

COURSE SYLLABUS

Advanced Composition • Grade 12 • SY 2026–2027

Dominican International School, — Tentative

School Year	2026–2027
Subject	Advanced Composition
Grade Level	Grade 12
Teacher	Leon Henrico
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ADDITIONAL INFORMATION:

Primary Text: *They Say / I Say*, 6th Edition — Graff, Birkenstein & Durst (W. W. Norton)

Online Resources: theysayblog.com • InQuizitive for Writers • Online Chapter Tutorials (via Norton)

Please always check Google Classroom for homework and announcements.

Note: Grade 12 students complete all Advanced Composition coursework by the end of Q4 Week 5 (approx. May 3–7, 2027). All summative assessments must be submitted by this date.

COURSE DESCRIPTION:

Advanced Composition is a full-year course for Grade 12 students that develops the skills of academic argument, critical reading, and scholarly writing using *They Say / I Say* (6th ed.) as its primary framework. Students learn to enter academic conversations — summarizing others' views, responding with their own arguments, integrating and citing sources, anticipating objections, and explaining why their arguments matter. Over four quarters, students progress from foundational argumentative moves through researched writing, rhetorical analysis, and comparative analysis, culminating in a revised portfolio of their strongest work. Online tutorials, InQuizitive for Writers activities, and theysayblog.com supplement in-class instruction throughout.

COURSE OBJECTIVES:

- Summarize, quote, and respond to others' arguments with accuracy and analytical depth.
- Distinguish their own voice and position clearly from the sources they engage.
- Anticipate and address counterarguments effectively within academic essays.
- Research and join a larger academic conversation using credible, well-integrated sources.
- Analyze the rhetorical strategies of non-literary texts using a disciplined analytical framework.
- Compare how two writers construct arguments on the same topic and enter that conversation with an original 'I say.'
- Revise their writing substantially — not just surface editing — based on feedback and self-reflection.
- Demonstrate growth as academic writers through a curated, reflective final portfolio.

ASSIGNMENTS OVERVIEW:

#	Assignment	Length	Description	Due
1	Summarizing, Quoting & Responding	3 pp	Summarize one essay, respond to its arguments, integrate quotes effectively using the sandwich method.	Q1 Week 5
2	Entering a Conversation	4 pp	Summarize two related essays, explain how they agree/disagree, craft your own response, include a naysayer, and address the 'So what?' factor.	Q1 Week 8

3	Describing a Larger Conversation	4–5 pp	Explain various perspectives on an issue using 3–5 sources, showing complexity. Include your own ‘I say’ view.	Q2 Week 3
4	Joining a Conversation You’ve Researched	5–6 pp	A researched argument building on Assignment 3’s topic. Full TSIS structure, source integration, counterarguments, transitions, and significance.	Q2 Week 8
5	Rhetorical Analysis Essay	4–5 pp	Analyze the persuasive strategies of a non-literary text, including how the text positions itself in a conversation.	Q3 Week 5
6	Comparative Analysis	3–4 pp	Choose two essays on the same topic from TSIS or thesayiblog.com. Analyze how each writer constructs their argument, then enter the conversation with your own ‘I say.’	Q4 Week 1
Final	Revised Portfolio + Reflective Essay	3 essays + reflection	Select and substantially revise 3 essays from Assignments 1–6. Include a reflective essay discussing your growth as a writer and the TSIS moves you have internalized.	Q4 Week 5

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.

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 an 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

Aug 11 – Oct 8, 2026 ~8 Weeks *Quarter Focus: Foundations of Argumentation — Core They Say / I Say Moves*

(NB: Depending on time and interest, the teacher may delete and/or add other selections.)	
Week / Date	Topic / Projects / Assessments
Week 1 Aug 11 to 14 4 Days of Class 11~ First Day of School 14~ Opening Mass & Assumption of Our Lady	Introduction to Academic Discourse & Starting with What Others Say Read: Ch. 13 — Entering Class Discussions; Ch. 1 — Starting with What Others Are Saying Read: Sean Blanda, "The 'Other Side' Is Not Dumb" (p. 637); Kurt Gray, "The Psychology of Political Polarization" (theysayiblog.com) Practice: Online tutorial for Ch. 1 Write: "Joining the Conversation" questions 1–5 from Blanda (pp. 642–43); questions 1–4 from Gray (theysayiblog.com) In-Class: "Using Framing in a Discussion" (Ch. 13 Activities); Exercise 1 from Ch. 1 (p. 28); "Identifying What They Say" and "Finding the Textbook's They Say" (Ch. 1 Activities) TSIS: Ch. 1, Ch. 13
Week 2 Aug 17 to 21 17~ Induction of Class & Student Council Officers, NJHS, DYM, House Captains 21~ Club Orientation & Sign-Up	The Art of Summarizing Read: Ch. 2 — The Art of Summarizing Read: Yascha Mounk, "The Everyday Patriotism of Diverse Democracies" (p. 644); David Brooks, "The Triumph of the Ukrainian Idea" (p. 653); Ch. 24 opening (p. 632) Practice: Online tutorial for Ch. 2 Write: "Joining the Conversation" questions 1–5 from Mounk (pp. 651–52) and Brooks (p. 657); write a summary of either essay In-Class: Exercises 1 & 2 from Ch. 2 (pp. 44–45); "Writing and Critiquing Summaries" (Ch. 2 Activities); small-group response to Blanda question 6 (p. 643) TSIS: Ch. 2
Week 3 Aug 24 to 28 28~ New Parent & Student Orientation (Club Time)	Three Ways to Respond: Yes / No / OK, But Read: Ch. 4 — Three Ways to Respond Read: Paola Ramos, "Finding Latinx" (p. 700); Bryan Betancur, "It's Time to Drop 'Latinx'" (p. 653) Practice: Online tutorial for Ch. 4 Write: Summary of Ramos's or Betancur's essay; "Joining the Conversation" questions 1–5 from both essays In-Class: "Responding to Local Issues" and "Summarizing and Responding in Turn" (Ch. 4 Activities); small-group response to Betancur question 6 (p. 718) TSIS: Ch. 4
Week 4 Aug 31 to Sep 4 31~ World Day of Prayer for Care of Creation	The Art of Quoting + Assignment 1 First Draft Read: Ch. 3 — The Art of Quoting

4~ House Ceremony	Read: Sylvia Mathews Burwell, "Generation Stress" (p. 578); Mike Rose, "Community Colleges: The Great Equalizer?" (p. 589) Practice: Online tutorial for Ch. 3; InQuizitive "Incorporating Quotations" Write: First draft of Assignment 1; "Joining the Conversation" questions 1–4 from Burwell (pp. 587–88) and questions 1–3 from Rose (pp. 587–98) In-Class: Exercises 1 & 2 from Ch. 3 (pp. 55–56); "Making a Quotation Sandwich" and "Fixing Quotation Sandwiches When a Piece Is Missing" (Ch. 3 Activities) <i>TSIS: Ch. 3</i>
Week 5 Sep 7 to 11 Sep 7: No Class — Holy Mass 7~ Holy Mass: Nativity of the Blessed Virgin Mary & VIP Induction 12~ SAT Exam (Sat)	Distinguishing Your Voice from Theirs + ★ Assignment 1 Due Read: Ch. 5 — Distinguishing What You Say from What They Say Read: Yael Lenga, "Disability in Higher Education" (p. 566); Luticha Doucette, "If You're in a Wheelchair, Segregation Lives" (p. 373) Practice: Online tutorial for Ch. 5 WRITE: Assignment 1 Due — Summarizing, Quoting & Responding (3 pages) In-Class: Exercise 1 from Ch. 5 (pp. 79–80); "Evaluating the Use of the First Person" and "Recasting Point of View" (Ch. 5 Activities) <i>TSIS: Ch. 5</i>
Week 6 Sep 14 to 18	Planting a Naysayer in Your Text Read: Ch. 6 — Planting a Naysayer in Your Text Read: Charles Fain Lehman, "The Student Loan Trap" (p. 614); Anna Gifty Opoku-Agyeman & Fenaba Addo, "Student Loan Forgiveness Critics Are Wrong" (p. 625); Skyler Adleta, "Free College Will Only Deepen the Class Divide" (theysayiblog.com) Practice: Online tutorial for Ch. 6 Write: "Joining the Conversation" question 5 from Lehman (p. 624); questions 1–3 from Opoku-Agyeman & Addo (p. 630) In-Class: Exercise 2 from Ch. 6 (p. 95); "Playing the Role of the Naysayer" and "Staying with Objections" (Ch. 6 Activities) <i>TSIS: Ch. 6</i>
Week 7 Sep 21 to 25 4 Days of Class — Pre-Exam Days 22–24~ Pre-Exam Days 25~ Moon Festival (No Class) 28~ Confucius Day Public Holiday (No Class)	So What? Who Cares? + Assignment 2 First Draft Read: Ch. 8 — Saying Why It Matters Read: Carine M. Feyten, "The Boys Are Doing Just Fine" (p. 556); Richard V. Reeves, "No, the Boys Are Not Doing Just Fine" (p. 561) Practice: Online tutorial for Ch. 8 Write: First draft of Assignment 2; "Joining the Conversation" questions 1–6 from Feyten (pp. 559–60) and questions 1–5 from Reeves (pp. 564–65) In-Class: Exercises 1 & 2 from Ch. 8 (pp. 120–21); Ch. 8 Activities <i>Note: Reduced class time this week — Pre-Exam Days Sep 22–24.</i> <i>TSIS: Ch. 8</i>
Week 8 Sep 29 to Oct 2 2 Days of Class Oct 1–2~ Q1 Exams (Half Days)	Connecting the Parts + ★ Assignment 2 Due + Q1 Exam Read: Ch. 9 — Connecting the Parts Read: Sandis Edward Waialae Wightman, "Mauna Kea" (p. 531); Ayana Elizabeth Johnson, "What I Know about the Ocean" (p. 495) Practice: Online tutorial for Ch. 9 WRITE: Assignment 2 Due — Entering a Conversation (4 pages) In-Class: Exercises 1 & 2 from Ch. 9 (pp. 136–37); Ch. 9 Activities Assessment: Quarter 1 Exam (Oct 1–2, half days) <i>TSIS: Ch. 9</i>
Week 9	<i>Q1 Exam & Conference Break — no classes this week.</i>

Oct 5 to 10 No Classes 5~ Record Day 6–8~ Teacher’s Conference 9–10~ Double Ten Public Holiday	
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2nd QUARTER – TENTATIVE COURSE CONTENT

Oct 12 – Dec 11, 2026 ~9 Weeks *Quarter Focus: Research as Conversation — Finding and Joining a Larger Academic Debate*

<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 12 to 16 12~ Second Quarter Begins 13~ Mother Mary’s Visit to Classrooms begins 16~ PSAT/NMSQT Digital Exam	Research as Conversation + When Your ‘They Say’ Is a Bot Read: Ch. 15 — Research as Conversation; Ch. 19 — When Your ‘They Say’ Is a Bot Read: Jason Smith, “Roe Butt, Cy Borg, Ann Droid” (p. 224); Sidney I. Dobrin, “Generative AI Bots Will Change How We Write Forever” (theysayiblog.com) Practice: Online tutorial for Ch. 15 Write: Find two sources for Assignment 3; write one page on how the authors address your chosen topic In-Class: Exercises 1 & 2 from Ch. 19 (p. 305); Exercises 1 & 2 from Ch. 15 (pp. 221–22); library database and internet research instruction <i>TSIS: Ch. 15, Ch. 19</i>
Week 2 (11) Oct 19 to 23 22–23~ G10 & 11 Educational Trip	Personal Stories in Argument + Assignment 3 Draft Read: Ch. 7 — Using Personal Stories to Energize Your Argument Read: Jan Victor Andasan, “Port Pollution Sickens My Family” (theysayiblog.com); Joe Garcia, “Left Behind: Internet Access for People Behind Bars” (p. 435); Ch. 21 opening (p. 397) Practice: InQuizitive “Rhetorical Situations” and “Elements of Argument” Write: Assignment 3 Draft Due; “Joining the Conversation” questions 1–4 from Andasan or questions 1–5 from Garcia (pp. 437–39) In-Class: Small-group response to Ch. 21 opening questions (p. 397); Exercises 1, 2, & 3 from Ch. 7 (pp. 110–11) focused on Assignment 3 topic <i>TSIS: Ch. 7</i>
Week 3 (12) Oct 26 to 30 4 Days of Class 26~ Retrocession Day (No Class) 30~ Autumn Fair / Book Fair	Revising Substantially + Citation + ★ Assignment 3 Due Read: Ch. 12 — Revising Substantially; Appendix — Citing What ‘They Say’ Read: Emma Barnes, “The Fast and the Fashionable” (p. 479) Practice: InQuizitive “Documenting Sources: MLA Style” WRITE: Assignment 3 Due — Describing a Larger Conversation (4–5 pages) In-Class: “Using Checklists to Revise” (Ch. 11 Activities); small-group response to Barnes question 5 (p. 486) <i>TSIS: Ch. 12, Appendix</i>
Week 4 (13) Nov 2 to 6 2~ All Souls’ Day Mass 7~ SAT Weekend Exam (Sat)	Academic Writing & Your Own Voice + Assignment 4 Proposal Read: Ch. 10 — Academic Writing Doesn’t Mean Setting Aside Your Own Voice Read: Greta Thunberg, “Our Relationship with Nature Is Broken” (theysayiblog.com); Dina Gilio-Whitaker, “Environmental Justice Is Only the Beginning” (p. 540) Practice: Online tutorial for Ch. 10 Write: Assignment 4 Proposal Due; “Joining the Conversation” questions 1–4 from Gilio-Whitaker (p. 547) and Thunberg (theysayiblog.com) In-Class: “Comparing Styles” (Ch. 10 Activities); Exercises 1 & 3 from Ch. 10 (pp. 152–53) <i>TSIS: Ch. 10</i>

Week 5 (14) Nov 9 to 13 9~ Launching Mental Health & Anti-Bullying Month Health Week	Reading for the Conversation + Source Analysis Read: Ch. 14 — Reading for the Conversation Read: David Wallace-Wells, “The Uninhabitable Earth” (p. 505) Practice: InQuizitive “Evaluating Sources” and “Fact-Checking Sources” Write: Source Analysis for Assignment 4 (two sources); “Joining the Conversation” questions 1–4 from Wallace-Wells (pp. 512–13) In-Class: “Reading Challenging Texts” and “Annotating a Text for They Say / I Say Moves” (Ch. 14 Activities) <i>TSIS: Ch. 14</i>
Week 6 (15) Nov 16 to 20 20~ Young Shakespeare Contest	Writing in the Sciences & Social Sciences + Working Argument Read: Ch. 17 — Writing in the Sciences; Ch. 18 — Writing in the Social Sciences Practice: InQuizitive “Integrating Sources” Write: Working Argument for Assignment 4 Due In-Class: Idea workshop — class discusses each student’s working argument and offers suggestions; Ch. 17 & 18 Activities <i>TSIS: Ch. 17, Ch. 18</i>
Week 7 (16) Nov 23 to 27 4 Days of Class 24–26~ Pre-Exam Days 26~ Thanksgiving Potluck 27–30~ Gr. 12 Q2 Exams	The Art of Metacommentary + Assignment 4 Draft Read: Ch. 11 — The Art of Metacommentary Practice: Online tutorial for Ch. 11 Write: Assignment 4 Draft Due In-Class: Exercises 1, 2, & 3 from Ch. 11 (pp. 162–64); “Exchanging Metacommentary” and “Identifying Metacommentary” (Ch. 11 Activities) Assessment: Gr. 12 Q2 Exam Nov 27–30 <i>TSIS: Ch. 11</i>
Week 8 (17) Nov 30 to Dec 4 30~ Gr. 12 Q2 Exam ends (Mon) 5~ SAT Weekend Exam (Sat)	Final Revision + ★ Assignment 4 Due Read: Re-read Ch. 12 — Revising Substantially; re-read Appendix; read Assignment 4 draft aloud Practice: Online tutorial for Ch. 12 using Assignment 4 draft WRITE: Assignment 4 Due — Joining a Conversation You’ve Researched (5–6 pages) In-Class: “Reflecting on Revision” (Ch. 12 Activities) <i>TSIS: Ch. 12, Appendix</i>
Week 9 (18) Dec 7 to 11 2 Days of Class 8~ Foundation Day Mass & Christmas Fair (Whole Day) 10–11~ Q2 Exams (Half Days) Dec 14~ Christmas Holiday Begins	Semester Wrap-Up & Q2 Exam In-Class: Comprehensive review of Q2 concepts; preview of Q3 Rhetorical Analysis unit Assessment: Quarter 2 Exam (Dec 10–11, half days) <i>TSIS: Review Ch. 1–18</i>
Dec 14th to Jan 3rd — Christmas Break	

3rd QUARTER – TENTATIVE COURSE CONTENT

Jan 5 – Mar 24, 2027 ~11 Weeks *Quarter Focus: Rhetorical Analysis & Comparative Thinking — Analyzing How Arguments Are Built*

<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 5 to 8 4 Days of Class 4~ Record Day (No Class)	Introduction to Rhetorical Analysis + Assignment 5 Proposal Read: Ch. 16 — Writing in the Humanities (focus on rhetorical analysis examples); instructor-provided sample rhetorical analyses

5~ Third Quarter Begins 8~ New Year Mass	Practice: InQuizitive “Analyzing Visual Arguments” Write: Assignment 5 Proposal — choose a non-literary text (advertisement, political speech, editorial) for analysis In-Class: In-depth discussion of rhetorical analysis beyond ethos/pathos/logos; class deconstructs a sample text for rhetorical moves <i>TSIS: Ch. 16</i>
Week 2 (20) Jan 11 to 15 15~ Club Orientation & Sign Up HS Badminton Career Awareness Week	Advanced Style, Voice & Sentence Variety Read: Revisit Ch. 10 — Academic Writing Doesn’t Mean Setting Aside Your Own Voice (focus on stylistic elements and sentence variety) Practice: InQuizitive “Sentence Structure and Style” Write: Begin drafting Assignment 5; focus on sophisticated topic sentences and clear transitions In-Class: Style workshop — conciseness, active voice, varied sentence structure, avoiding clichés <i>TSIS: Ch. 10 (revisit)</i>
Week 3 (21) Jan 19 to 23 18–22~ Career Awareness Week 22~ First Club Meeting (2nd Semester) JV & Varsity Basketball	Deepening Metacommentary in Analytical Writing Read: Revisit Ch. 11 — The Art of Metacommentary Practice: Online tutorial for Ch. 11 Write: Continue drafting Assignment 5; integrate metacommentary to guide reader through complex analysis In-Class: Ch. 11 Activities focused on clarifying complex analysis in rhetorical essays; peer review of Assignment 5 introductions and body paragraphs <i>TSIS: Ch. 11 (revisit)</i>
Week 4 (22) Jan 26 to 30 28~ Feast of St. Thomas Aquinas Catholic Week Activities	Discipline-Specific Evidence + Assignment 5 Draft Read: Revisit Ch. 17 & 18 — Writing in the Sciences and Social Sciences (focus on evidence and discipline-specific conventions) Practice: InQuizitive “Research Strategies” Write: Assignment 5 Draft Due; focus on using textual evidence to support analytical claims In-Class: Discussion of discipline-specific evidence; introduction to Assignment 6 — The Comparative Analysis <i>TSIS: Ch. 17, Ch. 18 (revisit)</i>
Week 5 (23) Feb 1 to 3 3 Days of Class 1~ CNY Celebration — 8th period 5–12~ Chinese New Year Holiday	Rhetorical Analysis Workshop + ★ Assignment 5 Due Read: Review Ch. 11 & 16 for final revision of Assignment 5 Practice: Self-edit and peer review of Assignment 5 WRITE: Assignment 5 Due — Rhetorical Analysis Essay (4–5 pages) In-Class: Comprehensive workshop on revising for clarity, coherence, and impact in analytical writing <i>TSIS: Ch. 11, Ch. 16</i>
Feb 4–12 — Chinese New Year Holiday	
Week 6 (24) Feb 15 to 19 19 or 26~ House Valentine’s Mini Fair IOWA Assessments upcoming	Introduction to the Comparative Analysis + Assignment 6 Preparation Read: Ch. 23 — Arguing Across the Disciplines; review sample comparative analyses (instructor-provided) Practice: Online tutorial for Ch. 23 Write: Select two essays from TSIS or thesayiblog.com on the same broad topic; begin mapping each writer’s TSIS moves and rhetorical strategies In-Class: Discussion of what effective comparative analysis looks like; how to frame two writers in conversation with your own ‘I say’ <i>TSIS: Ch. 23</i>

Week 7 (25) Feb 22 to 26 22–26~ IOWA Assessments Mar 1~ Memorial Day (No Class) Mar 2–4~ Pre-Exam Days	Comparative Analysis Drafting + Assignment 6 Draft Write: Assignment 6 Draft Due — Comparative Analysis of two chosen essays In-Class: Workshop on structuring the comparative analysis; how to move fluidly between summarizing, analyzing, and responding; peer feedback on drafts <i>Note: Reduced class time — IOWA Assessments this week.</i> <i>TSIS: Ch. 23 (continued)</i>
Week 8 (26) Mar 2 to 5 4 Days of Class 1~ Memorial Day Holiday (No Class) 2–4~ Pre-Exam Days 6~ SAT Weekend Exam (Sat)	Quarter 3 Review & Q3 Exam Preparation Read: Review relevant chapters for Q3 (Ch. 10, 11, 16, 23) Practice: Final self-assessment and polish of Assignment 6 draft In-Class: Comprehensive review of Q3 content; preview of Q4 Portfolio unit <i>TSIS: Review Ch. 10–23</i>
Week 9 (27) Mar 8 to 12 5 Days of Class Upcoming: Mar 23–24 Q3 Exams	Independent Study & Student Conferences Write: Independent polish of Assignment 6; address any remaining weaknesses before Q4 submission In-Class: Individual student conferences with teacher; targeted feedback on Assignment 6 drafts <i>TSIS: Review all Q3 chapters</i>
Week 10 (28) Mar 15 to 19 EARCOS Teachers' Conference Mar 18–20	Assignment 6 Finalization & Portfolio Preview Write: Finalize Assignment 6 for submission in Q4 Week 1 In-Class: Introduction to the Final Portfolio structure; students begin preliminary selection of which Assignments 1–6 they may wish to revise <i>TSIS: Review Ch. 12, Ch. 27, Ch. 28</i>
Week 11 (29) Mar 22–24 One Day of Class 23–24~ Third Quarter Exam (Half Days)	Q3 Exam Assessment: Quarter 3 Exam — Mar 23–24 (half days)
Mar 25th to April 6th — Easter Break / Spring Break	

4th QUARTER – TENTATIVE COURSE CONTENT

Apr 7 – May 28, 2027 Grade 12 completes all coursework by end of Week 5 (approx. May 3–7, 2027)

Quarter Focus: The Final Portfolio — Revision, Reflection & Consolidation of the Year's Learning

(NB: Depending on time and interest, the teacher may delete and/or add other selections.)	
Week / Date	Topic / Projects / Assessments
Week 1 (30) Apr 7 to 9 3 Days of Class (Wed–Fri) 10~ Spring Fair	★ Assignment 6 Due + Portfolio Introduction + Visuals & Multimodality WRITE: Assignment 6 Due — Comparative Analysis Final (3–4 pages) Read: Ch. 27 — Using Images, Visuals, and Other Media Practice: Online tutorial for Ch. 27; analyze visual arguments in current media In-Class: Introduction to the Final Portfolio — what it is, how to choose essays to revise, what meaningful revision looks like; discussion of visual rhetoric <i>TSIS: Ch. 27</i>
Week 2 (31) Apr 12 to 16 15~ Easter Mass & Easter Egg Hunt 16~ AP Chinese/Japanese Practice Test	Portfolio Essay Selection + Global Revision Strategies Read: Ch. 28 — Applying They Say / I Say to Your Own Writing; re-read Ch. 12 — Revising Substantially Write: Select 3 essays from Assignments 1–6 for the portfolio; begin substantive revision of Essay 1

	In-Class: Workshop on global revision — argument strength, organizational coherence, voice consistency, source integration; individual teacher conferences to discuss essay selection <i>TSIS: Ch. 12 (revisit), Ch. 28</i>
Week 3 (32) Apr 19 to 23 17~ HS Co-Ed Softball (Sat) 19–23~ Student Council Campaign 19–23~ Spirit Week / Cultural Awareness / Earth Week 19–23~ AP Mock Exams	Portfolio Drafts + Peer Review Write: Portfolio Draft Due — all 3 revised essays submitted together for peer review Read: Re-read Appendix — Citing What ‘They Say’; review Ch. 12 for revision checklist Practice: InQuizitive “Grammar and Mechanics” review In-Class: Structured peer review — partners use a rubric to evaluate each revised essay for argument, voice, evidence, and citation accuracy <i>Note: AP Mock Exams this week — plan sessions around student availability.</i> <i>TSIS: Ch. 12, Appendix</i>
Week 4 (33) Apr 26 to 29 4 Days of Class 26~ Student Council Elections 27–29~ Pre-Exam Days 30~ Labor Day (No Class)	Individual Teacher Conferences + Reflective Essay Drafting Read: Ch. 29 — Common Questions and Answers (review for common writing issues) Write: Begin drafting the Reflective Essay — reflect on growth as a writer across the year using specific examples from revised essays and TSIS moves internalized In-Class: Individual teacher conferences on portfolio essays; discussion of what strong reflective writing looks like <i>TSIS: Ch. 29</i>
Week 5 (34) May 3 to 7 3–7~ Final Exams (K, Gr. 5, 8 & 12 Only) 3–14~ AP Exams	★ FINAL PORTFOLIO & REFLECTIVE ESSAY DUE + Course Celebration WRITE: Final Portfolio Due — 3 substantially revised essays + Reflective Essay Final editing passes on all 3 portfolio essays and the Reflective Essay Practice: Advanced proofreading strategies; grammar, mechanics, and formatting review In-Class: Course celebration and reflection; students share one key insight from their Reflective Essay with the class; discussion of how TSIS moves apply beyond this course <i>Note: Grade 12 students complete all coursework this week.</i> <i>TSIS: Full year review</i>
Week 6 (35) May 10 to 14 2 Days of Class 10–14~ AP Exams continue 12–13~ Q4 Exams (Half Days) 14~ Record Day (No Class)	<i>AP Exams / Q4 Exams — Gr. 12 Coursework Complete</i> <i>All Gr. 12 Advanced Composition work is complete. Students are engaged in AP Exams and schoolwide Q4 assessment activities.</i>
Week 7 (36) May 17 to 21 17~ Gr. 12 Recollection & Baccalaureate Mass 17–21~ WIDA Testing 17–21~ Student Clearance Days	<i>Schoolwide Activities</i>
Week 8 (37) May 24 to 28 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)	<i>Schoolwide Activities</i>
Week 9 (38) 31 May Last day for Teachers/Staff Meeting	<i>Last day for Teachers/Staff Meeting</i>

