



Mesquite ISD Curriculum Sequence

High School English I

4th Six Weeks

Students read a self-selected work.

Vocabulary development

Writing Workshop: Expository (STAAR)

Prompts:

- Variety of prompts
- A - analyze the prompt
- B - brainstorm ideas
- C - craft a plan
- D - draft
- organization/progression
- development of ideas
- use of language
- revise
- self-score using the rubric for content & organization
- edit

Reading Workshop: close read & analyze variety of genres

Primal Screen

The Pedestrian

The Most Dangerous Game

Where Have You Gone, Charming Billy

Revise/Edit selections

District checkpoint

Campus check point

Six Weeks Test

5th Six Weeks

Vocabulary development

Writing Workshop: Expository text (STAAR)

- analyze variety of prompts
- generate ideas/plan:
- draft:
 - Writing an introduction/thesis
 - Writing topic sentences
 - Development of ideas
 - Organization and progression
 - Writing a conclusion
- revise
 - Peer feedback
 - Teacher conference
 - Self-score using the rubric
- edit & proofread

Reading Workshop: close read & analyze variety of genres

Autobiography

Biography

Dream Deferred

Open Window

STAAR assessment

Writing workshop: Persuasive

Literary Text: Poetry – Epic- *The Odyssey*

- build background knowledge/historical context
- recognize characteristics of epic and the hero cycle
- close read/analyze/respond: Ominous Journey (memoir)
- close read/analyze/respond: *Ithaca*
- Invocation- close read/analyze/respond

Campus checkpoint

Six Weeks Test

6th Six Weeks

Students read a self-selected work.

Literary Text: Poetry-Epic-*Odyssey*

- New Coast and Poseidon's Son* – close read/analyze/respond (characterization, foreshadowing, symbols)
- Calypso*

Writing Workshop: Literary form (narrative poem)

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

Literary Text: *Odyssey*

- Close read/analyze/respond:
 - Circes, the grace of the witch*
 - Land of the Dead*
 - Sirens & Scylla & Charybdis* (poem *The Sirens*)
 - Father and Son* – close read/ analyze/ respond – characterization
 - Beggar at Manor* – close read/ analyze/ respond
 - The Test of the Bow*- suspense
 - Death in the Great Hall* – personification, diction
 - The Trunk of the Olive Tree* – symbol

Literary Text: Poetry-*Penelope & Odysseus*

- elements of poetry

Student presentations: narrative poem

District checkpoint

Six Weeks Test

Semester Exams



Mesquite ISD Curriculum Sequence

High School English II

4th Six Weeks

Students self-selected reading
 Vocabulary development
 Literary Text: *To Kill a Mockingbird* (chunk the novel)
 Part I (chapters 1 – 8)
 Part II (chapter 9 – 14)
 Part III (chapters 15 – 21)
 Part IV (chapters 22 – 26)
 Part V (chapters 27 – 31)
 --elements of a novel
 Character development
 Plot development
 Author's style/craft
 Literary: Poetry
 Hughes
 Kipling
 Writing Workshop: Expository - literary
 --A - analyze the prompt
 --B - brainstorm ideas
 --C - create a plan
 --D - draft:
 --writing an introduction/thesis
 --development of ideas
 --focus and coherence
 --writing a conclusion
 --revise
 --content, organization, conventions
 -- peer feedback
 -- self scoring using a rubric
 --teacher conferencing
 --edit
 District Checkpoint
 Campus Checkpoint
 Six Weeks Test

5th Six Weeks

Students self-selected reading
 STAAR
 Persuasive Writing Workshop: STAAR
 Variety of prompts
 Analyze prompts
 Brainstorm
 Create a plan
 Draft
 Reading Workshop: STAAR (Multiple genres)
 Short Answer Questions
 Everyday Use
 The Taxi
 Reprise
 All my Babies
 Winter
 STAAR Assessment
 Literary Text: excerpt Le Morte D'Arthur
 --build background knowledge/historical context
 --characteristics of Arthurian legends: hero's journey
 (link to Odyssey)
 --close read/analyze/respond: Arthur becomes king –
 tone, dialect, diction
 Research project: Concept of the Hero
 Proposal: formulate research ideas/plan
 Gather Information: primary/secondary sources
 Literary Text: Arthurian Legends
 The Crowning of Arthur
 Sir Launcelot du Lake
 Expository Text: *The Calamitous 14th Century*
 Campus Checkpoint
 Six Weeks Test

6th Six Weeks

Students self-selected reading
 Vocabulary development
 Writing Workshop: Research
 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
 write an introduction and thesis (incorporates a
 range of perspectives)
 development of ideas and supporting text
 evidence (embed quotations)
 focus and coherence (shape composition)
 write a conclusion
 revise
 content, organization, conventions
 thesis statement
 edit
 Literary Text: excerpt *The Acts of King Arthur and His
 Noble Knights*
 --close read/analyze/respond: theme, diction,
 imagery, character, setting
 Literary Text:
 Poetry-*We Are Many*
 Fiction – *Don Quixote*
 Campus Checkpoint
 District Checkpoint
 Semester Exam



Mesquite ISD Curriculum Sequence

High School English III

4th Six Weeks

Students self-select work for research

Literary Text: *The Crucible* (chunk the play)

- Act I
- Act II
- Act III
- Act IV
- Act V

Writing Workshop:

- A - Analyze the prompt
- B - Brainstorm ideas (gather information)
- C - Craft a plan
- D - Draft:
 - focus & coherence [thesis]
 - organization
 - development of ideas
 - conventions
- revise:
 - content, organization, conventions
 - peer feedback/ self score using a rubric
 - teacher conferencing
- edit

Six Weeks Test

5th Six Weeks

Students self-select work for research

Writing Workshop: Research

Essential Question: *E Pluribus Unum* as a theme in modern literature

- 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
 - write introduction with a thesis (incorporates a range of perspectives)
 - MLA style documentation format
 - review plagiarism issues
- revise
 - content, organization, conventions
 - peer feedback
 - teacher conferencing
 - self evaluate (rubric)
 - MLA format
 - edit

Six Weeks Test

6th Six Weeks

Writing Workshop: Expository - College Application

Literary Text: Modern Fiction - variety of selections

Literary Text: Modern Poetry - variety of selections

Expository Text: Modern Essays- variety of selections

Writing Workshop:

Thematic Link: *E Pluribus Unum*

- reflect on the year's reading and study

Six Weeks Test

Semester Exam



Mesquite ISD Curriculum Sequence

High School English IV

4th Six Weeks

Students read a self-selected work.

Vocabulary development

Literary Text: Poetry- *Sonnet CL*

Literary Text: Renaissance drama – Macbeth

--develop background knowledge/historical context

--understand the characters of a drama

--Act I - characters, structure, theme

--Act II- soliloquy, comic relief

--Act III - climax, characterization, tone

--Act IV – falling action

--Act V – resolution, review witches' prophecies, soliloquy, diction

Writing Workshop: Persuasive/Argumentative composition -

--generate ideas/plan:

--draft:

--writing an introduction

--development of ideas

--focus and coherence

--writing a conclusion

--revise

--peer feedback

--teacher conference

--content, organization, conventions

--edit

Expository Text: Speech-Elizabeth I

Literary Text: Renaissance sonnets

--read/analyze/respond: variety of sonnets

--recognize/analyze characteristics of sonnet:

diction, metaphor, persuasive techniques, descriptive devices, satire, apostrophe

Six Weeks Test

5th Six Weeks

Literature Circle: thematic linked novel

Literary Text: Metaphysical poetry-Donne

Literary Text: novel excerpt-DeFoe

Expository Text: Essay-Swift

Literary Text: Romantic poetry

--close read/analyze/respond: Blake

--close read/analyze/respond(summary & dialect):

Burns

Writing Workshop: Expository: Evaluation – author's style

--generate ideas/plan:

--draft:

--writing an introduction

--development of ideas

--focus and coherence

--writing a conclusion

--revise

--peer feedback

--teacher conference

--content, organization

--edit

Literary Text: Romantic literature

--close read/analyze/respond: Wordsworth

--close read/analyze/respond: Shelley

--close read/analyze/respond: Keats

Six Weeks Test

6th Six Weeks

Student read a self-selected work.

Literary Text: Fiction: British short story-Lawrence & Joyce

--build background knowledge/historical context

--recognize characteristics

--close read/analyze/respond: Conrad

--students self-select a short story to read/analyze/respond

Writing Workshop: Expository: Analytic

--generate ideas/plan:

--draft:

--writing an introduction

--development of ideas

--focus and coherence

--writing a conclusion

--revise

--peer feedback

--teacher conference

--content & organization

--edit

Literary Text: Modern British Poetry: Yeats and Thomas

--build background knowledge/historical context

--recognize characteristics

--close read/analyze/ respond: Thomas

--students self-select work to read/analyze/respond

Expository Text: Essay-Huxley

Literary Text: Poetry-Heaney

Six Weeks Test

Semester Exams