



Saddlebrook Preparatory School

**Curriculum Map- Scope and Sequence:
Humanities 2
Grades 9-12**

Purpose of Planning	Unit One Quarter 3, W1-3	Unit Two Quarter 3, W4-6	Unit Three Quarter 3, W7-8	Unit Four Quarter 3, W9	Unit Five Quarter 4, W1-3
Unit Topic and Overview:	Chapter 9: Prehistory, Mesopotamia, Egypt	Chapter 9: India, China/Japan/Korea, Aegean Bronze Age	Chapter 10: Greece	Chapter 10: Rome	Chapter 10: 3 Pillars of World Religion--Judaism & Christianity, Islam
Prerequisite Student Knowledge *What should students have previously mastered prior to this unit?	<p><u>Students will need background knowledge on:</u></p> <ul style="list-style-type: none"> Analyzing how historical context shapes a work of art from the selected time period. Prior experience reading various types of literary genres: <ul style="list-style-type: none"> -historical documents -informational text -critical analysis -poetry 	<p><u>Students will need background knowledge on:</u></p> <ul style="list-style-type: none"> Analyzing how historical context shapes a work of art from the selected time period. Prior experience reading various types of literary genres: <ul style="list-style-type: none"> -historical documents -informational text -critical analysis -poetry 	<p><u>Students will need background knowledge on:</u></p> <ul style="list-style-type: none"> Analyzing how historical context shapes a work of art from the selected time period. Prior experience reading various types of literary genres: <ul style="list-style-type: none"> -historical documents -informational text -critical analysis -poetry 	<p><u>Students will need background knowledge on:</u></p> <ul style="list-style-type: none"> Analyzing how historical context shapes a work of art from the selected time period. Prior experience reading various types of literary genres: <ul style="list-style-type: none"> -historical documents -informational text -critical analysis -poetry 	<p><u>Students will need background knowledge on:</u></p> <ul style="list-style-type: none"> Analyzing how historical context shapes a work of art from the selected time period. Prior experience reading various types of literary genres: <ul style="list-style-type: none"> -historical documents -informational text -critical analysis -poetry



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<p>Essential Knowledge & Student Expectations *What are the anticipated learning outcomes for students?</p>	<p><u>Essential Questions:</u></p> <ol style="list-style-type: none"> 1. <i>What are the fundamental characteristics of art from the Early & Late Stone Age, the Bronze Age, and Archaic Greece?</i> 2. <i>Identify and analyze the similarities and differences between Paleolithic & Neolithic art.</i> 3. <i>Illustrate the meaning of Archaic Style kouros, polis, Doric system, Torah, Bible, Psalm, Pao-Chia system, stylization.</i> <p><u>Students should be able to:</u></p> <ul style="list-style-type: none"> • Identify the fundamental characteristics of and describe at least five characteristic examples of artistic endeavors • Evaluate the statement that the art of the Stone Age indicates that human beings were as fully developed in their humanity as current humans are. 	<p><u>Essential Questions:</u></p> <ol style="list-style-type: none"> 1. <i>Compare examples of Indian, Chinese, Japanese, and Korean art.</i> 2. <i>Explain how pieces of art exemplify characteristics of their time.</i> <p><u>Students should be able to:</u></p> <ul style="list-style-type: none"> • Analyze art pieces of historical and cultural significance for their themes, purposes, and expression. 	<p><u>Essential Questions:</u></p> <ol style="list-style-type: none"> 1. <i>How is the present influenced by the past?</i> 2. <i>How does geography influence culture?</i> 3. <i>What are the advantages of different types of government?</i> <p><u>Students should be able to:</u></p> <ul style="list-style-type: none"> • Analyze art pieces of historical and cultural significance for their themes, purposes, and expression. 	<p><u>Essential Questions:</u></p> <ol style="list-style-type: none"> 1. <i>Identify the fundamental characteristics of and describe at least five characteristic examples of artistic endeavors</i> 2. <i>Understand and be able to explain such phenomena as classicism, contrapposto, diptych, the evolution of Gothic from Romanesque, hieratic, monophony/polyphony, plainchant, organum</i> 3. <i>Were the Romans influenced by any other cultures, besides the Greeks?</i> <p><u>Students should be able to:</u></p> <ul style="list-style-type: none"> • Analyze art pieces of historical and cultural significance for their themes, purposes, and expression. 	<p><u>Essential Questions:</u></p> <ol style="list-style-type: none"> 1. <i>Dissect the evolution of religious practices of Christianity that stem from Judaism.</i> 2. <i>What are the five pillars of Islam?</i> 3. <i>What are the fundamental characteristics of art from Judaism, Christianity, and Islam?</i> <p><u>Students should be able to:</u></p> <ul style="list-style-type: none"> • Analyze art pieces of historical and cultural significance for their themes, purposes, and expression.
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<p>Anchor Text and Supplemental Texts *Illustrate texts used, and how students' knowledge builds across units.</p>	<p><u>Anchor Text:</u> <i>Reality Through the Arts: Seventh Edition.</i> Dennish J. Sporre (1991)</p> <p><u>Supplemental Texts:</u> <i>Readings in the Western Humanities (5th Edition)</i> by Roy T Matthews & F. Dewitt Platt</p>	<p><u>Anchor Text:</u> <i>Reality Through the Arts: Seventh Edition.</i> Dennish J. Sporre (1991)</p> <p><u>Supplemental Texts:</u> <i>Readings in the Western Humanities (5th Edition)</i> by Roy T Matthews & F. Dewitt Platt</p>	<p><u>Anchor Text:</u> <i>Reality Through the Arts: Seventh Edition.</i> Dennish J. Sporre (1991)</p> <p><u>Supplemental Texts:</u> <i>Readings in the Western Humanities (5th Edition)</i> by Roy T Matthews & F. Dewitt Platt</p>	<p><u>Anchor Text:</u> <i>Reality Through the Arts: Seventh Edition.</i> Dennish J. Sporre (1991)</p> <p><u>Supplemental Texts:</u> <i>Readings in the Western Humanities (5th Edition)</i> by Roy T Matthews & F. Dewitt Platt;</p>	<p><u>Anchor Text:</u> <i>Reality Through the Arts: Seventh Edition.</i> Dennish J. Sporre (1991)</p> <p><u>Supplemental Texts:</u> <i>Readings in the Western Humanities (5th Edition)</i> by Roy T Matthews & F. Dewitt Platt</p>
<p>Multi-Media Links: *Videos, presentations, any and all supplemental online material.</p>	<p>Unit Specific Multimedia:</p> <ul style="list-style-type: none"> ➤ Prehistoric Art ➤ Art From Mesopotamia ➤ Art From Ancient Egypt ➤ Dumbarton Oaks from Harvard <p>Standard Multimedia:</p> <ul style="list-style-type: none"> • Class Website 	<p>Unit Specific Multimedia:</p> <ul style="list-style-type: none"> ➤ Art in Ancient India ➤ Art from China ➤ World Art Treasures: Japan ➤ Korean Buddhist Art ➤ Aegean Bronze Age ➤ Ancient Aegean Culture ➤ Teacher Resource for Humanities in Asian Cultures ➤ Teacher Resource for Asian Historical Context in Humanities <p>Standard Multimedia:</p> <ul style="list-style-type: none"> • Class Website 	<p>Unit Specific Multimedia:</p> <ul style="list-style-type: none"> ➤ Greek Essential Humanities ➤ Beginner's Guide to Ancient Greece <p>Standard Multimedia:</p> <ul style="list-style-type: none"> • Class Website 	<p>Unit Specific Multimedia:</p> <ul style="list-style-type: none"> ➤ Ancient Greece vs. Roman Art ➤ Beginner's Guide to Rome <p>Standard Multimedia:</p> <ul style="list-style-type: none"> • Class Website 	<p>Unit Specific Multimedia:</p> <ul style="list-style-type: none"> ➤ Christinanity from Judaism to Constantine ➤ Christianity, An Introduction ➤ Judaism & Art ➤ Art of the Islamic World ➤ <p>Standard Multimedia:</p> <ul style="list-style-type: none"> • Class Website



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<p>Instructional Practices: * Various Instructional Modalities, including Technology used</p>	<ul style="list-style-type: none"> •Bellwork •Selected Readings •Analytical Reflection Responses •Think/Pair/Share •Whole Class Discussion •Small Group Discussion •Critical Analysis Responses to Specific Art Pieces •Student Presentations •Research for Individual Projects/Assignments on Student Laptops 	<ul style="list-style-type: none"> •Bellwork •Selected Readings •Analytical Reflection Responses •Think/Pair/Share •Whole Class Discussion •Small Group Discussion •Critical Analysis Responses to Specific Art Pieces •Student Presentations •Research for Individual Projects/Assignments on Student Laptops 	<ul style="list-style-type: none"> •Bellwork •Selected Readings •Analytical Reflection Responses •Think/Pair/Share •Whole Class Discussion •Small Group Discussion •Critical Analysis Responses to Specific Art Pieces •Student Presentations •Research for Individual Projects/Assignments on Student Laptops 	<ul style="list-style-type: none"> •Bellwork •Selected Readings •Analytical Reflection Responses •Think/Pair/Share •Whole Class Discussion •Small Group Discussion •Critical Analysis Responses to Specific Art Pieces •Student Presentations •Research for Individual Projects/Assignments on Student Laptops 	<ul style="list-style-type: none"> •Bellwork •Selected Readings •Analytical Reflection Responses •Think/Pair/Share •Whole Class Discussion •Small Group Discussion •Critical Analysis Responses to Specific Art Pieces •Student Presentations •Research for Individual Projects/Assignments on Student Laptops
<p>Assessments: *Types and Measurements of Mastery</p>	<p><u>Informal Assessment:</u> Class discussion & analysis, brainstorming, exit slips</p> <p><u>Formal Assessment:</u></p> <ul style="list-style-type: none"> • Unit Test <p>Objective: 80% of student athletes will be able to demonstrate mastery (mastery is defined as 80%+) on formal assessments at the completion of the unit.</p>	<p><u>Informal Assessment:</u> Class discussion & analysis, brainstorming, exit slips</p> <p><u>Formal Assessment:</u></p> <ul style="list-style-type: none"> • Unit Test <p>Objective: 80% of student athletes will be able to demonstrate mastery (mastery is defined as 80%+) on formal assessments at the completion of the unit.</p>	<p><u>Informal Assessment:</u> Class discussion & analysis, brainstorming, exit slips</p> <p><u>Formal Assessment:</u></p> <ul style="list-style-type: none"> • Unit Test <p>Objective: 80% of student athletes will be able to demonstrate mastery (mastery is defined as 80%+) on formal assessments at the completion of the unit.</p>	<p><u>Informal Assessment:</u> Class discussion & analysis, brainstorming, exit slips</p> <p><u>Formal Assessment:</u></p> <ul style="list-style-type: none"> • Unit Test <p>Objective: 80% of student athletes will be able to demonstrate mastery (mastery is defined as 80%+) on formal assessments at the completion of the unit.</p>	<p><u>Informal Assessment:</u> Class discussion & analysis, brainstorming, exit slips</p> <p><u>Formal Assessment:</u></p> <ul style="list-style-type: none"> • Unit Test <p>Objective: 80% of student athletes will be able to demonstrate mastery (mastery is defined as 80%+) on formal assessments at the completion of the unit.</p>



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<p>Interdisciplinary Lessons & Projects: *State additional content areas and title all lesson(s) and project(s)</p>	<p><u>Lesson/Assignment:</u> <ul style="list-style-type: none"> •Egyption Bureaucracy •Studying Ancient Egypt (from NEA) <p>Subject areas linked: Government, History, & Language Arts</p> </p>	<p><u>Lesson/Assignment:</u> <ul style="list-style-type: none"> •Future Cola Label & the American Dream? •Japanese Images of a People <p>Japanese Art History Lesson Plans Integrating Anime & Manga into the Art of Motion Picture Modern Japanese Artist Research</p> <ul style="list-style-type: none"> •Others From The China Project Possibilities <p>Subject areas linked: Language Arts, History, Advertising</p> </p>	<p><u>Lesson/Assignment:</u> <ul style="list-style-type: none"> •Research what modern architectural structures use Greek tenants of design. Take photos. Write thorough explanations <p>Subject areas linked: History & Architecture</p> </p>	<p><u>Lesson/Assignment:</u> Research what modern architectural structures use Roman tenants of design. Take photos. Write thorough explanations</p> <p>Subject areas linked: History & Architecture</p>	<p><u>Lesson/Assignment:</u> Research exploration of major world holidays and compare/contrast what they look like for each of the three major pillars of world religion</p> <p>Subject areas linked: History & Philosophy</p>
<p>Honors Course Differentiation(s):</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>



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<p>Integrated Common Core or NGSS Standards (List): *See Below for Links</p>	<p>Florida Sunshine State Standards: Humanities Overview ELD.K12.ELL.SI.1: LAFS.910.RH.1.1 & 1.2: LAFS.910.RH.2.6: LAFS.910.SL.1.1:a-d LAFS.910.SL.1.2: LAFS.910.SL.1.3: LAFS.910.SL.2.4: LAFS.910.SL.2.5: SS.912.H.1.2: SS.912.H.1.3: SS.912.H.1.4: SS.912.H.1.5: SS.912.H.1.6: SS.912.H.1.7: SS.912.H.2.4: VA.912.H.1.1: VA.912.H.1.10: VA.912.H.1.3: VA.912.H.1.8 VA.912.H.1.9:</p>	<p>Florida Sunshine State Standards: Humanities Overview ELD.K12.ELL.SI.1: LAFS.910.RH.1.1 & 1.2: LAFS.910.RH.2.6: LAFS.910.SL.1.1:a-d LAFS.910.SL.1.2: LAFS.910.SL.1.3: LAFS.910.SL.2.4: LAFS.910.SL.2.5: SS.912.H.1.2: SS.912.H.1.3: SS.912.H.1.4: SS.912.H.1.5: SS.912.H.1.6: SS.912.H.1.7: SS.912.H.2.4: VA.912.H.1.1: VA.912.H.1.10: VA.912.H.1.3: VA.912.H.1.8 VA.912.H.1.9:</p>	<p>Florida Sunshine State Standards: Humanities Overview ELD.K12.ELL.SI.1: LAFS.910.RH.1.1 & 1.2: LAFS.910.RH.2.6: LAFS.910.SL.1.1:a-d LAFS.910.SL.1.2: LAFS.910.SL.1.3: LAFS.910.SL.2.4: LAFS.910.SL.2.5: SS.912.H.1.2: SS.912.H.1.3: SS.912.H.1.4: SS.912.H.1.5: SS.912.H.1.6: SS.912.H.1.7: SS.912.H.2.4: VA.912.H.1.1: VA.912.H.1.10: VA.912.H.1.3: VA.912.H.1.8 VA.912.H.1.9:</p>	<p>Florida Sunshine State Standards: Humanities Overview ELD.K12.ELL.SI.1: LAFS.910.RH.1.1 & 1.2: LAFS.910.RH.2.6: LAFS.910.SL.1.1:a-d LAFS.910.SL.1.2: LAFS.910.SL.1.3: LAFS.910.SL.2.4: LAFS.910.SL.2.5: SS.912.H.1.2: SS.912.H.1.3: SS.912.H.1.4: SS.912.H.1.5: SS.912.H.1.6: SS.912.H.1.7: SS.912.H.2.4: VA.912.H.1.1: VA.912.H.1.10: VA.912.H.1.3: VA.912.H.1.8 VA.912.H.1.9:</p>	<p>Florida Sunshine State Standards: Humanities Overview ELD.K12.ELL.SI.1: LAFS.910.RH.1.1 & 1.2: LAFS.910.RH.2.6: LAFS.910.SL.1.1:a-d LAFS.910.SL.1.2: LAFS.910.SL.1.3: LAFS.910.SL.2.4: LAFS.910.SL.2.5: SS.912.H.1.2: SS.912.H.1.3: SS.912.H.1.4: SS.912.H.1.5: SS.912.H.1.6: SS.912.H.1.7: SS.912.H.2.4: VA.912.H.1.1: VA.912.H.1.10: VA.912.H.1.3: VA.912.H.1.8 VA.912.H.1.9:</p>
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<p>Integrated CCSS Writing Standards (List): *See Below for Links</p>	<p>CCSS ELA- Writing W9-10.1.d CCSS ELA- Writing W9-10.2 CCSS ELA- Writing W9-10.2.a CCSS ELA- Writing W9-10.2.b CCSS ELA- Writing W9-10.2.d CCSS ELA- Writing W9-10.2.e CCSS ELA- Writing W9-10.3.a-e CCSS ELA- Writing W9-10.4 CCSS ELA- Writing W9-10.5 CCSS ELA- Writing W9-10.6 CCSS ELA- Writing W9-10.7 CCSS ELA- Writing W9-10.8 CCSS ELA- Writing W9-10.9 CCSS ELA- Writing W9-10.10</p>	<p>CCSS ELA- Writing W9-10.1.d CCSS ELA- Writing W9-10.2 CCSS ELA- Writing W9-10.2.a CCSS ELA- Writing W9-10.2.b CCSS ELA- Writing W9-10.2.d CCSS ELA- Writing W9-10.2.e CCSS ELA- Writing W9-10.3.a-e CCSS ELA- Writing W9-10.4 CCSS ELA- Writing W9-10.5 CCSS ELA- Writing W9-10.6 CCSS ELA- Writing W9-10.7 CCSS ELA- Writing W9-10.8 CCSS ELA- Writing W9-10.9 CCSS ELA- Writing W9-10.10</p>	<p>CCSS ELA- Writing W9-10.1.d CCSS ELA- Writing W9-10.2 CCSS ELA- Writing W9-10.2.a CCSS ELA- Writing W9-10.2.b CCSS ELA- Writing W9-10.2.d CCSS ELA- Writing W9-10.2.e CCSS ELA- Writing W9-10.3.a-e CCSS ELA- Writing W9-10.4 CCSS ELA- Writing W9-10.5 CCSS ELA- Writing W9-10.6 CCSS ELA- Writing W9-10.7 CCSS ELA- Writing W9-10.8 CCSS ELA- Writing W9-10.9 CCSS ELA- Writing W9-10.10</p>	<p>CCSS ELA- Writing W9-10.1.d CCSS ELA- Writing W9-10.2 CCSS ELA- Writing W9-10.2.a CCSS ELA- Writing W9-10.2.b CCSS ELA- Writing W9-10.2.d CCSS ELA- Writing W9-10.2.e CCSS ELA- Writing W9-10.3.a-e CCSS ELA- Writing W9-10.4 CCSS ELA- Writing W9-10.5 CCSS ELA- Writing W9-10.6 CCSS ELA- Writing W9-10.7 CCSS ELA- Writing W9-10.8 CCSS ELA- Writing W9-10.9 CCSS ELA- Writing W9-10.10</p>	<p>CCSS ELA- Writing W9-10.1.d CCSS ELA- Writing W9-10.2 CCSS ELA- Writing W9-10.2.a CCSS ELA- Writing W9-10.2.b CCSS ELA- Writing W9-10.2.d CCSS ELA- Writing W9-10.2.e CCSS ELA- Writing W9-10.3.a-e CCSS ELA- Writing W9-10.4 CCSS ELA- Writing W9-10.5 CCSS ELA- Writing W9-10.6 CCSS ELA- Writing W9-10.7 CCSS ELA- Writing W9-10.8 CCSS ELA- Writing W9-10.9 CCSS ELA- Writing W9-10.10</p>
<p>Links to CCSS/NGSSS Curriculum Standards:</p>	<p>The following links will be used to incorporate the CCSS and other applicable standards:</p> <ul style="list-style-type: none"> • The Common Core State Standard expectations in grade 9-10 & 11-12, • The K-12 English LA and Content Area Writing Standards • The K-12 Reading Standards • The K-12 Mathematics Standards • The K-12 NGSSS Science & Social Studies Standards 				



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Purpose of Planning	Unit Six Q4, W4-5	Unit Seven Q4, W7	Unit Eight Q4, W8	Unit Nine Q4, W9	
Unit Topic and Overview:	Chapter 10: Middle Ages & America Before 1492	Chapter 11: Renaissance Baroque Rococo/Enlightenment	Chapter 12: Industry & Revolution	Chapter 13: Modern Times— The Age of Anxiety & Beyond (1945-Present)	
Prerequisite Student Knowledge *What should students have previously mastered prior to this unit?	<p><u>Students will need background knowledge on:</u></p> <ul style="list-style-type: none"> Analyzing how historical context shapes a work of art from the selected time period. Prior experience reading various types of literary genres: <ul style="list-style-type: none"> -historical documents -informational text -critical analysis -poetry 	<p><u>Students will need background knowledge on:</u></p> <ul style="list-style-type: none"> Analyzing how historical context shapes a work of art from the selected time period. Prior experience reading various types of literary genres: <ul style="list-style-type: none"> -historical documents -informational text -critical analysis -poetry 	<p><u>Students will need background knowledge on:</u></p> <ul style="list-style-type: none"> Analyzing how historical context shapes a work of art from the selected time period. Prior experience reading various types of literary genres: <ul style="list-style-type: none"> -historical documents -informational text -critical analysis -poetry 	<p><u>Students will need background knowledge on:</u></p> <ul style="list-style-type: none"> Analyzing how historical context shapes a work of art from the selected time period. Prior experience reading various types of literary genres: <ul style="list-style-type: none"> -historical documents -informational text -critical analysis -poetry 	



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<p>Essential Knowledge & Student Expectations *What are the anticipated learning outcomes for students?</p>	<p><u>Essential Questions:</u></p> <ol style="list-style-type: none"> 1. <i>What effect did the Middle Ages have on European Art & Music?</i> 2. <i>Do you think the Feudal system helped or harmed Europe during the Middle Ages? Why? Why not?</i> 3. <i>How did Humanism influence the European Age of Exploration?</i> 4. <i>Compare & contrast: how is art and literature from the Middle Ages different from current literature today?</i> <p><u>Students should be able to:</u></p> <ul style="list-style-type: none"> • Analyze art pieces of historical and cultural significance for their themes, purposes, and expression. 	<p><u>Essential Questions:</u></p> <ol style="list-style-type: none"> 1. <i>How does art evolve during the time of the Renaissance?</i> <p><u>Students should be able to:</u></p> <ul style="list-style-type: none"> • Identify the fundamental characteristics of and describe at least five characteristic examples of artistic endeavors from: <ul style="list-style-type: none"> -Europe: Renaissance in North, Renaissance in Italy, Protestant Reformation, Catholic Counterreformation, Baroque, Rococo, Enlightenment • Recognize and explain the works of such creative minds as Pico della Mirandola, Castiglione, Michelangelo, Leonardo, Jean Fouquet and Jan van Eyck, Shakespeare, Caravaggio, Rubens, Rembrandt, Bach, Watteau, Jonathan Swift, Mozart, Jacques-Louis David <ul style="list-style-type: none"> ○ East and South Asia (China, India, Japan). Ming art, Great Wall, Taj Mahal ○ Africa: Benin, Mali ○ America: Aztec and Inca civilizations 	<p><u>Essential Questions:</u></p> <ol style="list-style-type: none"> 1. <i>Why would this group of inventions – or the time period in which they occurred – be considered a “revolution”?</i> <p><u>Students should be able to:</u></p> <ul style="list-style-type: none"> • Identify the fundamental characteristics of and describe at least five characteristic examples of artistic endeavors from: Europe, Asia, Africa, America. • Explain & analyze works of such creators as Gustave Courbet, Rosa Bonheur, Jane Austen, Verdi, Seurat, Cezanne, Gauguin, Van Gogh, Gaudi, Hokusai, Hiroshige • Define: realism, Impressionism, Post-Impressionism, Art Nouveau. • Identify art of the period from Asia, Africa (Kota, Bamenda), America (Kwakiutl) • Demonstrate their understanding of the rise of opera, Romantic music, lieder, orchestral works, piano. • Analyze art pieces of historical and cultural significance for their themes, purposes, and expression. 	<p><u>Essential Questions:</u></p> <ol style="list-style-type: none"> 1. <i>What is the artist’s role in contemporary society?</i> 2. <i>What makes art “modern”?</i> 3. <i>Should artists be able to create without restriction? Why or why not?</i> <p><u>Students should be able to:</u></p> <ul style="list-style-type: none"> • Identify & explain the fundamental characteristics of Modernism, Postmodernism and Pluralism • Identify & analyze works of Expressionism, Fauvism, Cubism, Futurism, Mechanism, Dadaism, Abstraction, Surrealism, Minimalism, Absurdism, Realism, Abstract Expressionism, Pop Art, Hard Edge, Environmental and Ephemeral, African American, Native American and Latino art. • Analyze art pieces of historical and cultural significance for their themes, purposes, and expression. 	
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<p>Anchor Text and Supplemental Texts *Illustrate texts used, and how students' knowledge builds across units.</p>	<p><u>Anchor Text:</u> <i>Reality Through the Arts: Seventh Edition.</i> Dennish J. Sporre (1991)</p> <p><u>Supplemental Texts:</u> <i>Readings in the Western Humanities (5th Edition)</i> by Roy T Matthews & F. Dewitt Platt</p>	<p><u>Anchor Text:</u> <i>Reality Through the Arts: Seventh Edition.</i> Dennish J. Sporre (1991)</p> <p><u>Supplemental Texts:</u> <i>Readings in the Western Humanities (5th Edition)</i> by Roy T Matthews & F. Dewitt Platt</p>	<p><u>Anchor Text:</u> <i>Reality Through the Arts: Seventh Edition.</i> Dennish J. Sporre (1991)</p> <p><u>Supplemental Texts:</u> <i>Readings in the Western Humanities (5th Edition)</i> by Roy T Matthews & F. Dewitt Platt</p>	<p><u>Anchor Text:</u> <i>Reality Through the Arts: Seventh Edition.</i> Dennish J. Sporre (1991)</p> <p><u>Supplemental Texts:</u> <i>Readings in the Western Humanities (5th Edition)</i> by Roy T Matthews & F. Dewitt Platt</p>	
<p>Multi-Media Links: *Videos, presentations, any and all supplemental online material.</p>	<p>Unit Specific Multimedia:</p> <ul style="list-style-type: none"> ➤ Middle Ages Research Project Resources <p>Standard Multimedia:</p> <ul style="list-style-type: none"> • Class Website 	<p>Unit Specific Multimedia:</p> <ul style="list-style-type: none"> ➤ Renaissance Lesson Plan Resources <p>Standard Multimedia:</p> <ul style="list-style-type: none"> • Class Website 	<p>Unit Specific Multimedia:</p> <ul style="list-style-type: none"> ➤ Inventors of the Industrial Revolution Teacher Resource <p>Standard Multimedia:</p> <ul style="list-style-type: none"> • Class Website 	<p>Unit Specific Multimedia:</p> <ul style="list-style-type: none"> ➤ Republic of Letters ➤ High School Humanities Projects Teacher Resource <p>Standard Multimedia:</p> <ul style="list-style-type: none"> • Class Website 	



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<p>Instructional Practices: * Various Instructional Modalities, including Technology used</p>	<ul style="list-style-type: none"> •Bellwork •Selected Readings •Analytical Reflection Responses •Think/Pair/Share •Whole Class Discussion •Small Group Discussion •Critical Analysis Responses to Specific Art Pieces •Student Presentations •Research for Individual Projects/Assignments on Student Laptops 	<ul style="list-style-type: none"> •Bellwork •Selected Readings •Analytical Reflection Responses •Think/Pair/Share •Whole Class Discussion •Small Group Discussion •Critical Analysis Responses to Specific Art Pieces •Student Presentations •Research for Individual Projects/Assignments on Student Laptops 	<ul style="list-style-type: none"> •Bellwork •Selected Readings •Analytical Reflection Responses •Think/Pair/Share •Whole Class Discussion •Small Group Discussion •Critical Analysis Responses to Specific Art Pieces •Student Presentations •Research for Individual Projects/Assignments on Student Laptops 	<ul style="list-style-type: none"> •Bellwork •Selected Readings •Analytical Reflection Responses •Think/Pair/Share •Whole Class Discussion •Small Group Discussion •Critical Analysis Responses to Specific Art Pieces •Student Presentations •Research for Individual Projects/Assignments on Student Laptops 	
<p>Assessments: *Types and Measurements of Mastery</p>	<p><u>Informal Assessment:</u> Class discussion & analysis, brainstorming, exit slips</p> <p><u>Formal Assessment:</u></p> <ul style="list-style-type: none"> • Unit Test <p>Objective: 80% of student athletes will be able to demonstrate mastery (mastery is defined as 80%+) on formal assessments at the completion of the unit.</p>	<p><u>Informal Assessment:</u> Class discussion & analysis, brainstorming, exit slips</p> <p><u>Formal Assessment:</u></p> <ul style="list-style-type: none"> • Unit Test <p>Objective: 80% of student athletes will be able to demonstrate mastery (mastery is defined as 80%+) on formal assessments at the completion of the unit.</p>	<p><u>Informal Assessment:</u> Class discussion & analysis, brainstorming, exit slips</p> <p><u>Formal Assessment:</u></p> <ul style="list-style-type: none"> • Unit Test <p>Objective: 80% of student athletes will be able to demonstrate mastery (mastery is defined as 80%+) on formal assessments at the completion of the unit.</p>	<p><u>Informal Assessment:</u> Class discussion & analysis, brainstorming, exit slips</p> <p><u>Formal Assessment:</u></p> <ul style="list-style-type: none"> • Unit Test <p>Objective: 80% of student athletes will be able to demonstrate mastery (mastery is defined as 80%+) on formal assessments at the completion of the unit.</p>	



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<p>Interdisciplinary Lessons & Projects: *State additional content areas and title all lesson(s) and project(s)</p>	<p><u>Lesson/Assignment:</u> •Create a narrative using only art pieces from the time period •Create a coat of arms for your family name Subject areas linked: Language Arts & History</p>	<p><u>Lesson/Assignment:</u> •Use eggs to make tempera paint the same way Renaissance artists made tempera paint OR •Explore the Renaissance through the five themes of geography OR •Discover the math in color by mixing color variations and recording the ratios used to create different tones and values Subject areas linked: Science/Technology or Geography or Math</p>	<p><u>Lesson/Assignment:</u> •Whole class “Invention Hall of Fame Induction” meeting OR •Create an advertisement for one of the inventions as it might have appeared in a print publication, web page, or television ad of the day (anachronism) Subject areas linked: Marketing & Advertising</p>	<p><u>Lesson/Assignment:</u> •Research & present a highlight reel of art, architecture, music, and dance for a specific decade (1940s-present) Subject areas linked: History & Social Sciences</p>	
<p>Honors Course Differentiation(s):</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>	



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<p>Integrated Common Core or NGSS Standards (List): *See Below for Links</p>	<p>Florida Sunshine State Standards: Humanities Overview ELD.K12.ELL.SI.1: LAFS.910.RH.1.1 & 1.2: LAFS.910.RH.2.6: LAFS.910.SL.1.1:a-d LAFS.910.SL.1.2: LAFS.910.SL.1.3: LAFS.910.SL.2.4: LAFS.910.SL.2.5: SS.912.H.1.2: SS.912.H.1.3: SS.912.H.1.4: SS.912.H.1.5: SS.912.H.1.6: SS.912.H.1.7: SS.912.H.2.4: VA.912.H.1.1: VA.912.H.1.10: VA.912.H.1.3: VA.912.H.1.8 VA.912.H.1.9:</p>	<p>Florida Sunshine State Standards: Humanities Overview ELD.K12.ELL.SI.1: LAFS.910.RH.1.1 & 1.2: LAFS.910.RH.2.6: LAFS.910.SL.1.1:a-d LAFS.910.SL.1.2: LAFS.910.SL.1.3: LAFS.910.SL.2.4: LAFS.910.SL.2.5: SS.912.H.1.2: SS.912.H.1.3: SS.912.H.1.4: SS.912.H.1.5: SS.912.H.1.6: SS.912.H.1.7: SS.912.H.2.4: VA.912.H.1.1: VA.912.H.1.10: VA.912.H.1.3: VA.912.H.1.8 VA.912.H.1.9:</p>	<p>Florida Sunshine State Standards: Humanities Overview ELD.K12.ELL.SI.1: LAFS.910.RH.1.1 & 1.2: LAFS.910.RH.2.6: LAFS.910.SL.1.1:a-d LAFS.910.SL.1.2: LAFS.910.SL.1.3: LAFS.910.SL.2.4: LAFS.910.SL.2.5: SS.912.H.1.2: SS.912.H.1.3: SS.912.H.1.4: SS.912.H.1.5: SS.912.H.1.6: SS.912.H.1.7: SS.912.H.2.4: VA.912.H.1.1: VA.912.H.1.10: VA.912.H.1.3: VA.912.H.1.8 VA.912.H.1.9:</p>	<p>Florida Sunshine State Standards: Humanities Overview ELD.K12.ELL.SI.1: LAFS.910.RH.1.1 & 1.2: LAFS.910.RH.2.6: LAFS.910.SL.1.1:a-d LAFS.910.SL.1.2: LAFS.910.SL.1.3: LAFS.910.SL.2.4: LAFS.910.SL.2.5: SS.912.H.1.2: SS.912.H.1.3: SS.912.H.1.4: SS.912.H.1.5: SS.912.H.1.6: SS.912.H.1.7: SS.912.H.2.4: VA.912.H.1.1: VA.912.H.1.10: VA.912.H.1.3: VA.912.H.1.8 VA.912.H.1.9:</p>	
<p>Integrated CCSS Writing Standards (List): *See Below for Links</p>	<p>CCSS ELA- Writing W9-10.1.d CCSS ELA- Writing W9-10.2 CCSS ELA- Writing W9-10.2.a CCSS ELA- Writing W9-10.2.b CCSS ELA- Writing W9-10.2.d CCSS ELA- Writing W9-10.2.e CCSS ELA- Writing W9-10.3.a-e CCSS ELA- Writing W9-10.4 CCSS ELA- Writing W9-10.5 CCSS ELA- Writing W9-10.6 CCSS ELA- Writing W9-10.7 CCSS ELA- Writing W9-10.8 CCSS ELA- Writing W9-10.9 CCSS ELA- Writing W9-10.10</p>	<p>CCSS ELA- Writing W9-10.1.d CCSS ELA- Writing W9-10.2 CCSS ELA- Writing W9-10.2.a CCSS ELA- Writing W9-10.2.b CCSS ELA- Writing W9-10.2.d CCSS ELA- Writing W9-10.2.e CCSS ELA- Writing W9-10.3.a-e CCSS ELA- Writing W9-10.4 CCSS ELA- Writing W9-10.5 CCSS ELA- Writing W9-10.6 CCSS ELA- Writing W9-10.7 CCSS ELA- Writing W9-10.8 CCSS ELA- Writing W9-10.9 CCSS ELA- Writing W9-10.10</p>	<p>CCSS ELA- Writing W9-10.1.d CCSS ELA- Writing W9-10.2 CCSS ELA- Writing W9-10.2.a CCSS ELA- Writing W9-10.2.b CCSS ELA- Writing W9-10.2.d CCSS ELA- Writing W9-10.2.e CCSS ELA- Writing W9-10.3.a-e CCSS ELA- Writing W9-10.4 CCSS ELA- Writing W9-10.5 CCSS ELA- Writing W9-10.6 CCSS ELA- Writing W9-10.7 CCSS ELA- Writing W9-10.8 CCSS ELA- Writing W9-10.9 CCSS ELA- Writing W9-10.10</p>	<p>CCSS ELA- Writing W9-10.1.d CCSS ELA- Writing W9-10.2 CCSS ELA- Writing W9-10.2.a CCSS ELA- Writing W9-10.2.b CCSS ELA- Writing W9-10.2.d CCSS ELA- Writing W9-10.2.e CCSS ELA- Writing W9-10.3.a-e CCSS ELA- Writing W9-10.4 CCSS ELA- Writing W9-10.5 CCSS ELA- Writing W9-10.6 CCSS ELA- Writing W9-10.7 CCSS ELA- Writing W9-10.8 CCSS ELA- Writing W9-10.9 CCSS ELA- Writing W9-10.10</p>	



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**Links to CCSS/NGSSS
Curriculum
Standards:**

The following links will be used to incorporate the CCSS and other applicable standards:

- The [Common Core State Standard](#) expectations in **grade 9-10 & 11-12**,
- The [K-12 English LA and Content Area Writing Standards](#)
- The [K-12 Reading Standards](#)
- The [K-12 Mathematics Standards](#)
- The [K-12 NGSSS Science & Social Studies Standards](#)

