

Checkpoint:

Six Weeks Test

## Mesquite ISD Curriculum Sequence High School English I

1st Six Weeks	2nd Six Weeks	3rd Six Weeks
Establish campus/classroom instructional routines, procedures & expectationsStudent self-selected reading (year long)Vocabulary development (year long)myFuturemyRoad (college/career readiness) Connecting Theme: Facing Challenges Literary Text: Mentor text: Checkoutsrecognize characteristics/elements/text structure Literary Text: close read/analyze/respond (SAQ) -The Scarlet Ibis -The Necklace -The Necklace -The Cask of Amontillado (optional) Writing Workshop: Literary—short story elementsgenerate ideas/plan: character, conflict & resolutiondraft:organization/progression & development of ideasrevisecontent, organization, use of languageeditsentence structure/boundaries, conventions Literary Text: Fiction-Novel-The House on Mango Street (pre-reading) PreRead:Expository Text: A Writer's Voyagesclose read/ analyze/respond — autobiographical narrativeLiterary Text: Elenaclose read/analyze/respond-elements of poetry Read:close read/analyze/respond: "Mango says goodbye"close read/analyze/respond: "My Name"	Vocabulary development Literary Text: Novel- The House on Mango Streetclose read/analyze/respond: "The Family of Little Feet"close read/analyze/respond: "Born Bad"close read/analyze/respond: "Sally" close read/analyze/respond: "Beautiful and Cool"close read/analyze/respond: "A House of My Own"close read/analyze/respond: "Mango Says Goodbye" Expository Text: Literary Criticism on the novel Writing Workshop: Research – literary element (character or conflict based on novel)review plagiarismformulate research ideas/plan: develop a research proposal (major research question, subsidiary research questions, primary & secondary sources, calendar) Proposalgather information: use comprehension skills to locate information & systematically take notes (primary and secondary sources)draft:working outline – generate a meaningful organization of support for central ideas/thesissynthesize, organize, and present ideas and informationwriting an introduction with a thesisuse MLA style documentation formatwriting a conclusionrevisecontent, organization, conventionspeer response/teacher conferencingself evaluation (rubric)	Vocabulary Development Literary Text: Drama: The Tragedy of Romeo and Julietpreview text/historical contextvocabulary developmentreview elements of dramaclose read/analyze/respond: Prologue (sonnet form)Act I – literary elements, characterization, tone, dialogue, foreshadowingAct III – soliloquy, tragedy, asideAct IV – imagery, comic reliefAct V – theme, irony, tragic flaw, characterization Writing Workshop: Expository-Analyticalgenerate ideas/plan:draft:writing an introduction/thesisdevelopment of ideasfocus and coherencewriting a conclusionrevisecontent, organization, conventionspeer responseteacher conferencingedit Checkpoint: Semester Test

--MLA format

Six Weeks Test



## Mesquite ISD Curriculum Sequence High School English II

Establish campus/classroom instructional routines and  Student self-selected reading  Student self-selected reading	1ot Six Wooke	2nd Siy Waaka	3rd Six Weeks
Vocabulary development	ist Six Weeks	Ziid Six Weeks	3rd Six Weeks
Student self-selected readingVocabulary developmentImpf-tutive (PSAT - college/career readiness)  Mentor literary text: Harrison Bergeron Writing Workshop: Expository ABCD StrategyGenerate ideas/plandraft:writing a hook/leaddevelopment of ideas and supporting text evidencewriting a conclusionrevise/editcontent, organization, conventions Literary Text: War is Kind Literary Text: War is Kind Literary Text: Antigonebuild background knowledge/historical contextcharacteristics of tragedygenerate ideas/plandraft:writing a nook/leaddevelopment of ideas and supporting text evidencewriting a conclusionrevise/editcontent, organization, conventions Literary Text: War is Kind Literary Text: Antigonebuild background knowledge/historical contextdraft statementper feedbackcharacteristics of tragedygenerate ideas/plandraft:writing a nonclusionrevise/editcontent, organization, conventions Literary Text: Antigonewriting a conclusionrevise/editcontent, organization, conventions Literary Text: The Tragedy of Julius Caesarbuild background knowledge/s diagous, external contextcharacteristics of tragedy & dramaAct I sollicquy, personification, asideAct III dramatic irony hetorical devices, diction, use of prose, compare/contrast Antony & BrutusAct IV salire, foreshadowingAct IV sa	Establish campus/classroom instructional routines and	Student self-selected reading	•
Vocabulary developmentmyFuture (PSAT - college/career readiness)  Mentor literary text: Harrison Bergeron Writing Workshop: Expository ABCD Strategygenerate ideas/plandraft:draft:writing a hook/leaddevelopment of ideas and supporting text evidencewriting a conclusionrevise/editcontent, organization, conventions Literary Text: Antigonebuild background knowledge/historical contextbuild background knowledge/historical contextdraft:writing an introduction and thesisdevelopment of ideas and supporting text evidencecontent, organization, conventionsthesis statementpeer feedbackteacher conferenceeditditdraft:writing a conclusionrevisecontent, organization, conventionsthesis statementpeer feedbackteacher conferenceeditdraft:writing a conclusionrevisecontent, organization, conventionsthesis statementpeer feedbackteacher conferenceeditdraft:writing a conclusionrevisecontent, organization, conventionsthesis statementpeer feedbackteacher conferenceeditfocus and coherence (shape composition)writing a conclusionrevisecontent, organization, conventionsthesis statementpeer feedbackdraft:writing an introduction and thesisdevelopment of ideas and supporting text evidencecottent, organization, conventionsthesis statementcottent, organization, conventionsthesis statementcottent, organization, conventionsthesis statementcottent, organi	procedures	Vocabulary development	Vocabulary development
-myFuture (PSAT - college/career readiness)  Mentor literary text: Harrison Bergeron  Writing Workshop: Persuasive (STAAR)  ABCD Strategy  -generate ideas/plan -draft: -writing a hook/lead -development of ideas and supporting text evidence -writing a conclusion -revise/edit -content, organization, conventions Literary Text: War Is Kind Literary Text: Antigone -build background knowledge/historical context -characteristics of tragedy -generate ideas/plan -draft: -writing a nintroduction and thesis -development of ideas and supporting text evidence -writing a conclusion -revise/edit -content, organization, conventions Literary Text: War Is Kind Literary Text: Antigone -build background knowledge/historical context -characteristics of tragedy -focus and coherence (shape composition) -writing a conclusion -revise -content, organization, conventions Literary Text: Antigone -build background knowledge/historical context -development of ideas and supporting text evidence -writing a conclusion -revise -content, organization, conventions -thesis statement -peer feedback -leacher conference -edit -edit -estase -development of ideas and supporting text evidence -focus and coherence (shape composition) -writing a conclusion -revise -content, organization, conventions -thesis statement -peer feedback -leacher conference -deal/analyze/respond: characters, ode, mood -Scenes II and IV - read/analyze/respond: Creon's speech, Haimon's argument -Ode III -dolalogue, setting, plot, characterization -Act II - dialogue, setting, plot, characterization and thesis -Act IV - satire, foreshadowing -Act V - dialogue, characterization, tragic hero -Writing Workshop: Literary Analysis/Interpretative -ABCD Strategy -generate ideas/plan -draft: -writing a introduction and thesis -tevise -content, organization, conventions -thesis statement -year deal/analyze/respond: characterization -revise -content, organization, conventions -focus and coherence (shape composition) -revise -cedit -writing a nintroduction and thesis -development of ideas and	Student self-selected reading	myFuture (PSAT – college/career readiness)	
Mentor literary text: Harrison Bergeron Writing Workshop: Expository ABCD Strategygenerate ideas/plandraft:draft:writing a hook/leaddevelopment of ideas and supporting text evidencewriting a conclusionrevise/editcontent, organization, conventions Literary Text: Mar Is Kind Literary Text: Antigonebuild background knowledge/historical contextcharacteristics of tragedy & drama ABCD Strategygenerate ideas/plandraft:writing an introduction and thesisdevelopment of ideas and supporting text evidencewriting a conclusionrevise/editcontent, organization, conventions Literary Text: Mar Is Kind Literary Text: Antigonebuild background knowledge/historical contextcharacteristics of tragedy & dramaAct I I - dallogue, setting, plot, characterizationAct III - dramatic irony rhetorical devices, diction, use of prose, compare/contrast Antony & BrutusAct IV - satire, foreshadowingAct IV - dialogue, characterization, tragic heroAct IV - satire, foreshadowingAct IV - dialogue, characterizationAct III - dramatic irony rhetorical devices, diction, use of prose, compare/contrast Antony & BrutusAct IV - satire, foreshadowingAct IV - dialogue, characterizationAct IV - satire, foreshadowingAct			
Writing Workshop: Expository ABCD Strategy —generate ideas/plan —draft: —writing a hook/lead —development of ideas and supporting text evidence —writing a conclusion —revise/edit —content, organization, conventions Literary Text: War Is Kind Literary Text: Antigone —build background knowledge/historical context —characteristics of tragedy —Prologue — read/analyze/respond: characters, ode, mood —Scenes II and II - read/analyze/respond: characters, ode, mood —Scene III —alose read/analyze/respond: characterization —Scene V - read/analyze/respond: characterization —Scene V - read/analyze/respond: argument —Scene V - read/analyze/respond: characterization —Scene V - read/analyze/respond: argument, tragic flaw, parallelism  ABCD Strategy —generate ideas/plan —draft: —writing an introduction and thesis —development of ideas and supporting text evidence —focus and coherence (shape composition) —writing a conclusion —revise —content, organization, conventions —thesis statement —per feedback —teacher conference —edit —characterization, tragic hero  Writing Workshop: Literary Analysis/Interpretative ABCD Strategy —Act II —dramatic irony rhetorical devices, diction, use of prose, compare/contrast Antony & Brutus —Act IV — satire, foreshadowing —Act IV — dialogue, characterization, covertive —ABCD Strategy —Act III — stority — act I	myFuture (PSAT - college/career readiness)	Mentor persuasive text: Tolerance	characteristics of tragedy & drama
Writing Workshop: Expository ABCD Strategy -generate ideas/plan -draft: -writing a hook/lead -development of ideas and supporting text evidence -writing a conclusion -revise/edit -content, organization, conventions Literary Text: Antigone -build background knowledge/historical context -characteristics of tragedy -per read/analyze/respond: characters, ode, mood -Scenes II and IV - read/analyze/respond: characterization -Scene IV - read/analyze/respond: characterization -Scene V - read/analyze/respond: characterization -Scene V - read/analyze/respond: argument, tragic flaw, parallelism  ABCD Strategy -generate ideas/plan -draft: -writing an introduction and thesis -development of ideas and supporting text evidence -focus and coherence (shape composition) -writing a conclusion -revise -content, organization, conventions -treacher conference -focus and coherence (shape composition) -writing a conclusion -revise -content, organization, conventions -treacher conference -edit -per feedback -teacher conference -edit -content, organization, conventions -treacher conference -deall - sadiagung, personification, aside -Act III - dramatic irony rhetorical devices, diction, use of prose, compare/contrast Antony & Brutus -Act IV - satire, foreshadowing -ABCD Strategy -generate ideas/plan -Act IV - dialogue, characterization, tragic hero Writing A conclusion -draft: -writing a conclusion conventions -treacher conference -dealback -teacher conference -edit -development of ideas and supporting text evidence -content, organization, conventions -treacher conference -development of ideas and supporting text evidence -treacher conference -development of ideas and supporting text evidence -treacher conference -development of ideas and supporting text -development of ideas and supporting	Mentor literary text: Harrison Bergeron	Writing Workshop: Persuasive (STAAR)	
-generate ideas/plan -draft:writing a hook/leaddevelopment of ideas and supporting text evidencewriting a conclusionrevise/editcontent, organization, conventions Literary Text: War Is Kind Literary Text: Antigonebuild background knowledge/historical contextcharacteristics of tragedygeneral ideas/plandraft:writing a conclusionrevisecontent, organization, conventions Literary Text: War Is kind Literary Text: Antigonebuild background knowledge/historical contextcharacteristics of tragedygenerate ideas/plandraft:content, organization, conventionsrevisecontent, organization, conventionsthesis statementpeer feedbackteacher conferenceediteditcontent, organization, conventionsthesis statementpeer feedbackteacher conferenceeditdraft:Act IV - satire, foreshadowingAct V - dialogue, characterizationAct V - dialogue, characterizationAct V - dialogue, characterizationAct V - dialogue, characterizationAct V - dialogue, characterizationwriting a conclusionrevisecontent, organization, conventionsrevisecontent, organization, conventionsthesis statementpeer feedbackeditdraft:writing a conclusionrevisecontent, organization, conventionsthesis statementpeer feedbackeditwriting a conclusionwriting a conclusionrevisecontent, organization, conventionsthesis statementpeer feedbackeditwriting a conclusionwriting a conclusionrevisecontent, organization, conventionsdraft:writing an introduction and thesisdevelopment of ideas and supporting text evidence (embed quotes)focus and coherence (shape composition)writing a conclusionwriting a conclusionwriting a conclusionwriting a conclusiondraft:writing an introduction and thesisdevelopment of ideas and supporting text evidence (embed quotes)focus and coherence (shape composition)writing a conclusiondraft:writing an introduction and thesisdevelopment of ideas and su			<ul><li>Act II – soliloquy, personification, aside</li></ul>
generate ideas/plandraft:writing a hook/leaddevelopment of ideas and supporting text evidencewriting a conclusionrevise/editcontent, organization, conventions Literary Text: War Is Kind Literary Text: Antigonebuild background knowledge/historical contextcharacteristics of tragedyPrologue - read/analyze/respond: characters, ode, moodScenes II and II - read/analyze/respond: characters, ode, moodScenes III and IV - read/analyze/respond: characterizationCode III -close read/analyze/respond: argument, tragic flaw, parallelismdraft:writing an introduction and thesisdevelopment of ideas and supporting text evidencewriting a conclusionrevisecontent, organization, conventionsthesis statementpeer feedbackteacher conferenceeditdraft:writing a conclusionrevisecontent, organization, conventionsthesis statementpeer feedbackteacher conferenceeditdraft:writing a conclusionrevisecontent, organization, conventionsthesis statementpeer feedbackteacher conferenceediteditrevisecontent, organization, conventionsteacher conferenceeditwriting a conclusionrevisecontent, organization, conventionsthesis statementpeer feedbackteacher conferenceediteditwriting a conclusionrevisecontent, organization, conventionsteacher conferenceeditcontent, organization, conventionsteacher conferenceeditcontent, organization, conventionstrevisecontent, organization	• • • •	0,	Act III – dramatic irony rhetorical devices, diction, use
draft:writing a hook/leaddevelopment of ideas and supporting text evidencewriting a conclusionrevise/editcontent, organization, conventions Literary Text: War Is Kind Literary Text: Antigonebuild background knowledge/historical contextcharacteristics of tragedyPrologue – read/analyze/respond: clashback, imagery, rode, moodScenes I I and II - read/analyze/respond: croen's speech, Haimon's argumentOde III -close read/analyze/respond: argument, tragic flaw, parallelismwriting an introduction and thesisdevelopment of ideas and supporting text evidencefocus and coherence (shape composition)writing a conclusionwriting a conclusion conventionsteasher conferencedevelopment of ideas and supporting textcontent, organization, conventionsthesis statementpeer feedbackteacher conferenceeditwriting a conclusionwriting a conclusionwriting a conclusiondraft:writing a conclusion conventionsdevelopment of ideas and supporting textteacher conferencedevelopment of ideas and supporting textdevelopment of ideas	•	•	of prose, compare/contrast Antony & Brutus
development of ideas and supporting text evidence writing a conclusionrevise/editcontent, organization, conventions Literary Text: War Is Kind Literary Text: Antigonebuild background knowledge/historical contextcharacteristics of tragedyPrologue – read/analyze/respond: characters, ode, moodScenes II and IV - read/analyze/respond: characters, ode, moodScenes III and IV - read/analyze/respond: Creon's speech, Haimon's argumentOde III -close read/analyze/respond: characterizationScene V - read/analyze/respond: argument, tragic flaw, parallelismdevelopment of ideas and supporting text evidencefocus and coherence (shape composition)writing a conclusionwriting a conclusionrevisecontent, organization, conventionsthesis statementpeer feedbackteacher conferenceeditediteditcontent, organization, conventionsrevisecontent, organization, conventionsreviseeditwriting a conclusionwriting an introduction and thesisdevelopment of ideas and supporting text evidencecontent, organization, conventionsreviseeditwriting an introduction and thesisdevelopment of ideas and supporting text evidenceeditwriting an introduction and thesisdevelopment of ideas and supporting text evidenceeditwriting an introduction and thesisdevelopment of ideas and supporting text evidenceeditwriting an introduction and thesisdevelopment of ideas and supporting textwriting an introduction and thesisdevelopment of ideas and supporting textwriting an introduction and thesisdevelopment of ideas and supporting textwriting an introduction and thesisdevelopment of ideas/and supporting textdevelopment of ideas/and supporting textdevelopmen	·		Act IV – satire, foreshadowing
development of ideas and supporting text evidencewriting a conclusionrevise/editcontent, organization, conventions Literary Text: War Is Kind Literary Text: Antigonebuild background knowledge/historical contextcharacteristics of tragedyPrologue – read/analyze/respond: conflictParados – read/analyze/respond: flashback, imagery, function of the chorusScenes I and II - read/analyze/respond: Creon's speech, Haimon's argumentOde III —close read/analyze/respond: characterizationScene IV - read/analyze/respond: argument, tragic flaw, parallelismwriting a conclusionrevisecontent, organization, conventionsthesis statementpeer feedbackteacher conferenceeditcontent, organization, conventionsthesis statementpeer feedbackteacher conferenceeditwriting an introduction and thesisdevelopment of ideas and supporting text evidence (embed quotes)focus and coherence (shape composition)writing a conclusiondraft:writing an introduction and thesisdevelopment of ideas and supporting text evidencedevelopment of ideas and supporting text evidencedevelopment of ideas and supporting text evidencedevelopment of ideas and supporting text evidencewriting an introduction and thesisdevelopment of ideas and supporting text evidencedevelopment of ideas and supporting text eviden	writing a hook/lead		<ul><li>Act V – dialogue, characterization, tragic hero</li></ul>
evidencewriting a conclusionrevise/editcontent, organization, conventions Literary Text: War Is Kind Literary Text: Antigonebuild background knowledge/historical contextcharacteristics of tragedyPrologue – read/analyze/respond: conflictParados – read/analyze/respond: flashback, imagery, function of the chorusScenes I and II - read/analyze/respond: Creon's speech, Haimon's argumentOde III –close read/analyze/respond: argument, tragic flaw, parallelismWriting a conclusionwriting a conclusiondraft:writing a introduction and thesisdevelopment of ideas and supporting text evidence (embed quotes)docus and coherence (shape composition)draft:writing a conclusiondraft:writing a conclusionwriting a conclusionwriting a conclusiondraft:writing a conclusiondraft:writing a conclusionwriting a conclusiondraft:writing a conclusionwriting a conclusiondraft:writing a conclusionwriting a co	• • • • • • • • • • • • • • • • • • •		
writing a conclusionrevise/editcontent, organization, conventions Literary Text: War Is Kind Literary Text: Antigonebuild background knowledge/historical contextcharacteristics of tragedyPrologue - read/analyze/respond: flashback, imagery, function of the chorusScenes I and II - read/analyze/respond: Creon's speech, Haimon's argumentOde III -close read/analyze/respond: characterizationScene V - read/analyze/respond: argument, tragic flaw, parallelismrevisecontent, organization, conventionsthesis statementpeer feedbackthesis statementpeer feedbackteacher conferencecontent, organization, conventionsthesis statementpeer feedbackteacher conferenceeditcontent, organization, conventionsteacher conferenceeditrevisecontent, organization, conventionsrevisecontent (shape composition)revisewriting a conclusionrevisecontent (organization, conventionsdraft:writing a conclusionwriting a conclusion			Writing Workshop: Literary Analysis/Interpretative
revise/editcontent, organization, conventions  Literary Text: War Is Kind Literary Text: Antigonebuild background knowledge/historical contextcharacteristics of tragedyPrologue – read/analyze/respond: conflictParados – read/analyze/respond: flashback, imagery, function of the chorusScenes I and II - read/analyze/respond: characters, ode, moodScenes III and IV - read/analyze/respond: Creon's speech, Haimon's argumentOde III –close read/analyze/respond: characterizationScene I V - read/analyze/respond: argument, tragic flaw, parallelismContent, organization, conventionsthesis statementpeer feedbackteacher conferenceceditceditcontent, organization, conventionsthesis statementpeer feedbackteacher conferenceeditwriting an introduction and thesisdevelopment of ideas and supporting text evidence (embed quotes)revisedocus and coherence (shape composition)writing a conclusionrevisecontent, organization, conventionsteacher conferencedittesis statementpeer feedbackteacher conferencecoitdouble deas/plandraft:writing an introduction and thesisdevelopment of ideas and supporting text evidence (embed quotes)revisecottent, organization, conventionstreacher conferenceditrevisedevidence (embed quotes)revisecottent, organization, conventionsrevisedevidence (embed quotes)revisecottent, organization, conventionsrevisedevidence (embed quotes)revisecottent, organization, conventionsrevisedevidence (embed quotes)reditrevisecottent, organization, conventionsrevisedevidence (embed quotes)reditrevisedevidence (embed quotes)reditrevisecottent, organization, conventionsrevisedevidence (embed quotes)reditrevisecottent, organization, conventionsreditrevisecottent, organization, conventionsreditcottent, organization, conventionsreditcottent, organization, conventionsreditcottent, organization, conventions			ABCD Strategy
-content, organization, conventions Literary Text: War Is Kind Literary Text: Antigonebuild background knowledge/historical contextcharacteristics of tragedyPrologue – read/analyze/respond: conflictParados – read/analyze/respond: flashback, imagery, function of the chorusScenes I and II - read/analyze/respond: characters, ode, moodScenes III and IV - read/analyze/respond: characters, speech, Haimon's argumentOde III –close read/analyze/respond: characterizationScene V - read/analyze/respond: argument, tragic flaw, parallelismContent, organization, conventionsthesis statementpeer feedbackteacher conferenceediteditwriting an introduction and thesisdevelopment of ideas and supporting text evidence (embed quotes)focus and coherence (shape composition)writing a conclusionwriting a conclusiontrevisecontent, organization, conventionsteacher conferenceditwriting an introduction and thesisdevelopment of ideas and supporting text evidence (embed quotes)focus and coherence (shape composition)writing an introduction and thesisdevelopment of ideas and supporting text evidence (embed quotes)focus and coherence (shape composition)writing a conclusiontrevisecontent, organization, conventionsteacher conferencecontent, organization, conventionstrevisecontent, organization, conventionstrevisecontent, organization, conventionstrevisecontent, organization, conventionstrevisecontent, organization, conventionstrevisecontent, organization, conventionsrevisecontent, organization, conventionstrevisecontent, organization, conventionstrevisecontent, organization, conventionstrevisecontent, organization, conventionstrevisecontent, organization, conventionstrevisecontent, organization, organizationrevisecontent, organization, organizationrevisecontent, organization, organizationrevisecontent, organization, organizationrevisecontent, organization, organ	<u> </u>		generate ideas/plan
Literary Text: War Is Kind Literary Text: Antigonebuild background knowledge/historical contextcharacteristics of tragedyPrologue – read/analyze/respond: conflictParados – read/analyze/respond: flashback, imagery, function of the chorusScenes I and II - read/analyze/respond: Creon's speech, Haimon's argumentOde III –close read/analyze/respond: characterizationScene IV - read/analyze/respond: argument, tragic flaw, parallelism thesis statementpeer feedbackteacher conferenceedit thesis statementpeer feedbackteacher conferenceedit thesis statementpeer feedbackteacher conferenceedit editrevisecontent, organization, conventionsthesis statementpeer feedbackteacher conferencecontent, organization, conventionsthesis statementpeer feedbackteacher conferenceditcontent, organization, conventionsthesis statementpeer feedbackteacher conferencecontent, organization, conventionsthesis statementpeer feedbackteacher conferenceditpeer feedbackteacher conferencedit			draft:
Literary Text: Antigonebuild background knowledge/historical contextcharacteristics of tragedyPrologue – read/analyze/respond: conflictParados – read/analyze/respond: flashback, imagery, function of the chorusScenes I and II - read/analyze/respond: characters, ode, moodScenes III and IV - read/analyze/respond: Creon's speech, Haimon's argumentOde III –close read/analyze/respond: characterizationScene V - read/analyze/respond: argument, tragic flaw, parallelismDeer feedbackteacher conferencedevelopment of ideas and supporting text evidence (embed quotes)focus and coherence (shape composition)writing a conclusionrevisecontent, organization, conventionsthesis statementceditrevisecontent, organization, conventionsthesis statementpeer feedbackteacher conferenceeditrevisecontent, organizationpeer feedbackteacher conferenceeditrevisecontent, organization, conventionsthesis statementpeer feedbackteacher conferencecontent, organizationpeer feedbackteacher conferenceditrevisecontent, organization, conventionsthesis statementpeer feedbackteacher conferencecontent, organization, conventionsthesis statementpeer feedbackteacher conferenceditcontent, organization, conventionsthesis statementpeer feedbackteacher conferencecontent, organization, conventionsthesis statementpeer feedbackteacher conferenceeditcedit			writing an introduction and thesis
build background knowledge/historical contextcharacteristics of tragedyPrologue – read/analyze/respond: conflictParados – read/analyze/respond: flashback, imagery, function of the chorusScenes I and II - read/analyze/respond: characters, ode, moodScenes III and IV - read/analyze/respond: Creon's speech, Haimon's argumentOde III -close read/analyze/respond: characterizationScene V - read/analyze/respond: argument, tragic flaw, parallelismbuild background knowledge/historical contextteacher conferenceeditteacher conferenceeditteacher conferenceeditteacher conferenceeditteacher conferenceeditteacher conferencecontent, organization, conventionsthesis statementcontent, organization, conventionsthesis statementcontent, organization, conventionsthesis statementthesis statementthesi	·		development of ideas and supporting text
characteristics of tragedyPrologue – read/analyze/respond: conflictParados – read/analyze/respond: flashback, imagery, function of the chorusScenes I and II - read/analyze/respond: characters, ode, moodScenes III and IV - read/analyze/respond: Creon's speech, Haimon's argumentOde III –close read/analyze/respond: characterizationScene IV - read/analyze/respond: argument, tragic flaw, parallelismediteditediteditediteditediteditediteditediteditediteditrevisecontent, organization, conventionsthesis statementpeer feedbackteacher conferenceeditrevisecontent, organizationthesis statementpeer feedbackteacher conferenceeditrevisecontent, organizationpeer feedbackteacher conferenceeditscene IV - read/analyze/respond: characterizationscene IV - read/analyze/respond: argument, tragic flaw, parallelism		·	
Prologue – read/analyze/respond: conflictParados – read/analyze/respond: flashback, imagery, function of the chorusScenes I and II - read/analyze/respond: characters, ode, moodScenes III and IV - read/analyze/respond: Creon's speech, Haimon's argumentOde III –close read/analyze/respond: characterizationScene IV - read/analyze/respond: argument, tragic flaw, parallelismPrologue – read/analyze/respond: conflictParados – read/analyze/respond: flashback, imagery, function of the chorusCote III - read/analyze/respond: characterizationScene V - read/analyze/respond: argument, tragic flaw, parallelismWriting a conclusionrevisecontent, organization, conventionsthesis statementpeer feedbackteacher conferenceeditcheckpoint:Checkpoint:Writing a conclusionrevisecontent, organization, conventionsthesis statementpeer feedbackteacher conferenceeditCheckpoint:Semester Exam			focus and coherence (shape composition)
Parados – read/analyze/respond: flashback, imagery, function of the chorusScenes I and II - read/analyze/respond: characters, ode, moodScenes III and IV - read/analyze/respond: Creon's speech, Haimon's argumentOde III –close read/analyze/respond: characterizationScene V - read/analyze/respond: argument, tragic flaw, parallelism Persuasive Texts:  Tolerance Abolishing the Penny I Acknowledge Mine Use of Animals in Biomedical Research Doing Nothing revisecontent, organization, conventionsthesis statementpeer feedbackteacher conferenceedit  Checkpoint:  Six Weeks Test  Semester Exam	ğ ,	Guit	, , , , , , , , , , , , , , , , , , , ,
function of the chorusScenes I and II - read/analyze/respond: characters, ode, moodScenes III and IV - read/analyze/respond: Creon's speech, Haimon's argumentOde III -close read/analyze/respond: characterizationScene V - read/analyze/respond: argument, tragic flaw, parallelism  Tolerance Abolishing the Penny I Acknowledge Mine Use of Animals in Biomedical Research Doing Nothing content, organization, conventionsthesis statementpeer feedbackteacher conferenceedit  Checkpoint:  Six Weeks Test  Semester Exam		Persuasive Texts:	
Scenes I and II - read/analyze/respond: characters, ode, moodScenes III and IV - read/analyze/respond: Creon's speech, Haimon's argumentOde III -close read/analyze/respondScene IV - read/analyze/respond: characterizationScene V - read/analyze/respond: argument, tragic flaw, parallelism Scenes I and II - read/analyze/respond: characters, Abolishing the Penny I Acknowledge Mine Use of Animals in Biomedical Research Doing Nothing thesis statementpeer feedbackteacher conferenceedit cedit chesis statementpeer feedbackteacher conferenceeditscene V - read/analyze/respond: characterizationScene V - read/analyze/respond: argument, tragicscene V - read/analyze/respond: Six Weeks Test thesis statementpeer feedbackteacher conferenceeditscene V - read/analyze/respond: Six Weeks Test			content, organization, conventions
ode, moodScenes III and IV - read/analyze/respond: Creon's speech, Haimon's argumentOde III -close read/analyze/respondScene IV - read/analyze/respond: characterizationScene V - read/analyze/respond: argument, tragic flaw, parallelism  I Acknowledge Mine Use of Animals in Biomedical Research Doing Nothing editediteditediteditediteditediteditscene V-read/analyze/respond: argument, tragicscene V-read/analyze/respond: argument, tragicScene V-read/analyze/respond: Six Weeks Test  Semester Exam			
Scenes III and IV - read/analyze/respond: Creon's speech, Haimon's argument	• • •	· ·	peer feedback
speech, Haimon's argumentOde III -close read/analyze/respondScene IV - read/analyze/respond: characterizationScene V - read/analyze/respond: argument, tragic flaw, parallelism  Doing Nothingedit Checkpoint:  Checkpoint: Six Weeks Test Semester Exam	,		teacher conference
Ode III –close read/analyze/respondScene IV - read/analyze/respond: characterizationScene V - read/analyze/respond: argument, tragic flaw, parallelism  Six Weeks Test  Checkpoint:  Semester Exam			edit
Scene IV - read/analyze/respond: characterizationScene V - read/analyze/respond: argument, tragic flaw, parallelism  Checkpoint:  Six Weeks Test  Semester Exam		Boiling Nothing	
Scene V - read/analyze/respond: argument, tragic flaw, parallelism Six Weeks Test Semester Exam			Checkpoint:
flaw, parallelism Six Weeks Test Semester Exam			·
oix weeks rest	· · · · · · · · · · · · · · · · · · ·	Six Weeks Test	Semester Exam
	• •	0.X 1700X0 100X	
	moral lesson		
Checkpoint	Checkpoint		
Six Weeks Test	•		



Six Weeks Test

## Mesquite ISD Curriculum Sequence High School English III

1st Six Weeks	2nd Six Weeks	3rd Six Weeks
Establish campus/classroom instructional routines & proceduresStudent self-selected readingVocabulary developmentWriter's Notebook  myFuturemyRoad: Collegeboard resources  Thematic focus (year long): E Pluribus UnumEssential question: How did many become one?  Close read and Analyze texts: Literary Texts: - poetry [New Colossus, To My Dear and Loving Husband, Upon the Burning of Our House] - District novel: The Scarlet Letter [chapters 1 – 12]  Expository Texts: - Speeches [Obama, Henry, Edwards] - Founding documents [Declaration of Independence]  Revise/Edit practice: [Colonial Punishment, Archetypes]  Writing Workshop: Persuasivegenerate ideas/plan: analyze political cartoons, speeches, editorialsdraft:develop a thesisincorporate rhetorical devices/techniquesrevisecontent, organization, conventionspeer feedbackteacher conferencingedit	Close read and Analyze: Literary Text: District novel-The Scarlet Letter [chapters 13 – 24]read/analyze/respond: Chapters 13 – 15close read/analyze/respond: Chapter 16 - 17read/analyze/respond: Chapters 18 – 22close read/analyze/respond: Chapter 23 - 24  Revise/Edit practice [Revenge]  Writing Workshop: Expository: Analytical-Literarygenerate ideas/plan: literary elementsdraft:develop an introduction & thesisembedding text evidence (quotations)use the literary presentrevisecontent, organization, conventionspeer feedbackteacher conferencingedit Close read and Analyze Literary Text: Poetry [Oliver]  Expository Text: Founding documents [Paine] Essay-Transcendentalism [Emerson's: Concord Hymn & from Nature and Thoreau's: from Walden & Civil Disobedience]  Timed writing: Expository  Six Weeks Test	Self-selected reading Vocabulary development  Expository Text:



--close read/analyze/respond The Prologue

Six Weeks Test

--close read/analyze/respond: The Pardoner's Tale

## Mesquite ISD Curriculum Sequence High School English IV

1st Six Weeks 2nd Six Weeks **3rd Six Weeks** Literary Text: The Lord of the Flies Establish campus/classroom instructional routines and Writing Workshop: Research --establish historical context procedures --review plagiarism issue --Vocabulary development --formulate research ideas/plan: develop a research proposal --Student self-selected reading --close read/analyze/respond: The Sound and the Shell -(major research question, subsidiary research questions, --Vocabulary development diction and imagery primary & secondary sources, calendar) --read/analyze/respond: Chapters 2 – 3 – compare/contrast Writing Workshop: Expository – Application composition -- gather information; use comprehension skills to locate morning and evening meeting information & systematically take notes (relevant print & online --generate ideas/plan: --close read/analyze/respond: Huts on the Beach sources) --draft: ---read/analyze/respond: Chapter 4 – rhythm and changes --draft: --writing an introduction --read/analyze/respond: Chapters 5 – 7 – symbols and --working outline - generate a meaningful organization character development --development of ideas of support for central ideas --close read/analyze/respond: Chapter 8 - turning point --synthesize, organize, and present ideas and --focus and coherence --close read/analyze/respond: Chapter 9 - symbolism & information --writing a conclusion characterization --writing an introduction with a thesis --read/analyze/respond: Chapters 10 – 11 – character --revise --use MLA style documentation format development, contrast leaderships styles --writing a conclusion peer feedback --close read/analyze/respond: Chapter 12 - concept of --revise teacher conference savage (loss of civilization) --content, organization, conventions --edit --post reading: sequence of the hunts (chart the changing --peer feedback imagery) Thematic focus: Social Order --teacher conferencing --self evaluation (rubric) --build Anglo-Saxon background knowledge/historical context Writing Workshop: Expository: Interpretation-literary elements --edit Literary Text: Beowulf --generate ideas/plan: --MLA format --recognize epic characteristics - structure, devices, hero --draft: --writing an introduction cycle Literary Text: Sir Gawain and the Green Knight --writing topic sentences --read/analyze/respond --read/analyze/respond to episodes: --development of ideas --analyze literary elements – alliteration and the theme Grendel --focus and coherence of honor Battle with Grendel --writing a conclusion --revise Grendel's Mother Literary Text: Le Morte D'Arthur --peer feedback --read/analyze/respond - characteristics of a legend Battle with Grendel's Mother --teacher conference Beowulf's Last Battle --edit Expository Text: autobiography – from the book of Margery Literary Text: Ballad - Barbara Allen Kempe Six Weeks Test --close read/analyze/respond Six Weeks Test --students self-select poems to analyze Semester Exam Literary Text: Canterbury Tales