



English Department

Semester: 1

2026-2027

Grade Level	9	Subject: English		
Teacher(s) Name	Amani Al Refai – Majd Munzer – Amr Sousa			
Textbook	HMH – into Literature			
Week #	Dates		Lesson Title / Pages	CCSS / NGSS Code / MOE
1	Aug 31	Sept 4	Orientation Week • 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)	* SL.1 - SL.4 - SL.6 * SL.1 - SL.3 - W.1 * RI.7 - W.6 - SL.5 * W.2 - W.4 - W.10 * W.5 - SL.1 - L.1–6
2	Sept 7	Sept 11	Baseline Test (Diagnostic) (2 sessions) Journal Writing: What does it take to survive a crisis? Language: (Vocabulary based on CCSS): Lesson-Based (Expand Your Vocab) laud– transfix – consume – berate - edict (1 session) + IXL – FF.1 Unit 1 Opener Against All Odds – Speaking Assessment: Social & Emotional Learning: Discuss with a Small Group (2 sessions)	Vocabulary: Context Clues L.9.4.a Use a Dictionary L.9.4.c, L.9.4.d Synonyms and Antonyms L.9.5.b Speaking: SL.9.1 (a-d)
3	Sept 14	Sept 18	September 15: CAT4	September 15: CAT4

			September 19: NGRT (1 session) Unit 1 – Section/ Lesson 3 – Reading Informational Text: “Is Survival Selfish?” - Argument <i>by Lane Wallace</i> 1090L - Analyze Argument (1 session) + IXL – K.1 Unit 1 – Section/ Lesson 3 – Reading Informational Text: “Is Survival Selfish?” - Argument <i>by Lane Wallace</i> 1090L - Analyze Rhetorical Devices (1 session) Language (Grammar based on CCSS): Participle & Participial Phrases (1 session) + IXL – MM.3 Writing: Argumentative Writing: (Explanation, Analyzing a Sample & Rubrics) (1 session) + IXL – S.5, M.2	September 19: NGRT Reading: Analyze Arguments RI.9.8, RI.9.5 Reading: Analyze Rhetorical Devices RI.9.8, RI.9.6 Grammar: Use Participles L.9.1, L.9.1.b Writing: W.9.1.A, W.9.1.B, W.9.1.C, W.9.1.D, W.9.1.E, W.9.5
4	Sept 21	Sept 25	Unit 1 – Section/ Lesson 3 – Reading Informational Text: “Is Survival Selfish?” - Argument <i>by Lane Wallace</i> 1090L. Analyze Argument + Analyze Rhetorical Devices – paragraphs (1-8) (2 sessions) + IXL – K.2 Listening Assessment: Social & Emotional Learning: Discuss with a Small Group (1 session) Writing: Argumentative Writing: (Filling Graphic Organizer & Writing Introduction) (2 sessions) + IXL – S.3, S.6	Reading: Analyze Arguments RI.9.8, RI.9.5 Reading: Analyze Rhetorical Devices RI.9.8, RI.9.6 Listening: SL.9.1, SL.9.3, W.9.3 Writing: W.9.1.A, W.9.1.B, W.9.1.C, W.9.1.D, W.9.1.E, W.9.5
5	Sept 28	Oct 2	FALL MAP Reading (Sep 29 – Oct 17) (2 sessions) Unit 1 – Section/ Lesson 3 – Reading Informational Text: “Is Survival Selfish?” - Argument <i>by Lane Wallace</i> 1090L. Analyze Argument + Analyze Rhetorical Devices – paragraphs (9-15) (1 session) + IXL – S.8 Writing: Argumentative Writing (Develop Your Draft 1) (2 sessions) + IXL – S.7, R.2	Reading: Analyze Arguments RI.9.8, RI.9.5 Reading: Analyze Rhetorical Devices RI.9.8, RI.9.6 Writing: W.9.1.A, W.9.1.B, W.9.1.C,

				W.9.1.D, W.9.1.E, W.9.5
6	Oct 5	Oct 9	FALL MAP Language (Sep 29 – Oct 17) (2 sessions) Writing: Argumentative Writing (Revise Your Essay – Self & Peer Review) (2 sessions) + IXL – S.2 Language (Grammar based on CCSS): Gerunds & Gerund Phrases (1 session) + IXL – MM.4	Writing: W.9.1.A, W.9.1.B, W.9.1.C, W.9.1.D, W.9.1.E, W.9.5 Grammar: Use Gerunds L.9.1, L.9.1.b
	Oct 12	Oct 16	1st Semester Break	
7	Oct 19	Oct 23	Writing: Skill-Based Extended Writing on “Is Survival Selfish?” – Respond to Literature Prompt 1: Preparing for a Debate on "Is Survival Selfish?" Based on Wallace's text, "Is Survival Selfish?", prepare for a classroom debate on the ethical dimensions of survival. Your task is to write a comprehensive position paper (200-350 words) that clearly articulates your stance (pro or con) on whether survival is inherently selfish. This position paper will serve as your primary resource during the debate. (Mid & High) Prompt 2: Use a basic Graphic Organizer and the Outliner to enable you to write a paragraph about your stance (pro or con) on whether survival is inherently selfish. (B. Level) (2 sessions) Writing: Argumentative Writing (Publish Your Essay) (2 sessions) Reading Comprehension Assessment (1 session)	Writing: W.9.4 Read. Comp. RI.9.1-6
8	Oct 26	Oct 30 End of quarter 1	Research: Media: “Research individuals who have survived life-threatening situations. Choose the experience that interests you the most and create a social media profile for that individual. Include: - posts describing the person’s everyday life before the life-threatening situation - a detailed description of the danger the person faced and what he or she did to survive - images or videos related to the events” (2 sessions) Journal Writing: Are some differences too great to	Vocabulary: Context Clues L.9.4.a

			overcome? Language: (<i>Vocabulary</i> based on CCSS): Lesson-Based (Expand Your Vocab) sibling – anomalous – charismatic – intricate (1 session) + IXL – FF.2 Unit 2 Opener Breaking Through Barriers – Speaking Assessment: Social & Emotional Learning: Discuss with a Small Group (2 sessions)	Use a Dictionary L.9.4.c, L.9.4.d Synonyms and Antonyms L.9.5.b Speaking: SL.9.1 (a-d)
9	Nov 2	Nov 6 Nov. 2-4 National Day Holiday	Nov. 2-4 National Day Holiday Nov. 07th Parent's meeting k-12 Unit 2 – Section/ Lesson 2 Reading Informational Text: “The Power of a Dinner Table” Editorial by David Brooks 1010L – Analyze Central Ideas and Details (1 session) + IXL – A.1	Reading: Analyze Central Ideas and Details RI.9.2
10	Nov 9	Nov 13	Unit 2 – Section/ Lesson 2 Reading Informational Text: “The Power of a Dinner Table” Editorial by David Brooks 1010L – Analyze Text Structure (1 session) + IXL – F.3 Writing: Narrative Writing: (Explanation, Analyzing a Sample & Rubrics) (2 sessions) + IXL – R.1 Language (<i>Grammar</i> based on CCSS): Infinitive & Infinitive Phrases (1 session) + IXL – MM.5 Reading Comprehension Assessment (1 session)	Reading: Analyze Text Structure RI.9.3, RI.9.5 Writing: W.9.3.A, W.9.3.B, W.9.3.C, W.9.3.D, W.9.3.E, W.9.5 Grammar: Use Gerunds L.9.1, L.9.1.b Read. Comp. RI.9.1-6
11	Nov 16	Nov 20	Unit 2 – Section/ Lesson 2 Reading Informational Text: “The Power of a Dinner Table” Editorial by David Brooks 1010L – Analyze Central Ideas and Details & Analyze Text Structure - paragraphs (1-10) (2 sessions) + IXL – B.2 Unit 2 – Section/ Lesson 2 Reading Informational Text: “The Power of a Dinner Table” Editorial by David Brooks 1010L – Analyze Central Ideas and Details & Analyze Text Structure - paragraphs (11-20) (2 sessions) + IXL – B.1 Writing: Narrative Writing: (Filling Graphic Organizer & Writing Introduction) (1 session) + IXL – V.1	Reading: Analyze Central Ideas and Details RI.9.2 Reading: Analyze Text Structure RI.9.3, RI.9.5 Writing: W.9.3.A, W.9.3.B, W.9.3.C, W.9.3.D, W.9.3.E, W.9.5

12	Nov 23	Nov 27	Writing: Skill-Based Extended Writing on “The Power of a Dinner Table” – Respond to Literature Prompt 1: We can learn a lot from people with different backgrounds and cultures from ours, but how can we connect with people unlike us? Research organizations or events in your community that would allow you to meet all kinds of people. Describe the purpose of one or two, and what you could potentially learn from them. (Mid & High) Prompt 2: Throughout this editorial, the author emphasizes the importance of relationships. Fill in the Graphic Organizer + Starters, then use your notes to write, in one paragraph, about an event or situation that connects you to other people in a positive way. Include relevant information such as: - a description of the place, situation, or event - the people involved - your positive thoughts and emotions (B. Level) (2 sessions) Language: (Vocabulary based on CCSS): Lesson-Based (Expand Your Vocab) conceive – detract – resolve – perish (1 session) + IXL – FF.3 Writing: Narrative Writing (Develop Your Draft 1) (2 sessions) + IXL – V.2, R.1	Vocabulary: Context Clues L.9.4.a Use a Dictionary L.9.4.c, L.9.4.d Synonyms and Antonyms L.9.5.b Writing: W.9.3.A, W.9.3.B, W.9.3.C, W.9.3.D, W.9.3.E, W.9.5
13	Nov 30	Dec 4	Unit 2 – Section/ lesson 7 Collaborate & Compare Reading Informational Text: “The Gettysburg Address” Speech by Abraham Lincoln 1140L – Analyze Author’s Purpose and Rhetoric (1 session) + IXL – C.1 Unit 2 – Section/ lesson 7 Collaborate & Compare Reading Informational Text: “The Gettysburg Address” Speech by Abraham Lincoln 1140L – Analyze Seminal U.S. Documents (1 session) Writing: Narrative Writing (Revise Your Essay – Self & Peer Review) (2 sessions) + IXL – TT.3 Listening Assessment: Social & Emotional Learning: Discuss with a Small Group (1 session)	Reading: Analyze Author’s Purpose and Rhetoric RI.9.6 Reading: Analyze Seminal U.S. Documents RI.9.9 Writing: W.9.3.A, W.9.3.B, W.9.3.C, W.9.3.D, W.9.3.E, W.9.5 Listening: SL.9.1, SL.9.3, W.9.3
14	Dec 7	Dec 11	Unit 2 – Section/ lesson 7 Collaborate & Compare Reading Informational Text: “The Gettysburg Address” Speech by Abraham Lincoln 1140L – Analyze Seminal	Reading: Analyze Seminal U.S. Documents RI.9.9

			U.S. Documents – The whole speech (1 session) Language (<i>Grammar</i> based on CCSS): Simple, Compound, Complex, Complex-Compound (2 sessions) + IXL – JJ.5 Writing: Narrative Writing (Publish Your Essay) (2 sessions)	Grammar: Use Gerunds L.9.1, L.9.1.b Writing: W.9.3.A, W.9.3.B, W.9.3.C, W.9.3.D, W.9.3.E, W.9.5
	Dec 14	Jan 1	Winter Break for All Students	
15	Jan 4	Jan 8	Unit 2 – Section/ lesson 7 Collaborate & Compare Reading Informational Text: “The Gettysburg Address” Speech by Abraham Lincoln 1140L – Analyze Author’s Purpose and Rhetoric – The whole speech (2 sessions) + IXL – G.2 Writing: Skill-Based Extended Writing on “The Gettysburg Address” – Respond to Literature Prompt 1: In the Gettysburg Address, Lincoln aimed to unify the country and emphasize the importance of ending the Civil War. What about his speech was effective? How could it have been more effective? Think of an issue you are passionate about and want others to engage with: For example, world hunger, mistreatment of the environment, or equal rights. Draft a powerful speech that draws attention to the issue and calls others to action. Consider the following: • your audience • appeals and rhetorical devices you will use • examples, evidence, and reasons that will persuade listeners With a partner, read your speeches to one another and offer critiques and suggestions. Discuss similarities and differences in what you are each passionate about. (Mid & High) Prompt 2: Use the Outliner to organize your ideas before writing a paragraph about an issue you are passionate about and want others to engage with: For example, world hunger, mistreatment of the environment, or equal rights. Mention your reasons and don’t forget to call others to action. (B. Level) (2 sessions)	Reading: Analyze Author’s Purpose and Rhetoric RI.9.6 Writing: W.9.7, W.9.8, W.9.9

16	Jan 11	Jan 15	Research Project: First-Person Report At the time of Lincoln’s speech, only the people physically gathered with him at Gettysburg would have heard it. Everyone else would have been aware of it only through word of mouth or through newspaper reports. Find out more about the people and the news reporters who witnessed the event. • Why had people gathered at the National Cemetery at Gettysburg? • What were their reactions to Lincoln’s speech? • How did media reports describe the speech? Cite the sources you used appropriately. (2 sessions) Language: (<i>Vocabulary</i> based on CCSS): Academic Vocabulary Words U5: decline – enable – impose – integrate – reveal (1 session) + IXL – Z.7 Revision for S1 Exams	Research Writing: First-Person Reports W.9.7, W.9.8, W.9.9 Vocabulary: Context Clues L.9.4.a Use a Dictionary L.9.4.c, L.9.4.d Synonyms and Antonyms L.9.5.b
17	Jan 18	Jan 22	Semester 1 Exams	
18	Jan 25	Jan 29	Semester 1 Exams	