Mesquite ISD Curriculum Sequence
High School English I

1st Six Weeks	2nd Six Weeks	3rd 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	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	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	2nd Six Weeks	3rd 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	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	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 Douglas*
--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