



Dominican International School
台北市私立道明外僑學校
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COURSE SYLLABUS

School Year	2026-2027
Subject	English Language Arts G12
Grade Level	12
Teacher	Leon Henrico
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COURSE DESCRIPTION:

English Language Arts G12 is a rigorous, inquiry-driven course grounded in the HMH Into Literature program. Students read, analyze, and discuss major works of British literature across four centuries -- from 18th-century satire and Enlightenment argument, through Romantic imagination and Victorian industrial anxiety, to the outsider voices of early 20th-century modernism. The course uses a Hybrid Project-Based Learning (PBL) model: students work in permanent inquiry groups, each investigating a different essential question lens across all four units, while also completing individual essays and HMH platform assessments that demonstrate reading comprehension and standards mastery. Every unit builds toward a group culminating product and an individual argument essay. By the end of the year, students will have read across genres and periods, argued in multiple modes, conducted research, and presented their ideas publicly -- skills directly relevant to college-level academic work.

COURSE OBJECTIVES:

By the end of this course, students will be able to:

1. Read closely and analytically across literary and informational texts, citing specific evidence (RL/RI.11-12.1-6)
2. Write sustained argument essays: clear position, textual evidence, and counterarguments (W.11-12.1)
3. Write explanatory and creative nonfiction pieces through personal voice and textual engagement (W.11-12.2-3)
4. Conduct independent research, evaluate sources, and synthesize evidence from multiple texts (W.11-12.7-9)
5. Present ideas clearly and persuasively, using evidence and responding to questions (SL.11-12.4-6)
6. Collaborate effectively in inquiry groups while developing an independent analytical voice
7. Analyze how language, structure, and form shape meaning across genres, periods, and purposes (L.11-12.1-6)
8. Trace the arc of British literary history from the 18th century through the early 20th century
9. Connect literary and historical ideas to contemporary realities -- technology, social justice, community issues
10. Demonstrate academic integrity, attributing sources correctly and engaging honestly with ideas

PRIMARY TEXTBOOKS AND OTHER RESOURCES:

- Textbook: Into Literature, Grade 12 (Houghton Mifflin Harcourt)
- Platform: HMH Into Literature digital platform (anchor text tests and unit tests)
- Writing platform: HMH Writable (weekly writing tasks)
- Standards: Common Core State Standards (CCSS) ELA Grades 11-12

ADDITIONAL INFORMATION:

Please always check Google Classroom for homework and announcements.

Expectations for Student Behavior and Participation

- Attend all classes regularly and punctually
- Actively participate in class discussions and group activities, contributing thoughtful questions and insights
- Complete all assignments and projects by the due dates, managing time effectively
- Students who do not meet their homework deadlines will be placed in Project I.

- If a student has been absent when a homework assignment is set, it is his/her duty to find out what homework is due, and complete it by the required deadline.
- If a student is absent for a test, they will receive a **0** score, unless they have a **very good** reason for being absent.
- Respect diverse opinions and perspectives during discussions, practicing active listening
- Maintain academic integrity in all work, avoiding plagiarism and properly citing sources
- Bring required materials to class daily (textbook, notebook, writing utensils, charged laptop/tablet)
- Engage in respectful and constructive peer feedback during workshops and presentations
- Utilize school hours for additional support when needed, taking initiative in learning
- Demonstrate growth mindset and willingness to revise work based on feedback
- Contribute to a positive classroom environment that fosters intellectual curiosity and mutual respect
- Respect your teachers, fellow students and their property.
- Keep your seating space and classroom clean and neat.
- Only a water bottle is allowed during class; no eating or drinking of other liquids.
- Ask permission to leave the class.

ASSESSMENT AND GRADING:

Assessment Structure (Q1-Q3): HMH Unit Test / Quarter Exam 25% | HMH Anchor Text Tests 20% | Group Major Product 25% | Individual Lens Essay 20% | Formative (Writable + Grammar) 10%

Assessment Structure (Q4): HMH Unit Test / Final Exam 25% | HMH Anchor Text Tests 20% | Argument Essay 25% | Year-in-Review Presentations 15% | Formative 15%

Grading Scale: A=95-100 | A-=90-94 | B+=87-89 | B=84-86 | B-=80-83 | C+=77-79 | C=74-76 | C-=70-73 | D+=67-69 | D=64-66 | D-=60-63 | F=00-59

LATE WORK POLICY:

1. Assignment Extension: Students must email the teacher to request extra time. Work submitted within the agreed grace period is graded as on time.
2. Penalties: 1-2 days late: 10% deduction | 3-5 days late: 20% deduction | 6-7 days late: 30% deduction
3. Maximum: Work not accepted more than 7 days after the due date. Unsubmitted work receives a zero.
4. Exceptions: Illness or family emergency -- request extension before the due date whenever possible.

Please always check Google Classroom for homework and announcements.

ACADEMIC DISHONESTY:

Academic Dishonesty means employing a method or technique or engaging in conduct in an academic endeavor that contravenes the standards of ethical integrity expected at DIS.

Academic dishonesty includes but is not limited to the following:

- Purposely incorporating the ideas, words of sentences, paragraphs, or parts thereof without appropriate acknowledgment and representing the product as one's work;
- Representing another's intellectual work, such as photographs, paintings, drawings, sculpture, research, or the like, as one's own, including failure to attribute content to an AI.
- Employing a tutor, using Artificial Intelligence without acknowledgment, getting a parent to write a paper or do an assignment, and paying for an essay to be written by someone else and presented as the student's work.
- Committing any act that a reasonable person would conclude, when informed of the evidence, to be a dishonest means of obtaining or attempting to obtain credit for academic work.

Any act of academic dishonesty will result in an automatic zero on the entire assignment/learning task.

1st QUARTER – TENTATIVE COURSE CONTENT

<i>(NB: Depending on time and interest, the teacher may delete and/or add other selections.)</i>	
Week / Date	Topic / Projects / Assessments
Week 1 Aug 11th to 14th 4 Days of Class 11~ First Day of School 13~ Opening Mass & Assumption of Our Lady	Into Literature: Unit 3 — Tradition and Reason Driving Question: How do words change what people believe and do? Texts: A Modest Proposal (Swift) — Part 1 Skills: Introduce unit and Hybrid PBL model. Assign groups and lenses. Analyze tone, irony, Swift's real argument beneath the surface. Standards: RI.11-12.1, RI.11-12.4, RI.11-12.5 HMH Grammar: Module 4: Introduction — Kinds of Clauses Writable: Unit 3-3: Satirical Proposal (Quick Write) PBL: Groups receive driving question. Lens journals begin.
Week 2 Aug 17th to 21st 17~ Induction of Class & Student Council Officers, NJHS, DYM, and House Captains 21~ Club Orientation & Sign-Up	HMH ANCHOR TEXT TEST: A Modest Proposal (Swift) — Monday, Aug 18 Texts: A Modest Proposal (Swift) — Part 2 (continued from Week 1) Skills: Complete Swift text. Trace how satire functions as rhetorical argument. Socratic seminar: Does satire change behavior or entertain the already-convinced? Standards: RI.11-12.1, RI.11-12.4, RI.11-12.5, RI.11-12.6 HMH Grammar: Module 4: Adjective Clauses Writable: Unit 3-3: Satirical Proposal (complete) PBL: First group project session. Evidence trackers begin. G1 leads Swift discussion.
Week 3 Aug 24th to 28th 28~ New Parent & Student Orientation	HMH ANCHOR TEXT TEST: Satire Is Dying (Mahdawi) — Monday Aug 25 Texts: Satire Is Dying Because the Internet Is Killing It (Mahdawi) Skills: Analyze how internet culture disrupts satire's power. Analyze development of ideas and tone. Compare to Swift: where does Mahdawi agree and diverge? Standards: RI.11-12.1, RI.11-12.2, RI.11-12.3, RI.11-12.4, RI.11-12.6 HMH Grammar: Module 4: Adverb Clauses Writable: Unit 3-4: Satire sketchnote or brief satirical piece PBL: G1 (Satire) leads discussion. All groups map Mahdawi to their essential question.
Week 4 Aug 31st to Sep 4th 31~ World Day of Prayer for Care of Creation 4~House Ceremony	HMH ANCHOR TEXT TEST: Journal of Fanny Burney — Monday Sep 1 Texts: from The Journal and Letters of Fanny Burney: An Encounter with King George III Skills: Analyze social context and diary form. Make inferences about power and intimacy. What makes Burney's encounter surprising? Standards: RI.11-12.1, RI.11-12.3, RL.11-12.4 HMH Grammar: Module 4: Noun Clauses Writable: Unit 3-6: Diary entry or storyboard PBL: G2 (Friendship) leads discussion. Groups add Burney evidence to trackers.
Week 5 Sep 7th to 11th 7~ Holy Mass: Nativity of the Blessed Virgin Mary & VIP Induction 12~ SAT Exam (Sat)	Into Literature: Unit 3 — Tradition and Reason Texts: from A Journal of the Plague Year (Defoe) — begin paired comparison block Skills: Analyze historical setting, narrative point of view, and reliability of narrator. How does Defoe construct authority and intimacy in first-person plague writing? Standards: RL.11-12.1, RL.11-12.3, RI.11-12.1 HMH Grammar: Module 7: Ambiguous Reference Writable: Begin comparative notes: Defoe vs. Hatch — narrator perspective and purpose PBL: G4 (Plague) leads. All groups begin drafting panel arguments.
Week 6 Sep 14th to 18th	HMH ANCHOR TEXT TEST: A Journal of the Plague Year (Defoe) — Monday Sep 15 Texts: from Inferno: A Doctor's Ebola Story (Hatch) — complete paired comparison Skills: Analyze memoir form. Compare Defoe and Hatch across 300 years of plague writing. What does each narrator gain from their chosen form? Standards: RL.11-12.3, RI.11-12.1, RI.11-12.3, W.11-12.3 HMH Grammar: Module 7: Weak and Indefinite Reference Writable: Epilogue to Defoe OR letter from Hatch's perspective PBL: All anchor texts now covered. Groups finalise panel arguments. LENS ESSAY begins: students choose claim and begin drafting (due Week 7).
Week 7 Sep 21st to 25th 4 Days of Class — Pre-Exam Days 22-24~Pre-Exam Days 25~ Moon Festival (No Class)	Into Literature: Unit 3 — Tradition and Reason Skills: Lens Essay due. PBL Panel Discussions (rotating order). LENS ESSAY due: Friday Sep 26 — individual major assessment 500–750 words. Answers group's essential question using 2+ unit texts. PBL PANEL DISCUSSIONS (Mon–Wed): Mon: Lens Essay peer review pairs. Panel Rehearsal Round 1. Tue: G1 (Satire) + G2 (Friendship) present — 8–10 min each + Q&A Wed: G3 (Potential) + G4 (Plague) present — 8–10 min each + Q&A Thu: Open class discussion — which panel was most convincing and why?

28~ Confucius Day Public Holiday (No Class)	Fri: Lens Essay final revisions + submit. Unit review and exam prep. Standards: W.11-12.1, W.11-12.4-6, SL.11-12.4, SL.11-12.6 Note: Sep 25 = Moon Festival (no class) — adjust schedule accordingly.
Week 8 Sep 29th to Oct 2nd 2 Days of Class Oct 1-2~ Q1 Exams (Half Days)	Week 8 — Sep 29 th to Oct 3 rd Sep 29 (Mon): Holiday — no classes. Sep 30 (Tue): Unit review and Q&A. Exam preparation. HMH UNIT TEST: Unit 3 — Tradition and Reason (= Q1 Quarter Exam) Administered Oct 1-2 on school exam days. Unit test replaces separate quarter exam. Oct 3 (Fri): School exam day — no new instruction.
Week 9 Oct 5th to 10th No Classes 5~ Record Day 6-8~ Teacher's Conference 9-10~ Double Ten Public Holiday	No Classes

2nd QUARTER – TENTATIVE COURSE CONTENT

<i>(NB: Depending on time and interest, the teacher may delete and/or add other selections.)</i>	
Week / Date	Topic / Projects / Assessments
Week 1 (10) Oct 12th to 16th 12~ Second Quarter Begins 13~ Mother Mary's Visit to Classrooms begins 16~ PSAT/NMSQT Digital Exam	Into Literature: Unit 4 — Emotion and Experimentation Driving Question: When imagination collides with reality, what do we gain — and what do we risk? Texts: Wordsworth poetry (Tintern Abbey, I Wandered Lonely as a Cloud, Nutting) Skills: Analyze the speaker's relationship with nature, memory, and time. Compare speakers, tone, and what nature offers across the three poems. Standards: RL.11-12.1, RL.11-12.2, RL.11-12.4 HMH Grammar: Module 3: Prepositional Phrases Writable: Unit 4-1: Quick Write — a place in nature that changed how you felt or thought PBL: Q2 launch. Revisit group lenses. Explain creative piece format (individual, group-informed).
Week 2 (11) Oct 19th to 23rd 22-23~G10&11 Educational Trip	HMH ANCHOR TEXT TEST: Wordsworth poetry — Monday Oct 20 Texts: From Frankenstein (Shelley) + Frankenstein: Giving Voice to the Monster (Winner) Skills: Analyze narrative frame, Victor's ambition, creature's perspective. Compare Shelley vs. Winner: what does fiction give us that argument cannot? G3 leads. Standards: RL.11-12.3, RL.11-12.6, RI.11-12.6 HMH Grammar: Module 3: Adjective and Adverb Phrases Writable: Unit 4-5: Literary Critique — analyze Shelley's narrative choices PBL: Groups map Frankenstein and Winner to their essential question lenses.
Week 3 (12) Oct 26th to 30th 4 Days of Class 26~ Retrocession Day 30~ Autumn Fair / Book Fair	HMH ANCHOR TEXT TEST: From Frankenstein (Shelley) — Monday Oct 27 Texts: Songs of Innocence and Experience (Blake) Skills: Analyze Songs of Innocence (The Lamb, Chimney Sweeper I, Introduction). Compare with Songs of Experience (The Tyger, Chimney Sweeper II, London). How does experience transform what we see as beautiful? G2 leads. Standards: RL.11-12.1, RL.11-12.2, RL.11-12.4 HMH Grammar: Module 3: Participial Phrases Writable: Reflective Essay — what changed your view of something you once found beautiful? PBL: G2 presents draft lens claim. All groups add Blake evidence to research notes.
Week 4 (13) Nov 2nd to 6th 2~ All Souls' Day Mass 7~ SAT Weekend Exam (Sat)	HMH ANCHOR TEXT TEST: Songs of Innocence and Experience (Blake) — Monday Nov 3 Texts: Ode on a Grecian Urn (Keats) + Ode to the West Wind (P.B. Shelley) / Ode to My Mother's Hair (Legaspi) Skills: Analyze the speaker's relationship with art and permanence. Compare what stirs imagination across time and culture. G4 leads. Standards: RL.11-12.2, RL.11-12.4 HMH Grammar: Module 3: Gerunds and Gerund Phrases Writable: Argument — which ode most successfully stirs imagination and why? PBL: All anchor texts covered. Students write one-paragraph creative piece pitch.
Week 5 (14) Nov 9th to 13th	HMH ANCHOR TEXT TEST: Ode on a Grecian Urn (Keats) — Monday Nov 10 Into Literature: Unit 4 — Emotion and Experimentation Skills: Individual creative piece drafting. Group peer review. Form options: personal essay, lyric essay, or photo essay (4-6 images + commentary).

9~ Launching of Mental Health & Anti-Bullying Month Health Week	Standards: W.11-12.2, W.11-12.3, W.11-12.4-5 HMH Grammar: Module 3: Infinitives and Appositive Phrases Writable: Creative piece drafting (in-class process work) PBL: Group peer review Wed. Each student shares draft with their group.
Week 6 (15) Nov 16th to 20th 20~ Young Shakespeare Contest	Into Literature: Unit 4 — Emotion and Experimentation Skills: Creative piece final revisions + submit. Lens Essay peer review + submit. Unit gallery Thu (celebratory — not assessed). HMH unit test Fri. Both major assessments due Wednesday Nov 19: CREATIVE NONFICTION / PHOTO ESSAY (individual, group-informed, 500–750 words) LENS ESSAY (500–750 words, answers group's essential question using 2+ texts) Standards: W.11-12.1, W.11-12.2, SL.11-12.4 HMH Grammar: Module 3: Review HMH UNIT TEST: Unit 4 — Emotion and Experimentation (= Q2 Quarter Exam) — Friday Nov 21
Week 7 (16) Nov 23rd to 27th 4 Days of Class 24-26~ Pre-Exam Days 26~ Thanksgiving Potluck 27-30~ Gr. 12 Q2 Exams	HMH Unit 4 test already administered Week 6 Friday. No new instruction.
Week 8 (17) Nov 30th to Dec 4th 30~ Gr. 12 Q2 Exam ends (Mon) 5~ SAT Weekend Exam (Sat)	BRIDGE LESSONS — Q3 Project Launch (Dec 1–11) No new Unit 4 content. Pure Q3 orientation. B1 Dec 1: Q3 unit orientation. Introduce Unit 5 driving question. B2 Dec 2–3: Assign inventions to groups. Victorian parallel texts distributed. B3 Dec 4–5: Groups map invention to their essential question lens. Invention assignments: G1: The internet G2: Smartphone camera G3: Artificial intelligence G4: Social media G5: Chooses from electricity, vaccine, or telegraph
Week 9 (18) Dec 7th to 11th 2 Days of Class 8~ Foundation Day Mass & Christmas Fair (Whole Day) 10-11~ Q2 Exams (Half Days) Dec 14~ Christmas Holiday Begins	BRIDGE LESSONS — Q3 Project Launch (continued) B4 Dec 8: Foundation Day — half day. Groups set Winter Break reading goals. B5 Dec 9–11: Groups share initial findings. Teacher confirms invention assignments. Students leave for Winter Break knowing their invention, Victorian parallel, and research direction for Q3.
Dec 14th to Jan 3rd	Christmas Break

3rd QUARTER – TENTATIVE COURSE CONTENT

<i>(NB: Depending on time and interest, the teacher may delete and/or add other selections.)</i>	
Week / Date	Topic / Projects / Assessments
Week 1 (19) Jan 5th to 8th 4 Days of class 4~ Record Day (No Class) 5~ Third Quarter Begins 8~ New Year Mass	Into Literature: Unit 5 — An Era of Rapid Change Driving Question: Which invention changed the world most — and at what cost to our humanity? Texts: From Jane Eyre (Brontë) + Factory Reform documentary (Chater) Skills: Analyze Jane's position — educated but powerless. Compare to Factory Reform: same era, different faces of exploitation. Groups map texts to their inventions. Standards: RL.11-12.3, RL.11-12.6, RI.11-12.5 HMH Grammar: Module 7: Reference (spiraled from Q1) Writable: Character analysis — who is the true benefactor in Jane's world? PBL: Unit launch. Confirm invention assignments. G5 receives three options and deliberates.
Week 2 (20) Jan 11th to 15th 15~Club Orientation& Sign Up	HMH ANCHOR TEXT TEST: From Jane Eyre + Factory Reform — Monday Jan 12 Texts: The Lady of Shalott (Tennyson) + From Great Expectations (Dickens) Skills: Analyze isolation, the mirror, and mediated experience (Lady of Shalott). Analyze Pip and the cost of social ambition (Great Expectations). G2 leads Lady of Shalott. G4 leads Great Expectations. Standards: RL.11-12.1, RL.11-12.3, RL.11-12.4 HMH Grammar: Module 7: Weak Reference Writable: Lyric essay or character analysis — who is the true benefactor in Great Expectations?

	PBL: G5 submits invention choice justification (one paragraph). Teacher approves.
Week 3 (21) Jan 19th to 23rd 18-22~ Career Awareness Week 22~ First Club Meeting (2nd Semester)	HMH ANCHOR TEXT TEST: The Lady of Shalott (Tennyson) — Monday Jan 19 Texts: The Victorians Had the Same Concerns About Technology As We Do (Dickson) + Dover Beach (Arnold) / The Darkling Thrush (Hardy) Skills: Analyze Dickson's central argument connecting Victorian anxiety to modern life. Compare Arnold and Hardy: speakers perceiving a world in decline. G1 leads Dickson. Standards: RI.11-12.2, RI.11-12.5, RL.11-12.2, RL.11-12.4 HMH Grammar: Module 7: Indefinite Reference Writable: Argument — would your group's invention have horrified or impressed a Victorian? PBL: Research session 1. Groups build slide structure.
Week 4 (22) Jan 26th to 30th 28~ Feast of St. Thomas Aquinas Catholic Week Activities	HMH ANCHOR TEXT TEST: From Great Expectations (Dickens) — Monday Jan 26 Texts: My Last Duchess (Browning) / Blood (Trethewey) Skills: Analyze the Duke's control over his wife's image. Compare with Trethewey: how does Blood reclaim a silenced woman's story? G3 and G4 lead. Standards: RL.11-12.2, RL.11-12.3, RL.11-12.6 HMH Grammar: Module 10: Misplaced Modifiers Writable: Compare My Last Duchess and Blood — who gets to speak? PBL: All HMH texts covered (Dickson test follows after CNY). Groups set CNY research goals.
Week 5 (23) Feb 1st to 3rd 3 Days of Class 1~ CNY Celebration-8 th period 5-12~ Chinese New Year Holiday	Into Literature: Unit 5 — An Era of Rapid Change Skills: Pre-CNY check-in. Groups confirm: all HMH evidence mapped, slide structure drafted, speaking roles assigned, 2-3 outside sources identified. Groups set Winter Break research goals before CNY (Feb 5-12).
Feb 4-12	Chinese New Year
Week 6 (24) Feb 15th to 19th 19 or 26 House Valentine's Mini Fair	HMH ANCHOR TEXT TEST: The Victorians Had the Same Concerns... (Dickson) — Monday Feb 23 Skills: Cross-group dress rehearsal. Lens Essay body paragraph drafting. Iowa Assessments take ~2 days. Present students: dress rehearsal Wed. Standards: W.11-12.1, SL.11-12.4 HMH Grammar: Module 10: Review Writable: Lens Essay drafting (in-class process work) PBL: Cross-group dress rehearsal. Feedback: Is Victorian parallel clear? Is the argument convincing? Does it fit 10-12 minutes?
Week 7 (25) Feb 17th to 26th 22-26~ IOWA Assessments	Into Literature: Unit 5 — An Era of Rapid Change Skills: Lens Essay final revisions + submit (Tue). Final presentation prep. LENS ESSAY DUE: Tuesday Mar 4 (individual major assessment, 500-750 words) Answers group's essential question. Must go beyond the group presentation. Standards: W.11-12.1, W.11-12.4-6 HMH Grammar: Module 7 + M10 review for unit test PBL: Mon — Lens Essay peer review. Tue — submit. Wed-Fri — final presentation prep, full run-through with timing. Teacher reviews all slide decks.
Week 8 (26) Mar 2nd to 5th 4 Days of Class 1~ Memorial Day Holiday (No Class) 2-4~ Pre-Exam Days 6~ SAT Weekend Exam (Sat)	Into Literature: Unit 5 — An Era of Rapid Change PBL MULTIMEDIA PRESENTATIONS (Weeks 8-9): Mon: G1 (Internet) presents — 10-12 min + 5 min Q&A Tue: G2 (Smartphone camera) presents + discussion Wed: G3 (Artificial intelligence) presents + discussion Thu: G4 (Social media) presents + discussion Fri: G5 (Choice: electricity / vaccine / telegraph) presents last. G5 must respond to G1-G4 in Q&A: why does their invention outrank the others? Standards: SL.11-12.4, SL.11-12.5, SL.11-12.6
Week 9 (27) Mar 8th to 12th 5 Days of Class Upcoming: Mar 23-24 Q3 Exams	Into Literature: Unit 5 — An Era of Rapid Change Mon: Post-presentation class vote (cite evidence from presentations, not opinion). Tue: Individual reflection — which presentation most changed your thinking, and why? HMH UNIT TEST: Unit 5 — An Era of Rapid Change (= Q3 Quarter Exam) — Tuesday Mar 17 Wed-Fri: Unit close. Review key texts and standards. Preview Q4. Standards: RL/RI.11-12.1-6, SL.11-12.3, W.11-12.1
Week 10 (28) Mar 15th to 19th	Into Literature: Unit 5 — An Era of Rapid Change Skills: Unit close. Review key texts and standards. Individual reflection: which presentation most changed your thinking, and why? Preview Q4. Easter Break reminder (Mar 25-Apr 6).

Week 11(29) Mar 22-24 One day of class 23-24~ Third Quarter Exam	Q3 EXAM — Mar 23–24 (half days) HMH Unit 5 test administered on school exam days. One teaching day available this week for final review and unit close.
Mar 25 th to April 6 th	Easter Break

4th QUARTER – TENTATIVE COURSE CONTENT

<i>(NB: Depending on time and interest, the teacher may delete and/or add other selections.)</i>	
Week / Date	Topic / Projects / Assessments
Week 1 (30) Apr 7 th to 9 th 3 Days of Class (Wed-Fri) 10~Spring Fair	Into Literature: Unit 6 — New Ideas, New Voices Driving Question: What gives an outsider the power to challenge the world around them? Texts: A Cup of Tea (Katherine Mansfield) Skills: Annotate for Rosemary's insecurity, the outsider (the beggar girl), and the moment power shifts. Discussion: what gives an outsider power — even accidentally? Standards: RL.11-12.3, RL.11-12.6 HMH Grammar: Module 10: Misplaced Modifiers (spiraled from Q3) Writable: Unit 6-4: Character Critique — evaluate Rosemary as an outsider in her own world PBL: Q4 launch. Introduce both major tasks: argument essay + year-in-review presentation.
Week 2 (31) Apr 12 th to 16 th 15~ Easter Mass & Easter Egg Hunt 16~ AP Chinese/Japanese Practice Test	HMH ANCHOR TEXT TEST: A Cup of Tea (Mansfield) — Monday Apr 14 Texts: Shooting an Elephant (George Orwell) + My Daughter the Racist (Helen Oyeyemi) Skills: Annotate Orwell for moral conflict, the crowd as force, loss of agency. Analyze Oyeyemi's unreliable narrator and how the child's voice challenges adult assumptions. Discussion: Three outsiders — Rosemary, Orwell, the narrator's daughter. Which one actually changes something? Standards: RI.11-12.1, RI.11-12.3, RL.11-12.3, RL.11-12.5 HMH Grammar: Module 11: Glossary of Usage (Adapt/Adopt, Being As/Being That) Writable: Shooting an Elephant: Essay + My Daughter the Racist: Literary Argument PBL: Introduce argument essay prompts (Options A and B). Students begin planning.
Week 3 (32) Apr 19 th to 23 rd 17~ HS Co-Ed Softball (Sat) 19-23~ Student Council Campaign 19-23~ Spirit Week / Cultural Awareness Week / Earth Week 19-23~ AP Mock Exams	HMH ANCHOR TEXT TESTS: Shooting an Elephant (Orwell) — schedule around AP Mocks Note: Orwell test administered first available Monday or Tuesday this week. Skills: In-class argument essay drafting for present students. Year-in-review group preparation: assign speaking roles, agree on yearlong essential question thread, identify 2 texts from across Q1–Q4. Standards: W.11-12.1, SL.11-12.4 HMH Grammar: Module 11: Glossary of Usage (Credible, Like/As/As If) Writable: Essay drafting continues PBL: Group planning for year-in-review. Absent students: essay drafting independently.
Week 4 (33) Apr 26 th to 29 th 4 Days of Class 26~ Student Council Elections 27-29~ Pre-Exam Days 30~ Labor Day (No Class)	HMH ANCHOR TEXT TEST: My Daughter the Racist (Oyeyemi) — Monday Apr 28 Mon: Oyeyemi test. Tue: Argument essay peer review + final revisions + SUBMIT. ARGUMENT ESSAY DUE: Tuesday Apr 29 (also serves as Lens Essay) 500–750 words. Option A (lens-anchored) or Option B (open community issue). Uses at least 2 Q4 texts as evidence or mentor models. HMH UNIT TEST: Unit 6 — New Ideas, New Voices (= Final Exam, shorter) — Wednesday Apr 30 Thu: Year-in-review final rehearsal. Each group presents to one other group. PBL: All assessments complete. Presentations May 2.
Week 5 (34) May 3 rd to 7 th 3-7~ Final Exams (K, Gr. 5, 8 & 12 Only) 3-14~ AP Exams	YEAR-IN-REVIEW PRESENTATIONS — Friday, May 2 (minor grade) All four groups present in one 40-minute class period (3–5 min per group): G1: How has the outsider used words, satire, or argument to challenge power? G2: What unexpected connections or ways of seeing emerged across the four units? G3: What systems — social, technological, historical — have blocked potential? G4: Where does cruelty and social pressure come from — and where did the year's texts locate its source? Each group connects their yearlong essential question to at least 2 texts from across Q1–Q4. Standards: SL.11-12.4, SL.11-12.6 Course ends May 2. Grade 12 final exams begin May 3.
Week 6 (35) May 10 th to 14 th 2 Days of Class	School-wide activities. Course instruction complete.

10-14~ AP Exams continue 12-13~ Q4 Exams (Half Days) 14~ Record Day (No Class)	
Week 7 (36) May 17th to 21st 17~ Gr. 12 Recollection & Baccalaureate Mass 17-21~ WIDA Testing 17-21~ Student Clearance Days	Schoolwide activities — Gr. 12 Recollection & Baccalaureate Mass. All Grade 12 ELA coursework is complete.
Week 8 (37) May 24th to 28th 26~ Gr. 8 & Gr. 12 Graduation 27~ Senior Success Forum (Gr. 9-11) & Student Leaders Turn-Over Ceremony 28~ Last Day of School (Half Day)	Schoolwide activities — Gr. 8 & Gr. 12 Graduation. All Grade 12 coursework complete.
Week 9 (38) 31 May Last day for Teachers/Staff Meeting	Last day for Teachers/Staff Meeting.