



Dubai International Private School (AI-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"

English Department

Semester: 1

2025 – 2026

Grade Level		8	Subject: English			
Teacher(s) Name		Amani Al Refai & Amr Sousa				
Textbook		HMH – into Literature				
Week #	Dates		Lesson Title / Pages	CCSS	AI Integration	
1	Aug.25 th	Aug.29 th	<div>Orientation Week</div> <div><ul style="list-style-type: none">Ice Breaking Activities (1 session)Class Rules (1 session)e-Book Orientation (1 session)Writing Activity (setting personal milestones, goals, and objectives for semester 1) (1 session)General Revision (1 session)</div>	<div>* SL.1 - SL.4 - SL.6</div> <div>* SL.1 - SL.3 - W.1</div> <div>* RI.7 - W.6 - SL.5</div> <div>* W.2 - W.4 - W.10</div> <div>* W.5 - SL.1 - L.1– 6</div>	<div>The teacher uses ChatGPT to generate <i>icebreaker questions</i>, and students use them in pair interviews (peer interview)</div> <div>Students use Grammarly for revising/ supporting personal milestones journal</div> <div>Students use Wordwall AI game generator for rules-related words (goal, responsibility, respect).</div> <div>Students use Curipod to create interactive word cloud slides for “responsibility, respect, collaboration.”</div>	
2	Sept. 1 st	Sept. 5 th 4 Sep Prophet Muham mad's	4 Sep Prophet Muhammad's Birthday (Holiday)	Morphology: L.8.4.a	<div>Baseline Test & Vocabulary (Prefixes)</div> <div>ChatGPT Students ask AI: “Make a</div>	

		Birthday (Holiday)	<p>Baseline Test (Diagnostic) (2 sessions)</p> <p>Unit 1 Opener</p> <p>Gadgets and Glitches – (1 session)</p> <p>Morphology: Greek & Latin – Prefixes</p> <p>Language: (<i>Vocabulary</i> based on CCSS):</p> <p>Academic Vocabulary Words: commentary – network – occupation – option – speculate (1 session)</p>	<p>Vocabulary: Context Clues L.8.4.a</p> <p>Use a Dictionary L.8.4.c, L.8.4.d</p> <p>Synonyms and Antonyms L.8.5.b</p>	<p>tongue-twister with the prefix <i>spec-</i>” to practice aloud.</p> <p>Students use <i>ELSA Speak</i> to practice pronouncing academic words.</p> <p><i>ChatGPT</i> generates sample sentences with new vocabulary for students to create their own.</p> <p>Students use <i>Quizlet AI</i> to auto-generate flashcards & practice for commentary, network, speculate,...</p> <p>Students use <i>ChatGPT</i> to explain rules for Greek/Latin prefixes in simple language and compare with the textbook.</p> <p>Students use <i>MagicSchool.ai</i> to make a quick prefixes quiz.</p>
3	Sept.8 th	Sept.12 th	<p>Unit 1 – Section/ Lesson 2 - Reading Literary Text: “The Brave Little Toaster” - Science Fiction by <i>Cory Doctorow</i> 990L.</p> <p>Analyze Plot (1 session)</p> <p>Language: (<i>Vocabulary</i> based on CCSS):</p> <p>Lesson-Based (Expand Your Vocab) Chafe - retract - ample – reintegrate (1 session)</p> <p>Language (<i>Grammar</i> based on CCSS): Participle & Participial Phrases (1 session)</p>	<p>Reading: Analyze Plot RL.8.3</p> <p>Vocabulary: Context Clues L.8.4.a</p> <p>Use a Dictionary L.8.4.c, L.8.4.d</p> <p>Synonyms and Antonyms L.8.5.b</p> <p>Grammar: Use Participles L.8.1.a</p>	<p>Students use <i>ChatGPT</i> to generate 2 <i>discussion questions/prompts</i> about character choices for group discussion.</p> <p><i>ChatGPT</i> suggests “story starters” for narratives; students expand them.</p> <p>Students refine vivid sensory descriptions suggested by <i>Sudowrite</i>.</p> <p>Students use <i>ChatGPT</i> to generate synonyms/antonyms</p>

			Writing: Narrative Writing: (Introduction, Rubrics, Graphic Organizer) (2 sessions)	Writing: W.8.3.a, W.8.3.b, W.8.3.c, W.8.3.d, W.8.3.e	<p>+ real-life examples for chafe, retract, and ample.</p> <p>Students use Wordwall AI to create synonym/antonym games.</p> <p>Students input their own sentences with participles into Grammarly, then receive feedback after checking on participle/phrase usage</p>
4	Sept. 15 th	Sept.19 th	<p>Unit 1 – Section/ Lesson 2 - Reading Literary Text: “The Brave Little Toaster” - Science Fiction <i>by Cory Doctorow</i> 990L.</p> <p>Analyze Science Fiction (1 session)</p> <p>Unit 1 – Section/ Lesson 2 - Reading Literary Text: “The Brave Little Toaster” - Science Fiction <i>by Cory Doctorow</i> 990L.</p> <p>Analyze Plot & Science Fiction – paragraphs (1-17) (2 sessions)</p> <p>Writing: Narrative Writing: (Analyzing a Sample & Writing Introduction) (2 sessions)</p>	<p>Reading: Analyze Plot</p> <p>RL.8.3</p> <p>Reading: Analyze Science Fiction</p> <p>RL.8.2</p> <p>Writing: W.8.4 - W.8.5 - W.8.10</p>	<p>Science Fiction Analysis & Narrative Writing</p> <p>Students use ChatGPT to create <i>mini debate prompts</i> (e.g., “Would you trust a robot to make decisions for you?”).</p> <p>Curipod interactive poll: “Would you trust AI robots?” for students' debate.</p> <p>ChatGPT will be used as a brainstorming partner for sci-fi “What if...?” questions.</p> <p>Sudowrite also helps brainstorm sci-fi “What if...?” scenarios.</p> <p>Students use ChatGPT to generate “use in a sentence” practice + context-rich clues/ examples.</p> <p>Students ask ChatGPT to identify/ highlight</p>

					participial phrases in their writing.
5	Sept.22 nd	Sept.26 th	<p>Unit 1 – Section/ Lesson 2 -</p> <p>Reading Literary Text: “The Brave Little Toaster” - Science Fiction by <i>Cory Doctorow</i> 990L.</p> <p>Analyze Plot & Science Fiction – paragraphs (18-34) (2 sessions)</p> <p>Listening Assessment: Social & Emotional Learning: Discuss with a Small Group (1 session)</p> <p>Writing: Narrative Writing (Develop Your Draft 1) (2 sessions)</p>	<p>Reading: Analyze Plot</p> <p>RL.8.3</p> <p>Reading: Analyze Science Fiction</p> <p>RL.8.2</p> <p>Listening: SL.8.1, SL.8.3, W.8.3</p> <p>Writing: W.8.4 - W.8.5 - W.8.10</p>	<p>Students use ChatGPT to generate <i>role-play dialogues/scripts</i> showing bravery/fear to act/perform them out.</p> <p>Grammarly + ChatGPT Students reflect on validity of peer feedback: “Give me 2 strengths, 2 suggestions.”</p> <p>Creative Bonus: Fotor AI Art Generator where students design a cover illustration for their story draft.</p> <p>□ Vocabulary: PuzzleMaker AI or Canva Magic Design is used by students to create a crossword puzzle with weekly words.</p> <p>Students use Grammarly to check sentence variety in drafts.</p>
6	Sept. 29 th	Oct.3 rd	<p>FALL MAP Reading Oct 30 – 04 (2 sessions)</p> <p>Writing: Skill-Based Extended Writing on “The Brave Little Toaster” (1 session)</p> <p>Morphology: Greek & Latin – Roots</p> <p>Language: (<i>Vocabulary</i> based on CCSS):</p>	<p>Reading: Analyze Plot</p> <p>RL.8.3</p> <p>Reading: Analyze Science Fiction</p> <p>RL.8.2</p> <p>Morphology: L.8.4.a</p> <p>Vocabulary: Context Clues L.8.4.a</p>	<p>Students record “reading aloud texts,” and the voice coach (Speechify) analyzes for clarity and provides oral fluency feedback.</p> <p>Students use ChatGPT by writing a clear prompt: “Highlight unclear sentences in my essay.” Students revise.</p> <p>Students ask ChatGPT: “Give me 3 contexts where</p>

			<p>Lesson-Based (Expand Your Vocab) implant – integrity - enhancement (1 session)</p> <p>Writing: Narrative Writing (Revise Your Essay – Self & Peer Review) (1 session)</p>	<p>Use a Dictionary L.8.4.c, L.8.4.d</p> <p>Synonyms and Antonyms L.8.5.b</p> <p>Writing: W.8.5</p>	<p><i>implant</i> could be used (medical, tech, metaphorical).” Or generate 3 real-world uses of each new word and compare them with their sentences.</p> <p>Students use ChatGPT quiz: “Correct the punctuation in these 3 sentences.”</p> <p>MagicSchool.ai to create punctuation practice sheets.</p>
7	Oct.6 th	Oct.10 th	<p>Unit 1 – Section/ Lesson 3</p> <p>Reading Informational Text: “Are Bionic Superhumans on The Horizon?” Informational Text <i>by Ramez Naam 1110L</i> - Identify Central Ideas and Details (1 session)</p> <p>Unit 1 – Section/ Lesson 3</p> <p>Reading Informational Text: “Are Bionic Superhumans on The Horizon?” Informational Text <i>by Ramez Naam 1110L</i> - Analyze Organization (1 session)</p> <p>Language (Grammar based on CCSS): Punctuation: Comma (1 session)</p> <p>Writing: Narrative Writing (Publish Your Essay) (2 sessions)</p>	<p>Reading: Identify Central Ideas and Details RI.8.2</p> <p>Reading: Analyze Organization</p> <p>RI.8.2, RI.8.3, RI.8.5</p> <p>Grammar: L.8.2 - L.8.2.a</p> <p>Writing: W.8.4</p>	<p>Students generate AI debate questions on ChatGPT: “Are bionic humans ethical?” OR Curipod live polls: “Should humans enhance themselves with technology?” for a small-group discussion on human enhancement.</p> <p>ChatGPT provides sample organizational outlines, OR Perplexity AI generates a 50-word summary that students compare with their own.</p> <p>Students use ChatGPT to generate analogies (e.g., “Integrity is to honesty as...”).</p> <p>Students use Grammarly to check for commas in informational essay draft.</p>

8	Oct.13 th	Oct.17 th	<p>FALL MAP Language Oct. 14 – 18 (2 sessions)</p> <p>Unit 1 – Section/ Lesson 3 Reading Informational Text: “Are Bionic Superhumans on The Horizon?” Informational Text <i>by Ramez Naam 1110L</i> - Identify Central Ideas and Details & Analyze Organization - paragraphs (1-9) (2 sessions)</p> <p>Speaking Assessment: Social & Emotional Learning: Discuss with a Small Group (1 session)</p>	<p>Reading: Identify Central Ideas and Details RI.8.2</p> <p>Reading: Analyze Organization RI.8.2, RI.8.3, RI.8.5</p> <p>Speaking: SL.8.1 (a-d)</p>	<p>Students ask ChatGPT to “Generate 5 follow-up questions for a group discussion.”</p> <p>Students practice conversational follow-ups using Lingostar AI</p> <p>Perplexity AI/ ChatGPT summarizer creates a paragraph/ summarizes text in 50 words for students to critique accuracy vs. their own.</p> <p>Students ask Quizlet AI to create a practice test on newly acquired words.</p> <p>Students paste their sentences into ChatGPT and ask: “Explain why the comma is correct/incorrect.”</p>
9	Oct.20 th	Oct.24 th Oct 24 End of Quarter 1	<p>Unit 1 – Section/ Lesson 3 Reading Informational Text: “Are Bionic Superhumans on The Horizon?” Informational Text <i>by Ramez Naam 1110L</i> - Identify Central Ideas and Details & Analyze Organization - paragraphs (10-19) (2 sessions)</p> <p>Writing: Skill-Based Extended Writing on “Are Bionic Superhumans on The Horizon?” (1 session)</p> <p>Reading Comprehension Assessment (1 session)</p> <p>Unit 2: The Thrill of Horror</p>	<p>Reading: Identify Central Ideas and Details RI.8.2</p> <p>Reading: Analyze Organization RI.8.2, RI.8.3, RI.8.5</p> <p>Read. Comp. RI.8.1-6</p> <p>Morphology: L.8.4.a</p>	<p>ChatGPT generates short debate prompts about “Human Enhancement” for class discussion.</p> <p>Students input thesis into Jasper AI/ ChatGPT to get essay outline suggestions and to be refined manually.</p> <p>Students use ChatGPT to produce horror/tech-related scenarios (contextual) for “convention,</p>

			<p>Morphology: Greek & Latin – Suffixes</p> <p>Language: (<i>Vocabulary</i> based on CCSS):</p> <p>Academic Vocabulary Words: convention – predict – psychology – summary – technique (1 session)</p>	<p>Vocabulary: Context Clues L.8.4.a</p> <p>Use a Dictionary L.8.4.c, L.8.4.d</p> <p>Synonyms and Antonyms L.8.5.b</p>	<p>predict, and psychology.”</p> <p>Students use Grammarly to practice using semicolons in complex sentences.</p> <p>Creative Bonus: Runway ML used to create a mini video trailer: “What would a bionic human look like?” based on the text’s input.</p>
10	Oct.27 th	Oct.31 st	<p>Unit 2 Opener The Thrill of Horror (1 session)</p> <p>Listening Assessment: Social & Emotional Learning: Discuss with a Small Group (1 session)</p> <p>Language: (<i>Vocabulary</i> based on CCSS):</p> <p>Lesson-Based (Expand Your Vocab) intensify – justify - parallel. (1 session)</p> <p>Unit 2 – Section/ lesson 2 Reading Informational Text: “What Is the Horror Genre?” Literary Criticism by <i>Sharon A. Russell</i> 1000L - Paraphrase and Summarize Text (1 session)</p> <p>Language (<i>Grammar</i> based on CCSS): Punctuation: Semicolon, Colon (1 session)</p>	<p>Vocabulary: Context Clues L.8.4.a</p> <p>Use a Dictionary L.8.4.c, L.8.4.d</p> <p>Synonyms and Antonyms L.8.5.b</p> <p>Reading: Paraphrase and Summarize Text RI.8.2</p> <p>Reading: Analyze Author’s Purpose RI.8.6</p> <p>Grammar: L.8.2 - L.8.2.a</p>	<p>Horror Genre (Paraphrase & Summarize)</p> <p>Students use ChatGPT to generate discussion prompts: “Why do humans enjoy horror?”, so students’ debate.</p> <p>Students use ELSA Speak to practice horror-related vocabulary aloud.</p> <p>Students compare ChatGPT summary of Sharon Russell with their own paraphrase.</p> <p>Creative Bonus: Students use DALL-E to generate horror-themed setting visuals like a “mood image” from a description.</p> <p>Students use ChatGPT to create synonym/antonym exercises for intensify, justify, and parallel.</p> <p>Students use Grammarly to check</p>

					for colon/semicolon practice.
11	Nov.3 rd	Nov.7 th Parent's meeting k-12, day off for students from k-12	<p>Parent's meeting k-12, day off for students from k-12</p> <p>Unit 2 – Section/ lesson 2</p> <p>Reading Informational Text: “What Is the Horror Genre?” Literary Criticism <i>by Sharon A. Russell 1000L</i> – Analyze Author’s Purpose (1 session)</p> <p>Unit 2 – Section/ lesson 2</p> <p>Reading Informational Text: “What Is the Horror Genre?” Literary Criticism <i>by Sharon A. Russell 1000L</i> - Paraphrase and Summarize Text paragraphs & Analyze Author’s Purpose (1-3) (2 sessions)</p> <p>Writing: Informative Essay (Introduction, Rubrics, Graphic Organizer) (1 session)</p>	<p>Reading: Paraphrase and Summarize Text</p> <p>RI.8.2</p> <p>Reading: Analyze Author’s Purpose RI.8.6</p> <p>SL.8.3, W.8.3</p> <p>Writing: W.8.2</p>	<p>Students use ChatGPT to produce “devil’s advocate” statements/positions, so students can refute (debate) in discussion.</p> <p>Students use Sudowrite/ ChatGPT to help generate/ brainstorm 3 possible essay hooks for them to adapt to their informative essays.</p> <p>Students use ChatGPT to generate fill-in-the-blank sentences for practice.</p> <p>Students use Grammarly to spot-check students’ paragraphs for punctuation.</p>
12	Nov.10 th	Nov.14 th	<p>Unit 2 – Section/ lesson 2</p> <p>Reading Informational Text: “What Is the Horror Genre?” Literary Criticism <i>by Sharon A. Russell 1000L</i> - Paraphrase and Summarize Text paragraphs & Analyze Author’s Purpose (4-6) (2 sessions)</p> <p>Language (<i>Grammar</i> based on CCSS): Punctuation: Dashes (1 session)</p> <p>Reading Comprehension Assessment (1 session)</p> <p>Writing: Informative Essay (Analyzing a Sample & Writing Introduction) (1 session)</p>	<p>Reading: Paraphrase and Summarize Text</p> <p>RI.8.2</p> <p>Reading: Analyze Author’s Purpose RI.8.6</p> <p>Grammar: L.8.2 - L.8.2.a</p> <p>Read. Comp. RI.8.1-6</p> <p>Writing: W.8.2.a - W.8.2.f</p>	<p>Students record themselves reading aloud; THEN, the speech coach, Speechify, evaluates fluency. For low-level learners, there could be feedback on reading essay intros aloud.</p> <p>ChatGPT provides/ suggests sentence starters for body paragraphs for students to expand in their writing.</p> <p>Students use ChatGPT to produce/create mini dialogues with academic words in context and perform them.</p>

					Students use ChatGPT for dash practice & quiz: “Insert dashes correctly in these 5 sentences.”
13	Nov.17 th	Nov.21 st	<p>Unit 3 Opener</p> <p>Places We Call Home (1 session)</p> <p>Language: (<i>Vocabulary</i> based on CCSS):</p> <p>Academic Vocabulary Words: “Contribute, immigrate, reaction, relocate, shifting.” (1 session)</p> <p>Language (<i>Grammar</i> based on CCSS): Ellipses (1 session)</p> <p>Writing: Informative Essay (Develop Your Draft 1) (2 sessions)</p>	<p>Vocabulary: Context Clues L.8.4.a</p> <p>Use a Dictionary L.8.4.c, L.8.4.d</p> <p>Synonyms and Antonyms L.8.5.b</p> <p>Grammar: L.8.2.a - L.8.2.b</p> <p>Writing: W.8.2.a - W.8.2.f</p>	<p>Students use ChatGPT to generate role-play prompts, after which they can create a dialogue about, for example, an immigrant telling their story...</p> <p>Curipod will be used for an interactive class poll on “What makes a place home?”</p> <p>Students use ChatGPT to provide outline samples for informative essays for them to adapt.</p> <p>ChatGPT provides short scenarios (role-play) using “immigrate, contribute, relocate.” For students to perform.</p> <p>Students use ChatGPT to practice & take a quiz on ellipses in quotations.</p>
14	Nov. 24 th	Nov.28 th	<p>Unit 3 – Section2/ lesson 2</p> <p>Language: (<i>Vocabulary</i> based on CCSS):</p> <p>Lesson-Based (Expand Your Vocab):</p> <p>“reminisce, assure, ravage, melodrama, convene” (1 session)</p>	<p>Vocabulary: Context Clues L.8.4.a</p> <p>Use a Dictionary L.8.4.c, L.8.4.d</p> <p>Synonyms and Antonyms L.8.5.b</p> <p>Writing: W.8.2.a - W.8.2.f</p>	<p>ChatGPT creates peer interview questions, so students give oral feedback to partners.</p> <p>Google Docs AI suggests edits and ChatGPT gives rubric’s feedback on organization, clarity, grammar, so that students can</p>

			Writing: Informative Essay (Revise Your Essay – Self & Peer Review) (1 session) Writing: Informative Essay (Publish Your Essay) (2 sessions) Speaking Assessment: Social & Emotional Learning: Discuss with a Small Group (1 session)	Speaking: SL.8.1 (a-d)	compare with the teacher's rubric. Students use Quizlet AI to create flashcards for “reminisce, assure, ravage, convene.” Students use Grammarly to check cohesion and punctuation in essays. Creative Bonus: Students use Fotor AI to design cover pages for the final published essays.
15	Dec.1 st	Dec.5 th Dec 1 celebration on national day and Dec 2-3 National Day (Holiday)	Dec 1 celebration national day and Dec 2-3 National Day (Holiday)		
16	Jan 5 th	Jan 9 th	Writing Activity -Reflection on Semester 1 personal milestones, goals, and objectives -Set personal milestones, goals, and objectives for semester 2. (1 session) Language (Grammar based on CCSS): Active & Passive Voice (1 session) Unit 3 – Section2/ lesson 2 Reading Literary Text: “from The Book of Unknown Americans” Novel by <i>Cristina Henrigues</i> 870L - Analyze Plot (1 session) Unit 3 – Section2/ lesson 2 Reading Literary Text: “from The Book of Unknown Americans” Novel by <i>Cristina Henrigues</i> 870L - Analyze Theme (1 session)	* W.2 - W.4 - W.10 Grammar: L.8.1, L.8.1.b Reading: Analyze Plot RL.8.3 Reading: Analyze Themes RL.8.2	

17	Jan 12 th	Jan 16 th Jan 12 th (2nd Parents Meeting K- 12, non- teaching day from K- 12)	<p>Jan 12th (2nd Parents Meeting K-12, non-teaching day from K-12)</p> <p>Unit 3 – Section2/ lesson 2</p> <p>Reading Literary Text: “<i>from</i> The Book of Unknown Americans” Novel by <i>Cristina Henriques</i> 870L - Analyze Plot & Analyze Themes – paragraphs (1-10) (1 session)</p> <p>Unit 3 – Section2/ lesson 2</p> <p>Reading Literary Text: “<i>from</i> The Book of Unknown Americans” Novel by <i>Cristina Henriques</i> 870L - Analyze Plot & Analyze Themes – paragraphs (11-22) (1 session)</p> <p>Unit 3 – Section2/ lesson 2</p> <p>Reading Literary Text: “<i>from</i> The Book of Unknown Americans” Novel by <i>Cristina Henriques</i> 870L - Analyze Plot & Analyze Themes – paragraphs (23-27) (1 session)</p> <p>Language (Grammar based on CCSS): Active & Passive Voice (1 session)</p>	<p>Reading: Analyze Plot RL.8.3</p> <p>Reading: Analyze Themes RL.8.2</p>	
18	Jan 19 th	Jan 23 rd	<p>Writing: Skill-Based Extended Writing on “<i>from</i> The Book of Unknown Americans” (1 session)</p> <p>Unit 4 Opener</p> <p>The Fight for Freedom – (1 session)</p> <p>Language: (Vocabulary based on CCSS):</p> <p>Academic Vocabulary Words: access – civil – demonstrate – document – symbolize (1 session)</p> <p>Writing: Argumentative Writing: (Introduction, Rubrics) (2 sessions)</p>	<p>Vocabulary: Context Clues L.8.4.a</p> <p>Use a Dictionary L.8.4.c, L.8.4.d</p> <p>Synonyms and Antonyms L.8.5.b</p> <p>Writing: W.8.1.A, W.8.1.B, W.8.1.C, W.8.1.D, W.8.1.E, W.8.5</p>	
19	Jan 26 th	Jan 30 th	Semester 1 Exams: Jan 22 nd to Jan 30 th		
Winter Break for Students: Dec 8 to Jan 4					

