



Mesquite ISD Curriculum Sequence

High School English I

1st Six Weeks

Establish campus/classroom instructional routines, procedures & expectations

- Student self-selected reading (year long)
- Vocabulary development (year long)
- myFuturemyRoad (college/career readiness)

Connecting Theme: Facing Challenges

Literary Text: Mentor text: *Checkouts*

- recognize characteristics/elements/text structure

Literary Text: close read/analyze/respond (SAQ)

- The Scarlet Ibis*
- The Necklace*
- The Cask of Amontillado* (optional)

Writing Workshop: Literary--short story elements

- generate ideas/plan: character, conflict & resolution
- draft:
 - organization/progression & development of ideas
 - revise
 - content, organization, use of language
 - edit
 - sentence structure/boundaries, conventions

Literary Text: Fiction-Novel-*The House on Mango Street* (pre-reading)

PreRead:

- Expository Text: *A Writer's Voyages*
 - close read/ analyze/respond – autobiographical narrative
- Literary Text: *Elena*
 - close read/analyze/respond-elements of poetry

Read:

- close read/analyze/respond: "Mango says goodbye"
- close read/analyze/respond: "My Name"

Checkpoint:

Six Weeks Test

2nd Six Weeks

Vocabulary development

Literary Text: Novel- *The House on Mango Street*

- close 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 plagiarism
- formulate research ideas/plan: develop a research proposal (major research question, subsidiary research questions, primary & secondary sources, calendar)

Proposal

- gather 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/thesis
 - synthesize, organize, and present ideas and information
 - writing an introduction with a thesis
 - use MLA style documentation format
 - writing a conclusion
- revise
 - content, organization, conventions
 - peer response/teacher conferencing
 - self evaluation (rubric)
- edit
 - MLA format

Six Weeks Test

3rd Six Weeks

Vocabulary Development

Literary Text: Drama: *The Tragedy of Romeo and Juliet*

- preview text/historical context
- vocabulary development
- review elements of drama
- close read/analyze/respond: Prologue (sonnet form)
- Act I – literary elements, characterization, tone, dialogue, foreshadowing
- Act II – irony, mood, puns, plot development
- Act III – soliloquy, tragedy, aside
- Act IV – imagery, comic relief
- Act V – theme, irony, tragic flaw, characterization

Writing Workshop: Expository-Analytical

- generate ideas/plan:
 - draft:
 - writing an introduction/thesis
 - development of ideas
 - focus and coherence
 - writing a conclusion
 - revise
 - content, organization, conventions
 - peer response
 - teacher conferencing
 - edit

Checkpoint:

Semester Test



Mesquite ISD Curriculum Sequence

High School English II

1st Six Weeks

Establish campus/classroom instructional routines and procedures

- Student self-selected reading
- Vocabulary development
- myFuture (PSAT - college/career readiness)

Mentor literary text: Harrison Bergeron

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: conflict

--Parados – read/analyze/respond: flashback, imagery, function of the chorus

--Scenes I and II - read/analyze/respond: characters, ode, mood

--Scenes III and IV - read/analyze/respond: Creon's speech, Haimon's argument

--Ode III –close read/analyze/respond

--Scene IV - read/analyze/respond: characterization

--Scene V - read/analyze/respond: argument, tragic

flaw, parallelism

--Exodus - read/analyze/respond: epiphany, reversal, moral lesson

Checkpoint

Six Weeks Test

2nd Six Weeks

Student self-selected reading

Vocabulary development

myFuture (PSAT – college/career readiness)

Mentor persuasive text: Tolerance

Writing Workshop: Persuasive (STAAR)

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

- peer feedback

- teacher conference

--edit

Persuasive Texts:

Tolerance

Abolishing the Penny

I Acknowledge Mine

Use of Animals in Biomedical Research

Doing Nothing

Six Weeks Test

3rd Six Weeks

Student self-selected reading

Vocabulary development

Literary Text: The Tragedy of Julius Caesar

- build background knowledge/historical context

- characteristics of tragedy & drama

- Act I – dialogue, setting, plot, characterization

- Act II – soliloquy, personification, aside

- Act III – dramatic irony rhetorical devices, diction, use of prose, compare/contrast Antony & Brutus

- Act IV – satire, foreshadowing

- Act V – dialogue, characterization, tragic hero

Writing Workshop: Literary Analysis/Interpretative

ABCD Strategy

- generate ideas/plan

--draft:

- writing an introduction and thesis

- development of ideas and supporting text

evidence (embed quotes)

- focus and coherence (shape composition)

- writing a conclusion

--revise

- content, organization, conventions

- thesis statement

- peer feedback

- teacher conference

--edit

Checkpoint:

Semester Exam



Mesquite ISD Curriculum Sequence

High School English III

1st Six Weeks

Establish campus/classroom instructional routines & procedures

- Student self-selected reading
- Vocabulary development
- Writer's Notebook

myFuturemyRoad: Collegeboard resources

Thematic focus (year long): E Pluribus Unum

- Essential 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: Persuasive

- generate ideas/plan: analyze political cartoons, speeches, editorials
- draft:
- develop a thesis
- incorporate rhetorical devices/techniques
- revise
- content, organization, conventions
- peer feedback
- teacher conferencing
- edit

Six Weeks Test

2nd Six Weeks

Close read and Analyze:

Literary Text: District novel-*The Scarlet Letter* [chapters 13 – 24]

- read/analyze/respond: Chapters 13 – 15
- close read/analyze/respond: Chapter 16 – 17
- read/analyze/respond: Chapters 18 – 22
- close read/analyze/respond: Chapter 23 – 24

Revise/Edit practice [Revenge]

Writing Workshop: Expository: Analytical-Literary

- generate ideas/plan: literary elements
- draft:
- develop an introduction & thesis
- embedding text evidence (quotations)
- use the literary present
- revise
- content, organization, conventions
- peer feedback
- teacher conferencing
- edit

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

3rd Six Weeks

Self-selected reading

Vocabulary development

Expository Text:

- close read/analyze/respond: from *Narrative of the Life of Frederick Douglass*
- link Hayden's poem "*Frederick Douglass*"
- read/analyze/respond: excerpt *Incidents of the Life of a Slave Girl*
- link poems – *Free Labor* and *Go Down Moses*
- close read/analyze/respond *Gettysburg Address*

Literary Text: Fiction- American short story

- close read/analyze/respond: *The Story of an Hour*
- close read/analyze/respond *Outcasts of Poker Flats*

Writing Workshop: Expository-Interpretative - Literary

- generate ideas/plan: compare/contrast
- draft:
- develop an introduction & thesis
- embedding text evidence (quotations)
- use the literary present
- revise
- content, organization, conventions
- peer feedback
- teacher conferencing
- edit

Literary Text: Poetry

- read/analyze/respond: Whitman's poetry
- read/analyze/respond: Hughes's poetry

Six Weeks Test

Semester Exam



Mesquite ISD Curriculum Sequence

High School English IV

1st Six Weeks

Establish campus/classroom instructional routines and procedures

- Student self-selected reading
- Vocabulary development

Writing Workshop: Expository – Application composition

--generate ideas/plan:

--draft:

- writing an introduction
- development of ideas
- focus and coherence
- writing a conclusion

--revise

- peer feedback
- teacher conference

--edit

Thematic focus: Social Order

- build Anglo-Saxon background knowledge/historical context

Literary Text: Beowulf

--recognize epic characteristics – structure, devices, hero cycle

--read/analyze/respond to episodes:

- Grendel
- Battle with Grendel

Grendel's Mother

- Battle with Grendel's Mother
- Beowulf's Last Battle

Literary Text: Ballad – *Barbara Allen*

- close read/analyze/respond
- students self-select poems to analyze

Literary Text: Canterbury Tales

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

Six Weeks Test

2nd Six Weeks

Writing Workshop: Research

- review plagiarism issue
- formulate research ideas/plan: develop a research proposal (major research question, subsidiary research questions, primary & secondary sources, calendar)

--gather information: use comprehension skills to locate information & systematically take notes (relevant print & online sources)

--draft:

- working outline – generate a meaningful organization of support for central ideas
- synthesize, organize, and present ideas and information

- writing an introduction with a thesis
- use MLA style documentation format
- writing a conclusion

--revise

- content, organization, conventions
- peer feedback
- teacher conferencing
- self evaluation (rubric)

--edit

--MLA format

Literary Text: *Sir Gawain and the Green Knight*

--read/analyze/respond

--analyze literary elements – alliteration and the theme of honor

Literary Text: *Le Morte D'Arthur*

--read/analyze/respond – characteristics of a legend

Expository Text: autobiography – from the book of Margery Kempe

Six Weeks Test

3rd Six Weeks

Literary Text: *The Lord of the Flies*

- establish historical context
- Vocabulary development
- close read/analyze/respond: The Sound and the Shell – diction and imagery
- read/analyze/respond: Chapters 2 – 3 – compare/contrast morning and evening meeting
- close read/analyze/respond: Huts on the Beach
- read/analyze/respond: Chapter 4 – rhythm and changes
- read/analyze/respond: Chapters 5 – 7 – symbols and character development
- close read/analyze/respond: Chapter 8 – turning point
- close read/analyze/respond: Chapter 9 – symbolism & characterization
- read/analyze/respond: Chapters 10 – 11 – character development, contrast leaderships styles
- close read/analyze/respond: Chapter 12 – concept of savage (loss of civilization)
- post reading: sequence of the hunts (chart the changing imagery)

Writing Workshop: Expository: Interpretation– literary elements

--generate ideas/plan:

--draft:

- writing an introduction
- writing topic sentences
- development of ideas
- focus and coherence
- writing a conclusion

--revise

- peer feedback
- teacher conference

--edit

Six Weeks Test

Semester Exam