (Grammar and Vocabulary based on CCSS) - Lesson Vocab 'from Speech Before the Spanish Armada Invasion'/Journal Entry "treachery, feeble, scorn, realm, valor" - Greek & Latin Suffixes (-acy, -cracy, -phobia, -phile, -logy, -ist, -ive,-tion/ -sion) (1 session) Writing: Free Writing activity using colons and semicolons (1 session) Reading Informational Text: Unit 2 : from Speech Before the Spanish Armada Invasion' (2 sessions) Listening: Listening Assessment Journal Writing : <i>How do leaders inspire others?</i> Reflect on a moment when someone's words motivated you.	SL 11-12.1.B, SL11-12.1.C, SL 11-12.3, L11-12.1.A, 2.B W 12.4, 12.5, 12.6, 12.10 R1 11-12.5, RI.11-12.6

13	Nov 30	Dec 4	Unit 3: Tradition and Reason: The Restoration and the 18th Century: - Satire: A Modest Proposal Lesson Vocab: A Modest Proposal: “sustenance, prodigious, rudiment, collateral, scrupulous, encumbrance, inducement” (1 session) Unit 3: Satire: A Modest Proposal (2 sessions) Reading Comprehension Assessment (1 session) Extended Writing (after finishing A Modest Proposal): 1. Explain the main social problem Swift criticizes. 2. Analyze how satire exposes injustice or inequality. 3. Create a short satirical stanza. (1 session)	R1 11-12.5, RI.11-12.6 RL.11-12.9, SL.11-12.1.B, SL.11-12.1.C, SL.11-12.3, L.11-12.1, L.11-12.2, L.11-12.4 W 12.4, 12.5, 12.6, 12.10
14	Dec 7	Dec 11	Assigning the Term Project: Create a sonnet or compare Shakespearian, Spenserian, and Italian Sonnets (1 session) Project Presentations (1 session) A Modest Proposal (2 sessions) Journal Writing : <i>How do emotions shape our decisions?</i>	SL.11-12.1.A, SL.11-12.1.D, SL.11-12.2, L.11-12.4.A, L.11-12.4.DL11-12.1.A, 2.B W 11-12.1,2,4,5,6
	Dec 14	Jan 1	Winter Break for All Students	
15	Jan 4	Jan 8	Project Presentations (2 sessions) Extended Writing (final writing task): 1. Write a compare/contrast essay analyzing two poetic forms. 2. Explain how structure influences meaning in poetry. 3. Create a short stanza demonstrating one poetic form. (1 session)	L.11-12.1.A, SL.11-12.1.D, SL.11-12.2, L.11-12.4.A, L.11-12.4.DL11-12.1.A, 2.B W 11-12.1,2,4,5,6
16	Jan 11	Jan 15	Language (Grammar and Vocabulary based on CCSS) Lesson Intro of “Songs of Innocence: The Lamb / Tyger/ Journal Entry/ Get ready activities (1 session) Reading Literary Text: Poetry: Unit 4: Songs of Innocence: The Lamb (1 session) Poetry: Unit 4: Songs of Innocence: Tyger (2 sessions)	RL.11-12.2, RL.11-12.4, RL.11-12.5, RL.11-12.10, SL.11-12.1 L.11-12.4.A W.11-12.4.5.6
17	Jan 18	Jan 22	Semester 1 Exams	
18	Jan 25	Jan 29	Semester 1 Exams	

