



Saddlebrook Preparatory School

**Curriculum Map- Scope and Sequence:  
Humanities 1  
Grades 9-12**

Purpose of Planning	Unit One Q1, W1-2	Unit Two Q1, W3-5	Unit Three Q1, W6-7	Unit Four Q1, W8-9	Unit Five Q2, W10-12
<b>Unit Topic and Overview:</b>	<p>Introduction to Humanities</p> <p><i>Discovery... Why should we continue to progress artistically &amp; creatively in our modern world? How can Art help society?</i></p>	<p>Chapter 1: Two Dimensional Art</p> <p><i>Discovery... What do artists use to express "reality"? What role does graphic design play in consumers' choices?</i></p>	<p>Chapter 2: Sculpture</p> <p><i>Discovery... How is sculpture a universal art form? How can it challenge all of the senses in both its creation and its appreciation?</i></p>	<p>Chapter 3: Architecture</p> <p><i>Discovery... How is architecture a reflection of the society that builds it?</i></p>	<p>Chapter 3: Music &amp; Opera</p> <p><i>Discovery... What makes music "good"? How is it a reflection of the culture that creates/enjoys it?</i></p>
<b>Prerequisite Student Knowledge</b> *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"> <li>Historical context of Humanities and Art origins and the progression over time</li> <li>Analyzing multiple genres of "text" other than standard literature works.</li> </ul>	<p><u>Students will need background knowledge on:</u></p> <ul style="list-style-type: none"> <li>Basic understanding of the elements in drawing, painting, printmaking &amp; photography</li> <li>Analyzing multiple genres of "text" other than standard literature works.</li> </ul>	<p><u>Students will need background knowledge on:</u></p> <ul style="list-style-type: none"> <li>Various types of historical and contemporary sculpture</li> <li>Sculpture origins, &amp; function</li> <li>Basic sculpture vocabulary and art concepts</li> </ul>	<p><u>Students will need background knowledge on:</u></p> <ul style="list-style-type: none"> <li>Historical context of Architecture and the evolution of structural engineering</li> <li>Analyzing multiple genres of "text" other than standard literature works.</li> </ul>	<p><u>Students will need background knowledge on:</u></p> <ul style="list-style-type: none"> <li>Selected musical works from world cultures and historical/style periods</li> <li>Analyzing multiple genres of "text" other than standard literature works.</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:</u></p> <ol style="list-style-type: none"> <li>1. What is great Art?</li> <li>2. How does one achieve a finer appreciation of Art?</li> <li>3. Why are artworks essential to human existence?</li> <li>4. How can we analyze style? How does a style get its name?</li> </ol> <p><u>Students should be able to:</u></p> <ul style="list-style-type: none"> <li>• Understand that the arts are powerful tools for understanding human experiences both past and present</li> <li>• Think &amp; respond critically to Art, style, and culture</li> </ul>	<p><u>Essential Questions:</u></p> <ol style="list-style-type: none"> <li>1. What are formal and technical qualities of media?</li> <li>2. What elements and principles are integral to composition?</li> <li>3. What other factors influence media?</li> </ol> <p><u>Students should be able to:</u></p> <ul style="list-style-type: none"> <li>• Demonstrate use of appropriate terminology to analyze and evaluate the use of elements of art in a variety of visual artworks</li> <li>• Utilize technology in design work. Computer programs, printing strategies, and technological problem solving</li> <li>• Identify and use a variety of subject matter in viewing and creating visual artworks</li> <li>• Understand that three cognitive abilities underlie the creative human mind and hence the humanities:              -perspective-taking              -representation              -rearrangement</li> </ul>	<p><u>Essential Questions:</u></p> <ol style="list-style-type: none"> <li>1. When do functional objects become sculptural art?</li> <li>2. How are all of your senses affected by sculpture in the round?</li> <li>3. Does the sculpture become part of the environment or does the environment become part of the sculpture?</li> </ol> <p><u>Students should be able to:</u></p> <ul style="list-style-type: none"> <li>• Discuss the purpose of traditional &amp; contemporary functional &amp; non-functional sculpture within a variety of time frames, cultures, and uses</li> <li>• Discuss the roles of architects, industrial designers and other professions who influence sculpture and art around us</li> <li>• Analyze shape and form, techniques process and materials used by various cultures</li> </ul>	<p><u>Essential Questions:</u></p> <ol style="list-style-type: none"> <li>1. How does architecture affect the way that culture develops?</li> <li>2. How have historical innovations contributed to modern civil engineering and architecture?</li> <li>3. How did the art and science of architecture and civil engineering evolve over time?</li> </ol> <p><u>Students should be able to:</u></p> <ul style="list-style-type: none"> <li>• Describe three structural systems used by architects in historical construction projects.</li> <li>• Understand that existing and emerging technologies can inspire new applications of structural components</li> <li>• Understand that the arts play a major role in the creation and defining of cultures and building civilizations.</li> </ul>	<p><u>Essential Questions:</u></p> <ol style="list-style-type: none"> <li>1. How do music and history influence each other?</li> <li>2. How does the style of music influence the behavior of the audience?</li> <li>3. Why should we respect music when we don't like the way it sounds?</li> </ol> <p><u>Students should be able to:</u></p> <ul style="list-style-type: none"> <li>• Recognize and describe the elements of music (rhythm, tempo, melody, harmony, form, timbre, dynamics).</li> <li>• Recognize, describe, and compare various styles of music (traditional, song, chant, drumming, monophony, polyphony, rondo, theme and variation, opera movements of a classical symphony or concerto; cantatas, oratorios, masses, requiems, song cycles</li> <li>• Understand the use of keys to convey emotion and in typical occasions.</li> </ul>
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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:</u> <i>Reality Through the Arts: Seventh Edition.</i> Dennis J. Sporre (1991)</p> <p><u>Supplemental Texts:</u> <i>Readings in the Western Humanities (5<sup>th</sup> Edition)</i> by Roy T Matthews &amp; F. Dewitt Platt</p>	<p><u>Anchor Text:</u> <i>Reality Through the Arts: Seventh Edition.</i> Dennis J. Sporre (1991)</p> <p><u>Supplemental Texts:</u> <i>Readings in the Western Humanities (5<sup>th</sup> Edition)</i> by Roy T Matthews &amp; F. Dewitt Platt <i>Digital Mosaics: The Aethetics of Cyberspace</i> by Steven Holtzman</p>	<p><u>Anchor Text:</u> <i>Reality Through the Arts: Seventh Edition.</i> Dennis J. Sporre (1991)</p> <p><u>Supplemental Texts:</u> <i>Readings in the Western Humanities (5<sup>th</sup> Edition)</i> by Roy T Matthews &amp; F. Dewitt Platt</p>	<p><u>Anchor Text:</u> <i>Reality Through the Arts: Seventh Edition.</i> Dennis J. Sporre (1991)</p> <p><u>Supplemental Texts:</u> <i>Readings in the Western Humanities (5<sup>th</sup> Edition)</i> by Roy T Matthews &amp; F. Dewitt Platt</p> <p><i>The Story of Buildings</i> by Patrick Dillon &amp; Illustrated by Stephen Biesty</p>	<p><u>Anchor Text:</u> <i>Reality Through the Arts: Seventh Edition.</i> Dennis J. Sporre (1991)</p> <p><u>Supplemental Texts:</u> <i>Readings in the Western Humanities (5<sup>th</sup> Edition)</i> by Roy T Matthews &amp; F. Dewitt Platt</p> <p><i>A Young Person's Guide to Music</i> by Neil Ardley with music by Poul Ruders</p>
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<p><b>Multi-Media Links:</b>          *Videos, presentations, any and all supplemental online material.</p>	<p><b>Unit Specific Multimedia:</b>  <a href="#">Humanities Unit Resource</a>  <b>Standard Multimedia:</b></p> <ul style="list-style-type: none"> <li>• Class Website</li> </ul>	<p><b>Unit Specific Multimedia:</b></p> <ul style="list-style-type: none"> <li>➤ <a href="#">Charcoal Drawing: The Shell by Georgia O'Keefe</a></li> <li>➤ <a href="#">Line Engraving: Albrecht Dürer</a></li> <li>➤ <a href="#">Lithography: South Bend by Robert Indiana</a></li> <li>➤ <a href="#">Printmaking (general)</a></li> <li>➤ <a href="#">Engraving (general)</a></li> <li>➤ <a href="#">Photography (general)</a></li> </ul> <p><b>Standard Multimedia:</b></p> <ul style="list-style-type: none"> <li>• Class Website</li> </ul>	<p><b>Unit Specific Multimedia:</b></p> <ul style="list-style-type: none"> <li>➤ <a href="#">Built Sculpture: Advancing Slowly by Mary Mead</a></li> <li>➤ <a href="#">Cast Sculpture: Puellae by Magdalena Abakanowicz</a></li> <li>➤ <a href="#">Egyptian Sculpture</a></li> </ul> <p><b>Videos:</b></p> <ul style="list-style-type: none"> <li>• "Elements of Design" Gerald Bromer, Crystal Videos</li> <li>• "Principles of Design" Gerald Bromer, Crystal Videos</li> <li>• "Masks from Many Cultures" Crystal Videos</li> <li>• "Masterworks of Sculpture"</li> <li>• "Louise Nevelson, Portrait of an Artist"</li> <li>• "Mummies and the Wonders of Ancient Egypt"</li> </ul> <p><b>Standard Multimedia:</b></p> <ul style="list-style-type: none"> <li>• Class Website</li> </ul>	<p><b>Unit Specific Multimedia:</b></p> <ul style="list-style-type: none"> <li>➤ <a href="#">Architectural Examples Indexed by Architect</a></li> </ul> <p><b>Standard Multimedia:</b></p> <ul style="list-style-type: none"> <li>• Class Website</li> </ul>	<p><b>Unit Specific Multimedia:</b></p> <ul style="list-style-type: none"> <li>➤ <a href="#">Classical Archives</a></li> </ul> <p><b>Standard Multimedia:</b></p> <ul style="list-style-type: none"> <li>• Class Website</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>•Bellwork</li> <li>•Selected Readings</li> <li>•Analytical Reflection Responses</li> <li>•Think/Pair/Share</li> <li>•Whole Class Discussion</li> <li>•Small Group Discussion</li> <li>•Critical Analysis Responses to Specific Art Pieces</li> <li>•Student Presentations</li> <li>•Research for Individual Projects/Assignments on Student Laptops</li> </ul>	<ul style="list-style-type: none"> <li>•Bellwork</li> <li>•Selected Readings</li> <li>•Analytical Reflection Responses</li> <li>•Think/Pair/Share</li> <li>•Whole Class Discussion</li> <li>•Small Group Discussion</li> <li>•Critical Analysis Responses to Specific Art Pieces</li> <li>•Student Presentations</li> <li>•Research for Individual Projects/Assignments on Student Laptops</li> </ul>	<ul style="list-style-type: none"> <li>•Bellwork</li> <li>•Selected Readings</li> <li>•Analytical Reflection Responses</li> <li>•Think/Pair/Share</li> <li>•Whole Class Discussion</li> <li>•Small Group Discussion</li> <li>•Critical Analysis Responses to Specific Art Pieces</li> <li>•Student Presentations</li> <li>•Research for Individual Projects/Assignments on Student Laptops</li> </ul>	<ul style="list-style-type: none"> <li>•Bellwork</li> <li>•Selected Readings</li> <li>•Analytical Reflection Responses</li> <li>•Think/Pair/Share</li> <li>•Whole Class Discussion</li> <li>•Small Group Discussion</li> <li>•Critical Analysis Responses to Specific Art Pieces</li> <li>•Student Presentations</li> <li>•Research for Individual Projects/Assignments on Student Laptops</li> </ul>	<ul style="list-style-type: none"> <li>•Bellwork</li> <li>•Selected Readings</li> <li>•Analytical Reflection Responses</li> <li>•Think/Pair/Share</li> <li>•Whole Class Discussion</li> <li>•Small Group Discussion</li> <li>•Critical Analysis Responses to Specific Art Pieces</li> <li>•Student Presentations</li> <li>•Research for Individual Projects/Assignments on Student Laptops</li> </ul>
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<p><b>Assessments:</b> *Types and Measurements of Mastery</p>	<p><u>Informal Assessment:</u> Class discussion &amp; analysis, brainstorming, exit slips</p> <p><u>Writing Instruction:</u> Argumentative Writing Response: Budgeting for Art in a New Construction Zone</p> <p><u>Formal Assessment:</u> •Quiz •Budget Proposal For Construction Zone</p> <p>80% of students will be able analyze art from various artistic genres for their historical significance, purposes, and rhetorical features with a score of 80% or higher.</p>	<p><u>Informal Assessment:</u> Class discussion &amp; analysis, brainstorming, exit slips</p> <p><u>Writing Instruction:</u> Expository Writing: Analysis of Two Dimensional Art Piece</p> <p><u>Formal Assessment:</u> •Chapter Test •Photography Essay Project</p> <p style="text-align: center;">OR</p> <ol style="list-style-type: none"> <li>1. Create a non-figural 2-dimensional work that involves symmetry, repetition, color, texture, and underlying theme</li> <li>2. Create a non-figural 3-dimensional work that involves symmetry, repetition, color, texture, and underlying theme</li> </ol> <p>80% of students will be able analyze art from various artistic genres for their historical significance, purposes, and rhetorical features with a score of 80% or higher.</p>	<p><u>Informal Assessment:</u> Class discussion &amp; analysis, brainstorming, exit slips</p> <p><u>Writing Instruction:</u> Narrative Writing Response: Study of sculpture in student’s daily life &amp;</p> <p><u>Formal Assessment:</u> •Chapter Test •Research Assignment: Careers in Sculpture</p> <p>80% of students will be able analyze art from various artistic genres for their historical significance, purposes, and rhetorical features with a score of 80% or higher.</p>	<p><u>Informal Assessment:</u> Class discussion &amp; analysis, brainstorming, exit slips</p> <p><u>Writing Instruction:</u> Descriptive Writing Response: Describe the architecture necessary for the perfect bedroom (Or any other room, in any time period)</p> <p><u>Formal Assessment:</u> •Midterm Exam</p> <p>80% of students will be able analyze art from various artistic genres for their historical significance, purposes, and rhetorical features with a score of 80% or higher.</p>	<p><u>Informal Assessment:</u> Class discussion &amp; analysis, brainstorming, exit slips</p> <p><u>Writing Instruction:</u> Merge two seemingly unrelated pieces of art with music. Write an expository response that explains the connection between artists/pieces and the music you’ve chosen.</p> <p><u>Formal Assessment:</u> •Chapter Test •Soundtrack of Life (for yourself or of a well known musical artist)</p> <p>80% of students will be able analyze art from various artistic genres for their historical significance, purposes, and rhetorical features with a score of 80% or higher.</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>Lesson/Assignment:</u> "Currency As Art" Exploration</p> <p><b>Subject areas linked:</b> Social Sciences, Language Arts</p>	<p><u>Lesson/Assignment:</u></p> <ul style="list-style-type: none"> <li>➤ Digital Mosaics</li> <li>➤ <a href="#">Signature Tag</a></li> </ul> <p><b>Subject areas linked:</b> Technology &amp; Math</p>	<p><u>Lesson/Assignment:</u> Timeline of sculpture genre using slideshow, prezi presentation, or video program</p> <p><b>Subject areas linked:</b> History, Technology, Research</p>	<p><u>Lesson/Assignment:</u></p> <ul style="list-style-type: none"> <li>➤ <a href="#">Build a Virtual Park Online</a></li> <li>➤ <a href="#">Plan a State of the Art High School</a></li> </ul> <p><b>Subject areas linked:</b> Social Studies, Language Arts, Geometry, Technology</p>	<p><u>Lesson/Assignment:</u></p> <ul style="list-style-type: none"> <li>➤ <a href="#">Theme Study</a> Paired with Pop Music from today</li> <li>➤ Math in Music Assignment</li> </ul> <p><b>Subject areas linked:</b> Language Arts, Social Studies, Math</p>
<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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<p><b>Integrated Common Core or NGSSS Standards (List):</b> *See Below for Links</p>	<p><a href="#">Florida Sunshine State Standards: Humanities Overview</a> ELD.K12.ELL.SI.1: LAFS.910.RH.1.1 &amp; 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: TH.912.H.1.4: VA.912.H.1.8 VA.912.H.1.9:</p>	<p><a href="#">Florida Sunshine State Standards: Humanities Overview</a> ELD.K12.ELL.SI.1: LAFS.910.RH.1.1 &amp; 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><a href="#">Florida Sunshine State Standards: Humanities Overview</a> ELD.K12.ELL.SI.1: LAFS.910.RH.1.1 &amp; 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><a href="#">Florida Sunshine State Standards: Humanities Overview</a> ELD.K12.ELL.SI.1: LAFS.910.RH.1.1 &amp; 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.1.1: 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><a href="#">Florida Sunshine State Standards: Humanities Overview</a> ELD.K12.ELL.SI.1: LAFS.910.RH.1.1 &amp; 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: MU.912.H.1.1: MU.912.H.1.4: MU.912.H.2.1: MU.912.H.2.3: 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><b>Integrated CCSS Writing Standards (List):</b> *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><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 <b>grades 9-12</b></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>				



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Purpose of Planning	Unit Six Q2, W13-14	Unit Seven Q2, W15-16	Unit Eight Q2, W17	Unit Nine Q2, W18 (End of Semester)	
<b>Unit Topic and Overview:</b>	Chapter 4: Literature  <i>Discovery... Why is literature important in the progression of humanity? Why are stories essential to human existence?</i>	Chapter 5: Theatre  <i>Discovery... What is the significance of examining self in society? How are the mind, body, and voice used to communicate character?</i>	Chapter 6: Cinema & Film  <i>Discovery... How does film represent the human experience? What is visual literacy? What is the language of film?</i>	Chapter 7: Dance  <i>Discovery... How are visual and performing art skills used to help us adapt to an ever-changing technological world, and to construct suitable creative expressions of this world in dance?</i>	
<b>Prerequisite Student Knowledge</b> *What should students have previously mastered prior to this unit?	<u>Students will need background knowledge on:</u> <ul style="list-style-type: none"> <li>• Formal and technical qualities of writing for different genres</li> <li>• Critical analysis procedures: how and why?</li> </ul>	<u>Students will need background knowledge on:</u> <ul style="list-style-type: none"> <li>• Genres of formal theatre performance</li> <li>• Key production elements: script, plot, character, protagonist, themes, visual elements, aural elements, dynamics</li> </ul>	<u>Students will need background knowledge on:</u> <ul style="list-style-type: none"> <li>• Classifications of film &amp; cinematography: narrative, documentary, absolute</li> <li>• Sense stimuli for film</li> </ul>	<u>Students will need background knowledge on:</u> <ul style="list-style-type: none"> <li>• The three elements of cognition (perspective-taking, representation, rearrangement)</li> <li>• Intentionally applied elements in creating and performing dance.</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:</u></p> <ol style="list-style-type: none"> <li>1. <i>When is literary criticism vital and when is it unnecessary?</i></li> <li>2. <i>What makes a great narrative? What are the attributes of great writing?</i></li> <li>3. <i>How does one achieve a finer appreciation of literature?</i></li> </ol> <p><u>Students should be able to:</u></p> <ul style="list-style-type: none"> <li>• Differentiate between fundamental genres in literature and explain why each literary piece has relevance to life in 2015</li> <li>• Examine an unfamiliar genre of literature &amp; dissect the importance of this genre/literary piece</li> <li>• Analyze sense stimuli related to a literary piece and write a critical analysis of this literary piece</li> </ul>	<p><u>Essential Questions:</u></p> <ol style="list-style-type: none"> <li>1. <i>What characterized the drama of ancient Greece?</i></li> <li>2. <i>Greece?</i></li> <li>3. <i>How did drama change during the Middle Ages and the Renaissance?</i></li> <li>4. <i>Who were the great Elizabethan playwrights?</i></li> <li>5. <i>playwrights?</i></li> <li>6. <i>A. How has American drama developed and progressed?</i></li> </ol> <p><u>Students should be able to:</u></p> <ul style="list-style-type: none"> <li>• Demonstrate an understanding of period research and historical perspectives as it relates to the cultural, social, aesthetic, philosophical and environmental issues utilized in theatrical performance</li> <li>• Use critical thinking skills to read with comprehension and critically and aesthetically analyze works in dramatic literature;</li> <li>• Understand and appreciate the fundamentals of technical theatre in scenic, lighting and sound design, costuming, properties, stage management and</li> </ul>	<p><u>Essential Questions:</u></p> <ol style="list-style-type: none"> <li>1. <i>How do the film techniques used to tell a story differ from those used in literature?</i></li> <li>2. <i>How do film techniques influence our understanding of characters, mood, plot, or theme?</i></li> <li>3. <i>How do themes of films/literature connect to my life, the world, or other texts?</i></li> </ol> <p><u>Students should be able to:</u></p> <ul style="list-style-type: none"> <li>• Identify angles, shots, transitions, lighting, or sound choices in film</li> <li>• Identify several themes of a film and/or short story</li> <li>• Describe character development of a film and/or short story</li> <li>• After watching films clips/reading short stories, create and answer questions that explore connections between self/other texts/the world</li> </ul>	<p><u>Essential Questions:</u></p> <ol style="list-style-type: none"> <li>1. <i>How does creating and performing in the arts differ from viewing the arts?</i></li> <li>2. <i>To what extent does the viewer properly affect and influence dance and the dancer and to what extent is the movement for the dancer?</i></li> <li>3. <i>How can central visual and performing arts concepts and skills be applied to solve problems in local, national, and global communities?</i></li> </ol> <p><u>Students should be able to:</u></p> <ul style="list-style-type: none"> <li>• Use appropriate terminology to analyze and evaluate the use of elements in a variety of dance types (ballet, modern dance, ritual, folk, and jazz)</li> <li>• Analyze the relationships between and among music, costumes, lighting, props/scenery, and choreography</li> </ul>	
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		backstage technical support through research			
<b>Anchor Text and Supplemental Texts</b> *Illustrate texts used, and how students' knowledge builds across units.	<u>Anchor Text:</u> <i>Reality Through the Arts: Seventh Edition.</i> Dennish J. Sporre (1991)  <u>Supplemental Texts:</u> <i>Readings in the Western Humanities (5<sup>th</sup> Edition)</i> by Roy T Matthews & F. Dewitt Platt	<u>Anchor Text:</u> <i>Reality Through the Arts: Seventh Edition.</i> Dennish J. Sporre (1991)  <u>Supplemental Texts:</u> <i>Readings in the Western Humanities (5<sup>th</sup> Edition)</i> by Roy T Matthews & F. Dewitt Platt	<u>Anchor Text:</u> <i>Reality Through the Arts: Seventh Edition.</i> Dennish J. Sporre (1991)  <u>Supplemental Texts:</u> <i>Readings in the Western Humanities (5<sup>th</sup> Edition)</i> by Roy T Matthews & F. Dewitt Platt	<u>Anchor Text:</u> <i>Reality Through the Arts: Seventh Edition.</i> Dennish J. Sporre (1991)  <u>Supplemental Texts:</u> <i>Readings in the Western Humanities (5<sup>th</sup> Edition)</i> by Roy T Matthews & F. Dewitt Platt	



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<p><b>Multi-Media Links:</b> *Videos, presentations, any and all supplemental online material.</p>	<p><b>Unit Specific Multimedia:</b> <a href="#">Literature Indexed by Author/Title</a> <a href="#">The Online Books Page</a></p> <p><b>Standard Multimedia:</b></p> <ul style="list-style-type: none"> <li>• Class Website</li> </ul>	<p><b>Unit Specific Multimedia:</b></p> <ul style="list-style-type: none"> <li>➤ <a href="#">Tragedy: Oedipus the King by Sophocles</a></li> <li>➤ <a href="#">Tragedy: King Lear by William Shakespeare</a></li> <li>➤ <a href="#">Tragicomedy: The Wild Duck by Henrik Ibsen</a></li> <li>➤ <a href="#">Comedy: Lysistrata by Aristophanes</a></li> <li>➤ <a href="#">Comedy of Errors by William Shakespeare</a></li> <li>➤ <a href="#">Comedy: The School for Scandal by Richard Brinsley Sheridan</a></li> </ul> <p><b>Standard Multimedia:</b></p> <ul style="list-style-type: none"> <li>• Class Website</li> </ul>	<p><b>Unit Specific Multimedia:</b></p> <ul style="list-style-type: none"> <li>➤ <a href="#">Early Cinematic Origins and the Infancy of Film</a></li> <li>➤ <a href="#">1920s Film Intro: The Pre-Talkies and the Silent Era</a></li> <li>➤ <a href="#">1930s Film: The Talkies and the Golden Age of Hollywood</a></li> <li>➤ <a href="#">1940s Film: The War and Post-War Years</a></li> <li>➤ <a href="#">1950s Film: Cold War and Post-Classical Era</a></li> <li>➤ <a href="#">1960s Film: The Era of Independent Cinema</a></li> <li>➤ <a href="#">1970s Film: The Last Golden Age of American Cinema</a></li> <li>➤ <a href="#">1980s Film: Teen Angst Films &amp; the Dawn of the Sequel</a></li> <li>➤ <a href="#">1990s Film: Indie Cinema, The Rise of Computer Generated Imagery</a></li> </ul> <p><b>Standard Multimedia:</b></p> <ul style="list-style-type: none"> <li>• Class Website</li> </ul>	<p><b>Unit Specific Multimedia:</b></p> <ul style="list-style-type: none"> <li>➤ <a href="#">History of Dance Timeline</a></li> <li>➤ <a href="#">Dancing Cheek to Cheek: A BBC Documentary</a></li> <li>➤ <a href="#">Evolution of Hip Hop Dancing (with Jimmy Fallon &amp; Will Smith)</a></li> <li>➤ <a href="#">Dancing Through the Decades Performance</a></li> </ul> <p><b>Standard Multimedia:</b></p> <ul style="list-style-type: none"> <li>• Class Website</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>•Bellwork</li> <li>•Selected Readings</li> <li>•Analytical Reflection Responses</li> <li>•Think/Pair/Share</li> <li>•Whole Class Discussion</li> <li>•Small Group Discussion</li> <li>•Critical Analysis Responses to Specific Art Pieces</li> <li>•Student Presentations</li> <li>•Research for Individual Projects/Assignments on Student Laptops</li> </ul>	<ul style="list-style-type: none"> <li>•Bellwork</li> <li>•Selected Readings</li> <li>•Analytical Reflection Responses</li> <li>•Think/Pair/Share</li> <li>•Whole Class Discussion</li> <li>•Small Group Discussion</li> <li>•Critical Analysis Responses to Specific Art Pieces</li> <li>•Student Presentations</li> <li>•Research for Individual Projects/Assignments on Student Laptops</li> </ul>	<ul style="list-style-type: none"> <li>•Bellwork</li> <li>•Selected Readings</li> <li>•Analytical Reflection Responses</li> <li>•Think/Pair/Share</li> <li>•Whole Class Discussion</li> <li>•Small Group Discussion</li> <li>•Critical Analysis Responses to Specific Art Pieces</li> <li>•Student Presentations</li> <li>•Research for Individual Projects/Assignments on Student Laptops</li> </ul>	<ul style="list-style-type: none"> <li>•Bellwork</li> <li>•Selected Readings</li> <li>•Analytical Reflection Responses</li> <li>•Think/Pair/Share</li> <li>•Whole Class Discussion</li> <li>•Small Group Discussion</li> <li>•Critical Analysis Responses to Specific Art Pieces</li> <li>•Student Presentations</li> <li>•Research for Individual Projects/Assignments on Student Laptops</li> </ul>	



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<p><b>Assessments:</b> *Types and Measurements of Mastery</p>	<p><u>Informal Assessment:</u> Class discussion &amp; analysis, brainstorming, exit slips</p>	<p><u>Informal Assessment:</u> Class discussion &amp; analysis, brainstorming, exit slips</p>	<p><u>Informal Assessment:</u> Class discussion &amp; analysis, brainstorming, exit slips</p>	<p><u>Informal Assessment:</u> Class discussion &amp; analysis, brainstorming, exit slips</p>		
	<p><u>Writing Instruction:</u> Literary critical analysis</p>	<p><u>Writing Instruction:</u> One Act Play Performance &amp; Critique</p>	<p><u>Writing Instruction:</u> Create a cast list from the perspective of the director you wrote a resume for previously. Your movie will be an adaptation of a current popular book. You cannot choose a book that has recently been adapted into a film!</p>	<p><u>Writing Instruction:</u> Students <a href="#">research, create, and present a PowerPoint</a> of the dance of a country and how it relates to its culture</p>		
	<p><u>Formal Assessment:</u></p> <ul style="list-style-type: none"> <li>• Literary Critical Analysis</li> <li>• Emoji Re-tell of a Classical Piece</li> <li>• Chapter Exam</li> </ul>	<p><u>Formal Assessment:</u></p> <ul style="list-style-type: none"> <li>• One Act Play Performance &amp; Critique</li> <li>• Costume/Set Design Project</li> <li>• Chapter Exam</li> </ul>	<p><u>Formal Assessment:</u></p> <ul style="list-style-type: none"> <li>• Chapter Exam</li> <li>• Cast List</li> <li>• Historical Playwright Modern Resume</li> </ul>	<p><u>Formal Assessment:</u></p> <ul style="list-style-type: none"> <li>•History of Dance Powerpoint &amp; class presentation</li> <li>•Final Exam for Semester 1</li> </ul>		
	<p>80% of students will be able analyze art from various artistic genres for their historical significance, purposes, and rhetorical features with a score of 80% or higher.</p>	<p>80% of students will be able analyze art from various artistic genres for their historical significance, purposes, and rhetorical features with a score of 80% or higher.</p>	<p>80% of students will be able analyze art from various artistic genres for their historical significance, purposes, and rhetorical features with a score of 80% or higher.</p>	<p>80% of students will be able analyze art from various artistic genres for their historical significance, purposes, and rhetorical features with a score of 80% or higher.</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>Lesson/Assignment:</u> Review a classical text &amp; create a narrative using emojis &amp; present to the class</p> <p><b>Subject areas linked:</b> Language Arts &amp; Technology</p>	<p><u>Lesson/Assignment:</u> Create a costume or set design for a modern day version of a character in a classic play performance</p> <p><b>Subject areas linked:</b> Social studies &amp; Art</p>	<p><u>Lesson/Assignment:</u> Develop a resume for a historical author/playwright</p> <p><b>Subject areas linked:</b> History, Language Arts, Technology</p>	<p><u>Lesson/Assignment:</u> <a href="#">Dance History Ideas</a></p> <p><b>Subject areas linked:</b> History &amp; Technology</p>	
<p><b>Honors Course Differentiation(s):</b></p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</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><a href="#">Florida Sunshine State Standards: Humanities Overview</a> ELD.K12.ELL.SI.1: LAFS.910.RH.1.1 &amp; 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: TH.912.H.1.4: TH.912.H.2.2: VA.912.H.1.1: VA.912.H.1.3: VA.912.H.1.8 VA.912.H.1.9:</p>	<p><a href="#">Florida Sunshine State Standards: Humanities Overview</a> ELD.K12.ELL.SI.1: LAFS.910.RH.1.1 &amp; 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: TH.912.H.1.1: TH.912.H.1.4: TH.912.H.2.2: VA.912.H.1.1: VA.912.H.1.3: VA.912.H.1.8 VA.912.H.1.9:</p>	<p><a href="#">Florida Sunshine State Standards: Humanities Overview</a> ELD.K12.ELL.SI.1: LAFS.910.RH.1.1 &amp; 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: TH.912.H.1.4: TH.912.H.2.2: VA.912.C.1.6: VA.912.H.1.1: VA.912.H.1.3: VA.912.H.1.8 VA.912.H.1.9:</p>	<p><a href="#">Florida Sunshine State Standards: Humanities Overview</a> ELD.K12.ELL.SI.1: LAFS.910.RH.1.1 &amp; 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: TH.912.H.1.4: TH.912.H.2.2: DA.912.H.2.a VA.912.C.1.6: VA.912.H.1.1: VA.912.H.1.9:</p>	
<p><b>Integrated CCSS Writing Standards (List):</b> *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 **grades 9-12**
- 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](#)

