



Saddlebrook Preparatory School

**Curriculum Map- Scope and Sequence:  
Contemporary Literature  
Grades 9-12**

Purpose of Planning	Unit One Coming-of-Age Q3, W19-21	Unit Two Adventure/Journey Q3, W22-24	Unit Three Crime/Justice/Mystery Q3, W25-27	Unit Four Books to Movies Q4, W28-30	Unit Five Philosophy/Religion Q4, W31-33
<b>Unit Topic and Overview:</b>	<u>Coming-of-Age:</u> Students will choose from a list of books that explore themes regarding coming-of-age. Students will critically read, respond to, and analyze their book and its implications during this unit.	<u>Adventure/Journey:</u> Students will choose from a list of books that explore themes regarding adventure and/or journey. Students will critically read, respond to, and analyze their book and its implications during this unit.	<u>Crime/Justice/Mystery:</u> Students will choose from a list of books that explore themes regarding crime, justice, and/or mystery. Students will critically read, respond to, and analyze their book and its implications during this unit.	<u>Books to Movies:</u> Students will choose from a list of books that have been adapted into film. Students will critically read, respond to, and analyze their book and its implications during this unit.	<u>Philosophy/Religion:</u> Students will choose from a list of books that explore themes regarding philosophy and/or religion. Students will critically read, respond to, and analyze their book and its implications during this unit.



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<p><b>Prerequisite Student Knowledge</b> *What should students have previously mastered prior to this unit?</p>	<p>Students should have prior experience actively reading of texts of high literary merit for what they say explicitly, as well as the logical inferences that can be drawn.</p> <p>Students should have prior experience analyzing texts to examine:</p> <ul style="list-style-type: none"> <li>• craft and structure</li> <li>• elements of literature</li> <li>• arguments / claims</li> <li>• influence of culture and setting on language</li> <li>• personal critical and aesthetic response</li> </ul>	<p>Students should have prior experience actively reading of texts of high literary merit for what they say explicitly, as well as the logical inferences that can be drawn.</p> <p>Students should have prior experience analyzing texts to examine:</p> <ul style="list-style-type: none"> <li>• craft and structure</li> <li>• elements of literature</li> <li>• arguments / claims</li> <li>• influence of culture and setting on language</li> <li>• personal critical and aesthetic response</li> </ul>	<p>Students should have prior experience actively reading of texts of high literary merit for what they say explicitly, as well as the logical inferences that can be drawn.</p> <p>Students should have prior experience analyzing texts to examine:</p> <ul style="list-style-type: none"> <li>• craft and structure</li> <li>• elements of literature</li> <li>• arguments / claims</li> <li>• influence of culture and setting on language</li> <li>• personal critical and aesthetic response</li> </ul>	<p>Students should have prior experience actively reading of texts of high literary merit for what they say explicitly, as well as the logical inferences that can be drawn.</p> <p>Students should have prior experience analyzing texts to examine:</p> <ul style="list-style-type: none"> <li>• craft and structure</li> <li>• elements of literature</li> <li>• arguments / claims</li> <li>• influence of culture and setting on language</li> <li>• personal critical and aesthetic response</li> </ul>	<p>Students should have prior experience actively reading of texts of high literary merit for what they say explicitly, as well as the logical inferences that can be drawn.</p> <p>Students should have prior experience analyzing texts to examine:</p> <ul style="list-style-type: none"> <li>• craft and structure</li> <li>• elements of literature</li> <li>• arguments / claims</li> <li>• influence of culture and setting on language</li> <li>• personal critical and aesthetic response</li> </ul>
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<p><b>Essential Knowledge &amp; Student Expectations</b> *What are the anticipated learning outcomes for students?</p>	<p><u>Essential Questions and Concerns:</u></p> <ol style="list-style-type: none"> <li>1. What are the characteristics of a coming-of-age novel?</li> <li>2. Identify and analyze themes in prose and provide evidence from the text to support understanding.</li> <li>3. Identify and analyze the structure, elements, and stylistic devices of contemporary fiction.</li> <li>4. Apply different analytic techniques to literature and present through a formal journal.</li> </ol>	<p><u>Essential Questions and Concerns:</u></p> <ol style="list-style-type: none"> <li>1. What are the characteristics of an adventure novel?</li> <li>2. Identify and analyze themes in prose and provide evidence from the text to support understanding.</li> <li>3. Identify and analyze the structure, elements, and stylistic devices of contemporary fiction.</li> <li>4. Apply different analytic techniques to literature and present through a formal journal.</li> </ol>	<p><u>Essential Questions and Concerns:</u></p> <ol style="list-style-type: none"> <li>1. What are the characteristics of a mystery novel?</li> <li>2. Identify and analyze themes in prose and provide evidence from the text to support understanding.</li> <li>3. Identify and analyze the structure, elements, and stylistic devices of contemporary fiction.</li> <li>4. Apply different analytic techniques to literature and present through a formal journal.</li> </ol>	<p><u>Essential Questions and Concerns:</u></p> <ol style="list-style-type: none"> <li>1. How do different mediums of communication affect the telling and reception of a story?</li> <li>2. Identify and analyze themes in prose and provide evidence from the text to support understanding.</li> <li>3. Identify and analyze the structure, elements, and stylistic devices of contemporary fiction.</li> <li>4. Apply different analytic techniques to literature and present through a formal journal.</li> </ol>	<p><u>Essential Questions and Concerns:</u></p> <ol style="list-style-type: none"> <li>1. How are philosophical and religious ideas presented in literature?</li> <li>2. Identify and analyze themes in prose and provide evidence from the text to support understanding.</li> <li>3. Identify and analyze the structure, elements, and stylistic devices of contemporary fiction.</li> <li>4. Apply different analytic techniques to literature and present through a formal journal.</li> </ol>
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<p><b>Anchor Text and Supplemental Texts</b> *Illustrate texts used, and how students' knowledge builds across units.</p>	<p><u>Anchor Text (Pick One):</u></p> <ul style="list-style-type: none"> <li>• <i>She's Come Undone</i>, Wally Lamb</li> <li>• <i>The Perks of Being a Wallflower</i>, Stephen Chbosky</li> <li>• <i>The Absolutely True Story of a Part-Time Indian</i>, Sherman Alexie</li> <li>• <i>Twisted</i>, Laurie Halse Anderson</li> <li>• <i>Rule of the Bone</i>, Russell Banks</li> <li>• <i>The Chocolate War</i>, Robert Cormier</li> <li>• <i>Stargirl</i>, Jerry Spinelli</li> </ul> <p><u>Supplemental Texts:</u></p> <ul style="list-style-type: none"> <li>• "Flowers" by Alice Walker</li> <li>• "Song in My Front Yard" by Gwendolyn Brooks</li> </ul>	<p><u>Anchor Text (Pick One):</u></p> <ul style="list-style-type: none"> <li>• <i>Into the Wild</i>, Jon Krakauer</li> <li>• <i>Stolen</i>, Lucy Christopher</li> <li>• <i>The Crossing</i>, Cormac McCarthy</li> <li>• <i>Sold</i>, Patricia McCormick</li> <li>• <i>The Alchemist</i>, Paulo Coelho</li> <li>• <i>The House of the Scorpion</i>, Nancy Farmer</li> </ul> <p><u>Supplemental Texts:</u></p> <ul style="list-style-type: none"> <li>• Author biographies, dependent on student book choice</li> </ul>	<p><u>Anchor Text (Pick One):</u></p> <ul style="list-style-type: none"> <li>• <i>Snow Falling on Cedars</i>, David Guterson</li> <li>• <i>The Pact</i>, Jodi Picoult</li> <li>• <i>A Time to Kill</i>, John Grisham</li> <li>• <i>Monster</i>, Walter Dean Myers</li> <li>• <i>Indian Killer</i>, Sherman Alexie</li> </ul> <p><u>Supplemental Texts:</u></p> <ul style="list-style-type: none"> <li>• Informational: "Why We Love Crime Fiction," NPR <a href="#">NPR Story: Crime Fiction</a></li> <li>• Informational: "Popularity Of Crime Stories Speaks Volumes About Society," <i>The Seattle Times</i> <a href="#">Seattle Times: Popularity of Crime Stories</a></li> </ul>	<p><u>Anchor Text (Pick One):</u></p> <ul style="list-style-type: none"> <li>• <i>The Road</i>, Cormac McCarthy</li> <li>• <i>The Lovely Bones</i>, Alice Sebold</li> <li>• <i>Water for Elephants</i>, Sara Gruen</li> <li>• <i>Pay it Forward</i>, Catherine Ryan Hyde</li> <li>• <i>Alive</i>, Piers Paul Read</li> <li>• <i>Ender's Game</i>, Orson Scott Card</li> </ul> <p><u>Supplemental Texts:</u></p> <ul style="list-style-type: none"> <li>• Informational: "The Symbiotic Relationship Between Movies and Books"</li> <li>• Informational graphic: "Books Vs Films: The Infographic"</li> </ul>	<p><u>Anchor Text (Pick One):</u></p> <ul style="list-style-type: none"> <li>• <i>Peace Like a River</i>, Lief Enger</li> <li>• <i>Life of Pi</i>, Yann Martel</li> <li>• <i>The Alchemist</i>, Paulo Coelho</li> <li>• <i>The Shack</i>,</li> <li>• <i>The Preservationist</i>, David Maine</li> </ul> <p><u>Supplemental Texts:</u></p> <ul style="list-style-type: none"> <li>• Informational: "The Philosophical Novel," <i>The New York Times</i></li> <li>• Informational: "The Philosophical Novel," The Modern Novel</li> <li>• Informational: "Taming the Tiger," NYTimes (<i>Life of Pi</i> review)</li> </ul>
<p><b>Multi-Media Links:</b> *Videos, presentations, any and all supplemental online material.</p>	<ul style="list-style-type: none"> <li>• <a href="#">Goodreads.com</a></li> <li>• <a href="#">Coming-of-age Characteristics: YouTube</a></li> <li>• <a href="#">Norman Rockwell Painting: "The Problem We All Live With"</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Goodreads.com</a></li> <li>• <a href="#">Characteristics of Adventure Fiction</a></li> <li>• <a href="#">The Lord of the Rings: movie trailer</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Goodreads.com</a></li> <li>• <a href="#">Crime Fiction Conventions: Prezi</a></li> <li>• <a href="#">Characteristics of the Crime Fiction Genre</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Goodreads.com</a></li> <li>• <a href="#">"The Symbiotic Relationship Between Movies and Books"</a></li> <li>• <a href="#">Books Vs Movies Infographic</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Goodreads.com</a></li> <li>• <a href="#">"The Philosophical Novel" NYTime</a></li> <li>• <a href="#">The Philosophical Novel: The Modern Novel</a></li> <li>• <a href="#">Life of Pi Review, The New York Times</a></li> </ul>



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<p><b>Instructional Practices:</b> * Various Instructional Modalities, including Technology used</p>	<ul style="list-style-type: none"> <li>• Bell work</li> <li>• Essential question review</li> <li>• Minilesson on genre, literary analysis, and/or journal responses</li> <li>• Monday/ Wednesday/ Friday: read, journal, large group discussions</li> <li>• Tuesday/ Thursday: small group discussions, supplemental readings and activities</li> <li>• Student use of laptops to compose journal entries throughout unit</li> <li>• Exit Tickets</li> </ul>	<ul style="list-style-type: none"> <li>• Bell work</li> <li>• Essential question review</li> <li>• Minilesson on genre, literary analysis, and/or journal responses</li> <li>• Monday/ Wednesday/ Friday: read, journal, large group discussions</li> <li>• Tuesday/ Thursday: small group discussions, supplemental readings and activities</li> <li>• Student use of laptops to compose journal entries throughout unit</li> <li>• Exit Tickets</li> </ul>	<ul style="list-style-type: none"> <li>• Bell work</li> <li>• Essential question review</li> <li>• Minilesson on genre, literary analysis, and/or journal responses</li> <li>• Monday/ Wednesday/ Friday: read, journal, large group discussions</li> <li>• Tuesday/ Thursday: small group discussions, supplemental readings and activities</li> <li>• Student use of laptops to compose journal entries throughout unit</li> <li>• Exit Tickets</li> </ul>	<ul style="list-style-type: none"> <li>• Bell work</li> <li>• Essential question review</li> <li>• Minilesson on genre, literary analysis, and/or journal responses</li> <li>• Monday/ Wednesday/ Friday: read, journal, large group discussions</li> <li>• Tuesday/ Thursday: small group discussions, supplemental readings and activities</li> <li>• Student use of laptops to compose journal entries throughout unit</li> <li>• Exit Tickets</li> </ul>	<ul style="list-style-type: none"> <li>• Bell work</li> <li>• Essential question review</li> <li>• Minilesson on genre, literary analysis, and/or journal responses</li> <li>• Monday/ Wednesday/ Friday: read, journal, large group discussions</li> <li>• Tuesday/ Thursday: small group discussions, supplemental readings and activities</li> <li>• Student use of laptops to compose journal entries throughout unit</li> <li>• Exit Tickets</li> </ul>
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<p><b>Assessments:</b> *Types and Measurements of Mastery</p>	<p><u>Informal Assessments:</u></p> <ul style="list-style-type: none"> <li>• Student responses to teacher questions</li> <li>• Bell work / exit tickets</li> <li>• Student contribution to small and large group discussions</li> </ul> <p><u>Formal Assessments:</u></p> <ul style="list-style-type: none"> <li>• Formal journal</li> <li>• Reading group project</li> </ul> <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 Assessments:</u></p> <ul style="list-style-type: none"> <li>• Student responses to teacher questions</li> <li>• Bell work / exit tickets</li> <li>• Student contribution to small and large group discussions</li> </ul> <p><u>Formal Assessments:</u></p> <ul style="list-style-type: none"> <li>• Formal journal</li> <li>• Individual project</li> </ul> <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 Assessments:</u></p> <ul style="list-style-type: none"> <li>• Student responses to teacher questions</li> <li>• Bell work / exit tickets</li> <li>• Student contribution to small and large group discussions</li> </ul> <p><u>Formal Assessments:</u></p> <ul style="list-style-type: none"> <li>• Formal journal</li> <li>• Reading group project</li> </ul> <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 Assessments:</u></p> <ul style="list-style-type: none"> <li>• Student responses to teacher questions</li> <li>• Bell work / exit tickets</li> <li>• Student contribution to small and large group discussions</li> </ul> <p><u>Formal Assessments:</u></p> <ul style="list-style-type: none"> <li>• Formal journal</li> <li>• Individual group project</li> </ul> <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 Assessments:</u></p> <ul style="list-style-type: none"> <li>• Student responses to teacher questions</li> <li>• Bell work / exit tickets</li> <li>• Student contribution to small and large group discussions</li> </ul> <p><u>Formal Assessments:</u></p> <ul style="list-style-type: none"> <li>• Formal journal</li> <li>• Reading group project</li> </ul> <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><b>Interdisciplinary Lessons &amp; Projects:</b> *State additional content areas and title all lesson(s) and project(s)</p>	<p><u>Social Studies:</u> Students will explore the “coming-of-age” novel by examining society’s, as well as their own, conceptions of childhood and adulthood <a href="#">Coming-Of-Age Introductory Lessons</a></p>	<p><u>Social Studies/Sociology:</u> Students will work collaboratively to successfully complete a survival simulation</p> <ul style="list-style-type: none"> <li>• <a href="#">Survival Classroom Activity</a></li> <li>• <a href="#">Survival: A Simulation Game</a></li> <li>• <a href="#">PBS Survival Activity</a></li> </ul>	<p><u>Psychology / Medicine:</u> Students will read academic and medical journal articles regarding the psychology of criminal behavior and associated mental illnesses. Then, students will relate their findings to their novel by “diagnosing” a character (or multiple characters) with appropriate illnesses, using evidence from their research and novel.</p> <ul style="list-style-type: none"> <li>• <a href="#">Google Scholar Search Findings: Psychology of Criminal Behavior</a></li> </ul>	<p><u>Math / Film / Business:</u> Students will create a budget for a movie adaptation of their novel. Students will research costs for production categories and justify each budget decision. <a href="#">Film Budget Spreadsheet</a></p>	<p><u>Astrology / History:</u> Students will consider the characters in their novel in terms of their astrological sign. Students will explore the history of astronomy, then relate the characters within their novel to specific astrological signs. Students will argue the character/sign relationships using text evidence from both research and their novel.</p> <ul style="list-style-type: none"> <li>• <a href="#">History of Astrology</a></li> <li>• <a href="#">Astrology: Zodiac Signs</a></li> </ul>
<p><b>Honors Course Differentiation(s):</b></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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<b>Integrated Common Core or NGSS Standards (List):</b> *See Below for Links	LAFS.1112.L.1.1	LAFS.1112.L.1.1	LAFS.1112.L.1.1	LAFS.1112.L.1.1	LAFS.1112.L.1.1
	LAFS.1112.L.1.2	LAFS.1112.L.1.2	LAFS.1112.L.1.2	LAFS.1112.L.1.2	LAFS.1112.L.1.2
	LAFS.1112.L.1.3	LAFS.1112.L.1.3	LAFS.1112.L.1.3	LAFS.1112.L.1.3	LAFS.1112.L.1.3
	LAFS.1112.L.1.4	LAFS.1112.L.1.4	LAFS.1112.L.1.4	LAFS.1112.L.1.4	LAFS.1112.L.1.4
	LAFS.1112.L.1.5	LAFS.1112.L.1.5	LAFS.1112.L.1.5	LAFS.1112.L.1.5	LAFS.1112.L.1.5
	LAFS.1112.L.1.6	LAFS.1112.L.1.6	LAFS.1112.L.1.6	LAFS.1112.L.1.6	LAFS.1112.L.1.6
	LAFS.1112.RI.1.1	LAFS.1112.RI.1.1	LAFS.1112.RI.1.1	LAFS.1112.RI.1.1	LAFS.1112.RI.1.1
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	LAFS.1112.RL.3.7	LAFS.1112.RL.3.7	LAFS.1112.RL.3.7	LAFS.1112.RL.3.7	LAFS.1112.RL.3.7
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	LAFS.1112.RL.4.10	LAFS.1112.RL.4.10	LAFS.1112.RL.4.10	LAFS.1112.RL.4.10	LAFS.1112.RL.4.10
	LAFS.1112.SL.1.1	LAFS.1112.SL.1.1	LAFS.1112.SL.1.1	LAFS.1112.SL.1.1	LAFS.1112.SL.1.1
	LAFS.1112.SL.1.2	LAFS.1112.SL.1.2	LAFS.1112.SL.1.2	LAFS.1112.SL.1.2	LAFS.1112.SL.1.2
	LAFS.1112.SL.1.3	LAFS.1112.SL.1.3	LAFS.1112.SL.1.3	LAFS.1112.SL.1.3	LAFS.1112.SL.1.3





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<p><b>Integrated CCSS Writing Standards (List):</b> *See Below for Links</p>	<p>LAFS.1112.W.1.1 LAFS.1112.W.1.2 LAFS.1112.W.1.3 LAFS.1112.W.2.4 LAFS.1112.W.2.5 LAFS.1112.W.2.6 LAFS.1112.W.3.7 LAFS.1112.W.3.8 LAFS.1112.W.3.9 LAFS.1112.W.4.10</p>	<p>LAFS.1112.W.1.1 LAFS.1112.W.1.2 LAFS.1112.W.1.3 LAFS.1112.W.2.4 LAFS.1112.W.2.5 LAFS.1112.W.2.6 LAFS.1112.W.3.7 LAFS.1112.W.3.8 LAFS.1112.W.3.9 LAFS.1112.W.4.10</p>	<p>LAFS.1112.W.1.1 LAFS.1112.W.1.2 LAFS.1112.W.1.3 LAFS.1112.W.2.4 LAFS.1112.W.2.5 LAFS.1112.W.2.6 LAFS.1112.W.3.7 LAFS.1112.W.3.8 LAFS.1112.W.3.9 LAFS.1112.W.4.10</p>	<p>LAFS.1112.W.1.1 LAFS.1112.W.1.2 LAFS.1112.W.1.3 LAFS.1112.W.2.4 LAFS.1112.W.2.5 LAFS.1112.W.2.6 LAFS.1112.W.3.7 LAFS.1112.W.3.8 LAFS.1112.W.3.9 LAFS.1112.W.4.10</p>	<p>LAFS.1112.W.1.1 LAFS.1112.W.1.2 LAFS.1112.W.1.3 LAFS.1112.W.2.4 LAFS.1112.W.2.5 LAFS.1112.W.2.6 LAFS.1112.W.3.7 LAFS.1112.W.3.8 LAFS.1112.W.3.9 LAFS.1112.W.4.10</p>
<p><b>Links to CCSS/NGSSS Curriculum Standards:</b></p>	<p>The following links will be used to incorporate the CCSS and other applicable standards:</p> <ul style="list-style-type: none"> <li>• The <a href="#">Common Core State Standard</a> expectations in grade: HIGH SCHOOL,</li> <li>• The <a href="#">K-12 English LA and Content Area Writing Standards</a></li> <li>• The <a href="#">K-12 Reading Standards</a></li> <li>• The <a href="#">K-12 Mathematics Standards</a></li> <li>• The <a href="#">K-12 NGSSS Science &amp; Social Studies Standards</a></li> </ul>				
<p><b>Purpose of Planning</b></p>	<p align="center"><b>Unit Six Outsiders Q4, W34-36</b></p>				
<p><b>Unit Topic and Overview:</b></p>	<p>Outsiders: Students will choose from a list of books that explore themes regarding “outsiders.” Students will critically read, respond to, and analyze their book and its implications during this unit.</p>				



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<p><b>Prerequisite Student Knowledge</b> *What should students have previously mastered prior to this unit?</p>	<p>Students should have prior experience actively reading of texts of high literary merit for what they say explicitly, as well as the logical inferences that can be drawn.</p> <p>Students should have prior experience analyzing texts to examine:</p> <ul style="list-style-type: none"> <li>• craft and structure</li> <li>• elements of literature</li> <li>• arguments / claims</li> <li>• influence of culture and setting on language</li> <li>• personal critical and aesthetic response</li> </ul>				
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<p><b>Essential Knowledge &amp; Student Expectations</b>          *What are the anticipated learning outcomes for students?</p>	<p><u>Essential Questions and Concerns:</u></p> <ol style="list-style-type: none"> <li>1. What are the characteristics of novel centered on (an) outsider(s)?</li> <li>2. Identify and analyze themes in prose and provide evidence from the text to support understanding.</li> <li>3. Identify and analyze the structure, elements, and stylistic devices of contemporary fiction.</li> <li>4. Apply different analytic techniques to literature and present through a formal journal.</li> </ol>				
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<p><b>Anchor Text and Supplemental Texts</b> *Illustrate texts used, and how students' knowledge builds across units.</p>	<p><u>Anchor Text (Pick One):</u></p> <ul style="list-style-type: none"> <li>• <i>Icy Sparks</i>, Gwyn Hyman Rubio</li> <li>• <i>Staying Fat for Sarah Byrnes</i>, Chris Crutcher</li> <li>• <i>The Outsiders</i>, S.E. Hinton</li> <li>• <i>personal choice</i></li> </ul> <p><u>Supplemental Texts:</u></p> <ul style="list-style-type: none"> <li>• Informational: "The Outsiders: 40 Years Later," The New York Times</li> <li>• Journal article: "The Outsider in Fiction and Fantasy," Laurence Yep</li> </ul>				
<p><b>Multi-Media Links:</b> *Videos, presentations, any and all supplemental online material.</p>	<ul style="list-style-type: none"> <li>• <a href="#">Goodreads: Outsider Fiction</a></li> <li>• <a href="#">Huffington Post: Best Classic Outsiders Books</a></li> <li>• <a href="#">"The Outsiders: 40 Years Later"</a></li> <li>• <a href="#">JSTOR: The Outsider in Fiction and Fantasy</a></li> </ul>				



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<p><b>Instructional Practices:</b> * Various Instructional Modalities, including Technology used</p>	<ul style="list-style-type: none"> <li>• Bell work</li> <li>• Essential question review</li> <li>• Minilesson on genre, literary analysis, and/or journal responses</li> <li>• Monday/ Wednesday/ Friday: read, journal, large group discussions</li> <li>• Tuesday/ Thursday: small group discussions, supplemental readings and activities</li> <li>• Student use of laptops to compose journal entries throughout unit</li> <li>• Exit Tickets</li> </ul>				
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<p><b>Assessments:</b> *Types and Measurements of Mastery</p>	<p><u>Informal Assessments:</u></p> <ul style="list-style-type: none"> <li>• Student responses to teacher questions</li> <li>• Bell work / exit tickets</li> <li>• Student contribution to small and large group discussions</li> </ul> <p><u>Formal Assessments:</u></p> <ul style="list-style-type: none"> <li>• Formal journal</li> <li>• FINAL PAPER: <i>Students will be expected to submit a final paper that ties together what they have discovered in their reading throughout the semester.</i></li> </ul> <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><b>Interdisciplinary Lessons &amp; Projects:</b> *State additional content areas and title all lesson(s) and project(s)</p>	<p><u>Sociology:</u> Students will read “<i>Outsiders—Defining Deviance</i>” by Howard Becker, and respond to the following task:</p> <p><i>According to the theoretical framework developed in this article, “Those groups whose social position gives them weapons and power are best able to enforce their rules.” When has this been true in American society? What about in other societies? Finally, cite cases in which the “rules” seem not to favor the powerful. That is, what kinds of behavior are defined as deviant that the powerful would rather have defined as normal? How might this situation arise?</i></p> <p><a href="#">"Outsiders: Defining Deviance"</a></p>				
<p><b>Honors Course Differentiation(s):</b></p>	<p>n/a</p>				



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<p><b>Integrated Common Core or NGSS Standards (List):</b>          *See Below for Links</p>	<p>LAFS.1112.L.1.1          LAFS.1112.L.1.2          LAFS.1112.L.1.3          LAFS.1112.L.1.4          LAFS.1112.L.1.5          LAFS.1112.L.1.6          LAFS.1112.RI.1.1          LAFS.1112.RI.1.2          LAFS.1112.RI.1.3          LAFS.1112.RI.2.4          LAFS.1112.RI.2.5          LAFS.1112.RI.2.6          LAFS.1112.RI.3.7          LAFS.1112.RI.3.8          LAFS.1112.RI.3.9          LAFS.1112.RI.4.10          LAFS.1112.RL.1.1          LAFS.1112.RL.1.2          LAFS.1112.RL.1.3          LAFS.1112.RL.2.4          LAFS.1112.RL.2.5          LAFS.1112.RL.2.6          LAFS.1112.RL.3.7          LAFS.1112.RL.3.9          LAFS.1112.RL.4.10          LAFS.1112.SL.1.1          LAFS.1112.SL.1.2          LAFS.1112.SL.1.3</p>				
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