



Curriculum Map- Scope and Sequence: World Literature

Saddlebrook Preparatory School

Purpose of Planning	Unit One Q1, W1-3	Unit Two Q1, W4-5	Unit Three Q1, W6-8	Unit Four Q1, W9 / Q2, W10-11	Unit Five Q2, W12-18
Unit Topic and Overview:	Invention Of Writing and the Ancient World: <i>Gilgamesh</i> , Egyptian Poetry <i>Discover...</i> 1. How does one evaluate true friendship? 2. What makes a hero?	Ancient Greece and the Formation of the Western Mind: Sophocles, Euripides, Plato, and Aristotle <i>Discover...</i> 1. How does reading about the struggles and triumphs of others impact us? 2. When leaders act wrongly, what should be done?	The Renaissance and Reformation: Shakespeare's <i>The Tempest</i> <i>Discover...</i> 1. When and how should someone be forgiven? 2. To what extent does what one sees determine what one knows? <i>Is seeing really believing?</i>	The Renaissance and Reformation: Cervantes, Dante, Boccaccio <i>Discover...</i> 1. What role do dreams and fantasy play in our lives? Is escaping into our dreams or fantasies a good thing? 2. Why do people seek escape?	The Nineteenth Century: Ibsen, Chekov, Bronte <i>Discover...</i> 1. What are "gender roles" and how is gender constructed for both men and women? What are the implications of these roles? 2. Is <i>Jane Eyre</i> a feminist text?
Prerequisite Student Knowledge *What should students have previously mastered prior to this unit?	Students should have prior experience analyzing how historical context shapes a work of literature. Students should have prior experience reading various genres of literature.	Students should have prior experience analyzing how historical context shapes a work of literature. Students should have prior experience reading various genres of literature.	Students should have prior experience reading Shakespeare. Students should have prior experience analyzing how historical context shapes a work of literature.	Students should have prior experience analyzing how historical context shapes a work of literature. Students should have prior experience reading various genres of literature.	Students should have prior experience analyzing how historical context shapes a work of literature. Students should have prior experience reading various genres of literature.



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<p style="text-align: center;">Essential Knowledge & Student Expectations</p> <p style="text-align: center;">*What are the anticipated learning outcomes for students?</p>	<p><u>Essential Concepts and Questions:</u></p> <ol style="list-style-type: none"> 1. How do the historical contexts and cultural influences of the ancient world impact the literature of the time? 2. How well does <i>The Epic of Gilgamesh</i> present itself as an artifact of the epic genre? 3. Analyze the major themes and archetypal patterns in <i>The Epic of Gilgamesh</i>. <p>Students will be able to demonstrate knowledge of foundational works of literature, including how two or more texts from the same period treat similar themes or topics.</p> <p>Analyze documents of historical and literary significance for their themes, purposes, and rhetorical features.</p>	<p><u>Essential Concepts and Questions:</u></p> <ol style="list-style-type: none"> 1. How do the historical contexts and cultural influences of Ancient Greece impact the literature of the time? 2. Analyze the Greeks' concern with fate, self-determination and the role of gods and oracles in everyday life. <p>Students will be able to demonstrate knowledge of foundational works of literature, including how two or more texts from the same period treat similar themes or topics.</p> <p>Analyze documents of historical and literary significance for their themes, purposes, and rhetorical features.</p>	<p><u>Essential Concepts and Questions:</u></p> <ol style="list-style-type: none"> 1. How do the historical contexts and cultural influences of the Renaissance and Reformation impact the literature of the time? 2. Demonstrate an understanding of <i>The Tempest</i> on four levels: factual, interpretive, critical and personal. <p>Students will be able to demonstrate knowledge of foundational works of literature, including how two or more texts from the same period treat similar themes or topics.</p> <p>Analyze documents of historical and literary significance for their themes, purposes, and rhetorical features.</p>	<p><u>Essential Concepts and Questions:</u></p> <ol style="list-style-type: none"> 1. How do the historical contexts and cultural influences of the Renaissance and Reformation impact the literature of the time? 2. Define parody and analyze its function in <i>Don Quixote</i>. 3. Compose a reflective writing piece comparing <i>Don Quixote</i> with various ways that our culture engages in seeking alternate realities. <p>Students will be able to demonstrate knowledge of foundational works of literature, including how two or more texts from the same period treat similar themes or topics.</p> <p>Analyze documents of historical and literary significance for their themes, purposes, and rhetorical features.</p>	<p><u>Essential Concepts and Questions:</u></p> <ol style="list-style-type: none"> 1. How do the historical contexts and cultural influences of the Victorian era impact the literature of the time? 2. What major elements of literature from The Victorians and Modernism can be found in <i>Jane Eyre</i>? 3. Critique <i>Jane Eyre</i> as a Gothic novel. <p>Students will be able to demonstrate knowledge of foundational works of literature, including how two or more texts from the same period treat similar themes or topics.</p> <p>Analyze documents of historical and literary significance for their themes, purposes, and rhetorical features.</p>
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<p style="text-align: center;">Anchor Text and Supplemental Texts *Illustrate texts used, and how students' knowledge builds across units.</p>	<p><u>Anchor Text:</u> <i>The Epic of Gilgamesh</i></p> <p><u>Supplemental Texts:</u></p> <ul style="list-style-type: none"> • Nonfiction texts regarding the historical context of <i>Gilgamesh</i> and ancient writings • Literary poetry from Ancient Egypt 	<p><u>Anchor Text:</u> <i>Oedipus the King</i></p> <p><u>Supplemental Texts:</u></p> <ul style="list-style-type: none"> • Nonfiction texts regarding the historical context of Ancient Greece • Excerpts from works by Euripides, Plato, and Aristotle 	<p><u>Anchor Text:</u> <i>The Tempest</i></p> <p><u>Supplemental Texts:</u></p> <ul style="list-style-type: none"> • Nonfiction texts regarding the historical context of the Renaissance and Reformation • Critical essays regarding <i>The Tempest</i> 	<p><u>Anchor Text:</u> <i>Don Quixote</i></p> <p><u>Supplemental Texts:</u></p> <ul style="list-style-type: none"> • Nonfiction texts regarding the historical context of the Renaissance and Reformation • <i>Man of La Mancha</i> DVD • Selected metaphoric poetry • Excerpts from works by Cervantes, Dante, Boccaccio 	<p><u>Anchor Text:</u> <i>Jane Eyre</i></p> <p><u>Supplemental Texts:</u></p> <ul style="list-style-type: none"> • Nonfiction texts regarding the historical context of the Victorian Era • Nonfiction texts: author biographies • "A Doll's House," Ibsen • "A Problem," Chekov
<p style="text-align: center;">Multi-Media Links: *Videos, presentations, any and all supplemental online material.</p>	<ul style="list-style-type: none"> • Tablet Assessment Questions • The Sumerian King List • The Eridu Genesis Flood • British Museum, Ancient Egyptian Poetry 	<ul style="list-style-type: none"> • History and Culture in Ancient Athens • Text online: MIT Classics • Sophocles biography (Leigh T. Denault) • An essay about personal responsibility: ancient and modern • A summary • About Greek Actors • About Greek Theatre • Greek Tragedy • Gallery Walk and Four Corners 	<ul style="list-style-type: none"> • The Tempest Unit Plan • What the Critics Say...on The Tempest • The Shakespeare Oxford Society HomePage • Dating *The Tempest* • Tempest Paintings at Emory University 	<ul style="list-style-type: none"> • Don Quixote Discussion Questions and Extensions • Don Quixote Sparknotes • The Renaissance Webquest 	<ul style="list-style-type: none"> • Edsitement: Jane Eyre - Unlikely Victorian Heroine • Key motifs in Gothic novels, including the uncanny, the sublime and the supernatural • Penguin Teacher Guide



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Instructional Practices: * Various Instructional Modalities, including Technology used	<ul style="list-style-type: none"> • Bell work • Essential Question Review • Lecture with PPT • Close Reading • Summarizing and notetaking • Large group discussion • Small group discussion • Collaborative learning • Open-ended responses to literature incorporating thesis, evidence, and analysis • Student use of laptops for classwork and projects 	<ul style="list-style-type: none"> • Bell work • Essential Question Review • Lecture with PPT • Close Reading • Summarizing and notetaking • Large group discussion • Small group discussion • Collaborative learning • Open-ended responses to literature incorporating thesis, evidence, and analysis • Student use of laptops for classwork and projects 	<ul style="list-style-type: none"> • Bell work • Essential Question Review • Lecture with PPT • Close Reading • Summarizing and notetaking • Large group discussion • Small group discussion • Collaborative learning • Open-ended responses to literature incorporating thesis, evidence, and analysis • Student use of laptops for classwork and projects 	<ul style="list-style-type: none"> • Bell work • Essential Question Review • Lecture with PPT • Close Reading • Summarizing and notetaking • Large group discussion • Small group discussion • Collaborative learning • Open-ended responses to literature incorporating thesis, evidence, and analysis • Student use of laptops for classwork and projects 	<ul style="list-style-type: none"> • Bell work • Essential Question Review • Lecture with PPT • Close Reading • Summarizing and notetaking • Large group discussion • Small group discussion • Collaborative learning • Open-ended responses to literature incorporating thesis, evidence, and analysis • Student use of laptops for classwork and projects
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Assessments: *Types and Measurements of Mastery	<p><u>Informal Assessments:</u></p> <ul style="list-style-type: none"> Bell work Teacher questioning Student contribution to discussions / Socratic Seminars Dialectical journals/notes Exit tickets <p><u>Formal Assessments:</u></p> <ul style="list-style-type: none"> Exam 80% of students will be able to demonstrate knowledge of foundational works of literature, including how two or more texts from the same period treat similar themes or topics. 80% of students will be able analyze documents of historical and literary significance for their themes, purposes, and rhetorical features. 	<p><u>Informal Assessments:</u></p> <ul style="list-style-type: none"> Bell work Teacher questioning Student contribution to discussions / Socratic Seminars Dialectical journals/notes Exit tickets <p><u>Formal Assessments:</u></p> <ul style="list-style-type: none"> Exam 80% of students will be able to demonstrate knowledge of foundational works of literature, including how two or more texts from the same period treat similar themes or topics. 80% of students will be able analyze documents of historical and literary significance for their themes, purposes, and rhetorical features. 	<p><u>Informal Assessments:</u></p> <ul style="list-style-type: none"> Bell work Teacher questioning Student contribution to discussions / Socratic Seminars Dialectical journals/notes Exit tickets <p><u>Formal Assessments:</u></p> <ul style="list-style-type: none"> Exam 80% of students will be able to demonstrate knowledge of foundational works of literature, including how two or more texts from the same period treat similar themes or topics. 80% of students will be able analyze documents of historical and literary significance for their themes, purposes, and rhetorical features. 	<p><u>Informal Assessments:</u></p> <ul style="list-style-type: none"> Bell work Teacher questioning Student contribution to discussions / Socratic Seminars Dialectical journals/notes Exit tickets <p><u>Formal Assessments:</u></p> <ul style="list-style-type: none"> Exam 80% of students will be able to demonstrate knowledge of foundational works of literature, including how two or more texts from the same period treat similar themes or topics. 80% of students will be able analyze documents of historical and literary significance for their themes, purposes, and rhetorical features. 	<p><u>Informal Assessments:</u></p> <ul style="list-style-type: none"> Bell work Teacher questioning Student contribution to discussions / Socratic Seminars Dialectical journals/notes Exit tickets <p><u>Formal Assessments:</u></p> <ul style="list-style-type: none"> FINAL EXAM 80% of students will be able to demonstrate knowledge of foundational works of literature, including how two or more texts from the same period treat similar themes or topics. 80% of students will be able analyze documents of historical and literary significance for their themes, purposes, and rhetorical features.
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<p style="text-align: center;">Interdisciplinary Lessons & Projects:</p> <p>*State additional content areas and title all lesson(s) and project(s)</p>	<p><u>History/Geography:</u> Students will explore the historical context of <i>Gilgamesh</i>, including Mesopotamia, Sumer and Akkad, Babylon, and Assyria. Gilgamesh Historical Context</p> <p><u>Theater/Performance:</u> Groups will develop a play to act out their particular tablet. Groups must use some lines directly from the text as well as paraphrasing lines to make the action move along. Groups will also analyze their particular tablet and how it relates to the major themes in the epic. Yale Gilgamesh Curriculum</p>	<p><u>History:</u> Students will explore the historical context of Ancient Greece.</p> <p><u>Creative Writing:</u> Students will compose a project to demonstrate an enduring understanding of the text. Students will either compose:</p> <ul style="list-style-type: none"> • Character diary entries • Letters between characters • Marriage counseling records between Oedipus and Jocasta • Rap song (historical, factual, discussing characters, events, and play details) 	<p><u>History:</u> Students will explore the historical context of the Renaissance and Reformation.</p> <p><u>Social Studies/Sociology:</u> Students will examine the question "When and how should someone be forgiven?" by exploring current events and relating to <i>The Tempest</i>. Students will participate in a Socratic Seminar discussing forgiveness at the conclusion of studying the play Yale Curriculum: Shakespeare Behind Bars</p>	<p><u>History:</u> Students will explore the historical context of the Renaissance and Reformation.</p> <p><u>Social Studies/Sociology:</u> Students will draw parallels between the Renaissance and today in terms of living in an era that "seems to have lost a universal frame of reference."</p> <ul style="list-style-type: none"> • Don Quixote Interdisciplinary Connections • Don Quixote Writing Assignments 	<p><u>History:</u> Students will explore the historical context of the Victorian era.</p> <p><u>Writing:</u> Write a multi-genre paper in which you present the major elements of the novel. Include at least FIVE different genres. These might include genres such as: a diary entry, a newspaper article, a poem, a wanted poster, an advice column, a bumper sticker, a shopping list, a menu, a CD liner, a eulogy, an invitation, or an interview.</p>
<p style="text-align: center;">Honors Course Differentiation(s):</p>	n/a	n/a	n/a	n/a	n/a



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<p>Integrated Common Core or NGSSS Standards (List): *See Below for Links</p>	<p>LAFS.1112.L.3.5 LAFS.1112.RI.1.1 LAFS.1112.RI.1.2 LAFS.1112.RI.2.6 LAFS.1112.RI.1.3 LAFS.1112.RL.1.2 LAFS.1112.RL.1.1 LAFS.1112.RL.1.3 LAFS.1112.RL.4.10 LAFS.1112.SL.1.1 SS.912.C.2.8 SS.912.C.3.13</p>	<p>LAFS.1112.L.3.5 LAFS.1112.RI.1.1 LAFS.1112.RI.1.2 LAFS.1112.RI.2.6 LAFS.1112.RI.1.3 LAFS.1112.RL.1.2 LAFS.1112.RL.1.1 LAFS.1112.RL.1.3 LAFS.1112.RL.4.10 LAFS.1112.SL.1.1 SS.912.C.2.8 SS.912.C.3.13</p>	<p>LAFS.1112.L.3.5 LAFS.1112.RI.1.1 LAFS.1112.RI.1.2 LAFS.1112.RI.2.6 LAFS.1112.RI.1.3 LAFS.1112.RL.1.2 LAFS.1112.RL.1.1 LAFS.1112.RL.1.3 LAFS.1112.RL.4.10 LAFS.1112.SL.1.1 SS.912.C.2.8 SS.912.C.3.13</p>	<p>LAFS.1112.L.3.5 LAFS.1112.RI.1.1 LAFS.1112.RI.1.2 LAFS.1112.RI.2.6 LAFS.1112.RI.1.3 LAFS.1112.RL.1.2 LAFS.1112.RL.1.1 LAFS.1112.RL.1.3 LAFS.1112.RL.4.10 LAFS.1112.SL.1.1 SS.912.C.2.8 SS.912.C.3.13</p>	<p>LAFS.1112.L.3.5 LAFS.1112.RI.1.1 LAFS.1112.RI.1.2 LAFS.1112.RI.2.6 LAFS.1112.RI.1.3 LAFS.1112.RL.1.2 LAFS.1112.RL.1.1 LAFS.1112.RL.1.3 LAFS.1112.RL.4.10 LAFS.1112.SL.1.1 SS.912.C.2.8 SS.912.C.3.13</p>
<p>Integrated CCSS Writing Standards (List): *See Below for Links</p>	<p>LAFS.1112.W.1.1 LAFS.1112.W.1.2 LAFS.1112.W.2.4 LAFS.1112.W.2.6 LAFS.1112.W.3.7 LAFS.1112.W.3.8 LAFS.1112.W.3.9</p>	<p>LAFS.1112.W.1.1 LAFS.1112.W.1.2 LAFS.1112.W.2.4 LAFS.1112.W.2.6 LAFS.1112.W.3.7 LAFS.1112.W.3.8 LAFS.1112.W.3.9</p>	<p>LAFS.1112.W.1.1 LAFS.1112.W.1.2 LAFS.1112.W.2.4 LAFS.1112.W.2.6 LAFS.1112.W.3.7 LAFS.1112.W.3.8 LAFS.1112.W.3.9</p>	<p>LAFS.1112.W.1.1 LAFS.1112.W.1.2 LAFS.1112.W.2.4 LAFS.1112.W.2.6 LAFS.1112.W.3.7 LAFS.1112.W.3.8 LAFS.1112.W.3.9</p>	<p>LAFS.1112.W.1.1 LAFS.1112.W.1.2 LAFS.1112.W.2.4 LAFS.1112.W.2.6 LAFS.1112.W.3.7 LAFS.1112.W.3.8 LAFS.1112.W.3.9</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 grades HIGH SCHOOL, • 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 				
<p>Purpose of Planning</p>	<p style="text-align: center;">Unit Six Q3, W19-22</p>	<p style="text-align: center;">Unit Seven Q3, W23-26</p>	<p style="text-align: center;">Unit Eight Q3, W27 / Q4, W28-31</p>	<p style="text-align: center;">Unit Nine Q4, W32-36</p>	<p style="text-align: center;">Unit Ten</p>



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Unit Topic and Overview:	<p>Spiritual and Religious Literature: <i>Siddhartha</i></p> <p><i>Discover...</i></p> <ol style="list-style-type: none"> 1. Who am I? 2. What is my purpose? 	<p>Modern and Contemporary Literature: <i>Things Fall Apart</i></p> <p><i>Discover...</i></p> <ol style="list-style-type: none"> 1. What happens when cultures collide? 2. How are cultures (mis)represented, and is the representation problematic? 	<p>Modern and Contemporary Literature: <i>The Joy Luck Club</i></p> <p><i>Discover...</i></p> <ol style="list-style-type: none"> 1. How has your family's history affected you? 2. What does your family dream for you? What do you want for yourself? What happens when these conflict? 	<p>Modern and Contemporary Literature: <i>The Kite Runner</i></p> <p><i>Discover...</i></p> <ol style="list-style-type: none"> 1. Why are some sacrifices acceptable and other unacceptable? 2. How is redemption possible? 3. How can we right our wrongs? 	
Prerequisite Student Knowledge *What should students have previously mastered prior to this unit?	<p>Students should have prior experience analyzing how historical context shapes a work of literature.</p> <p>Students should have prior experience reading various genres of literature.</p>	<p>Students should have prior experience analyzing how historical context shapes a work of literature.</p> <p>Students should have prior experience reading various genres of literature.</p>	<p>Students should have prior experience analyzing how historical context shapes a work of literature.</p> <p>Students should have prior experience reading various genres of literature.</p>	<p>Students should have prior experience analyzing how historical context shapes a work of literature.</p> <p>Students should have prior experience reading various genres of literature.</p>	



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<p>Essential Knowledge & Student Expectations *What are the anticipated learning outcomes for students?</p>	<p><u>Essential Concepts and Questions:</u></p> <ol style="list-style-type: none"> How is <i>Siddhartha</i> impacted by the historical contexts and cultural influences of its time? Identify the lessons learned within <i>Siddhartha</i>, and draw parallels between the novel and society today through a written critical analysis. <p>Students will be able to demonstrate knowledge of foundational works of literature, including how two or more texts from the same period treat similar themes or topics.</p> <p>Analyze documents of historical and literary significance for their themes, purposes, and rhetorical features.</p>	<p><u>Essential Concepts and Questions:</u></p> <ol style="list-style-type: none"> How is <i>Things Fall Apart</i> impacted by the historical contexts and cultural influences of its time? Analyze the effects of globalization, cultural diffusion, and the struggle between tradition and change. Identify and analyze cultural stereotypes and their effects on society. <p>Students will be able to demonstrate knowledge of foundational works of literature, including how two or more texts from the same period treat similar themes or topics.</p> <p>Analyze documents of historical and literary significance for their themes, purposes, and rhetorical features.</p>	<p><u>Essential Concepts and Questions:</u></p> <ol style="list-style-type: none"> How is <i>The Joy Luck Club</i> impacted by the historical contexts and cultural influences of its time? Students will demonstrate their understanding of the text on four levels: factual, interpretive, critical and personal. <p>Students will be able to demonstrate knowledge of foundational works of literature, including how two or more texts from the same period treat similar themes or topics.</p> <p>Analyze documents of historical and literary significance for their themes, purposes, and rhetorical features.</p>	<p><u>Essential Concepts and Questions:</u></p> <ol style="list-style-type: none"> How is <i>The Kite Runner</i> impacted by the historical contexts and cultural influences of its time? Evaluate the effect characters' decisions have on the plot of the novels and the relationships they form as a reflection of their societal and historical backgrounds. <p>Students will be able to demonstrate knowledge of foundational works of literature, including how two or more texts from the same period treat similar themes or topics.</p> <p>Analyze documents of historical and literary significance for their themes, purposes, and rhetorical features.</p>	
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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>Siddhartha</i></p> <p><u>Supplemental Texts:</u></p> <ul style="list-style-type: none"> • Nonfiction articles presenting information on historical context and themes found within the novel, such as: identity, materialism, happiness, wisdom 	<p><u>Anchor Text:</u> <i>Things Fall Apart</i></p> <p><u>Supplemental Texts:</u></p> <ul style="list-style-type: none"> • "The White Man's Burden," Rudyard Kipling • "Languages," Carl Sandburg • "The Tower of Babel," Genesis 11, the Bible • "The Second Coming," William Butler Yeats • Excerpts from <i>Chinua Achebe: The Art of Fiction No. 139</i> • "Mother Tongue," Amy Tan • Nonfiction articles regarding pre-colonial Africa and the colonization of Africa 	<p><u>Anchor Text:</u> <i>The Joy Luck Club</i></p> <p><u>Supplemental Texts:</u></p> <ul style="list-style-type: none"> • Nonfiction articles presenting information on historical context and themes found within the novel • Selected works by Sandra Cisneros 	<p><u>Anchor Text:</u> <i>The Kite Runner</i></p> <p><u>Supplemental Texts:</u></p> <ul style="list-style-type: none"> • Nonfiction articles presenting information on historical context and themes found within the novel • <i>A Thousand Splendid Suns</i> by Khaled Hosseini 	
<p>Multi-Media Links: *Videos, presentations, any and all supplemental online material.</p>	<ul style="list-style-type: none"> • Introduction to Hesse's Siddhartha • What Is Happiness? Activity • Materialism Activity • Buddhism Background • Siddhartha Lit Chart 	<ul style="list-style-type: none"> • Reading and Writing Assignment: Things Fall Apart • Talking About 'Tribe' Africa Action • Things Fall Apart Comprehensive Website 	<ul style="list-style-type: none"> • <i>The Joy Luck Club</i> film clips • Interdisciplinary Activities for The Joy Luck Club • Audio Interview with Amy Tan 	<ul style="list-style-type: none"> • Magazine: Talk – Khaled Hosseini on How the Iraq War Hurt Afghanistan • NPR Fresh Air Interview with Khaled Hosseini • <i>The Kite Runner</i>. (2007). 	



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Instructional Practices: * Various Instructional Modalities, including Technology used	<ul style="list-style-type: none"> • Bellwork • Essential Question Review • Lecture with PPT/Prezi • Summarizing and notetaking • Large group discussion • Small group discussion / collaborative learning • Open-ended responses to literature incorporating thesis, evidence, and analysis • Student use of laptops for classwork and projects 	<ul style="list-style-type: none"> • Bellwork • Essential Question Review • Lecture with PPT/Prezi • Summarizing and notetaking • Practice evaluating sources • Practice paraphrasing and citing sources • Large group discussion • Small group work/ collaborative learning • Open-ended responses to compose writing • Student use of laptops for classwork and projects 	<ul style="list-style-type: none"> • Bellwork • Essential Question Review • Lecture with PPT/Prezi • Summarizing and notetaking • Large group discussion • Small group discussion / collaborative learning • Open-ended responses to literature incorporating thesis, evidence, and analysis • Student use of laptops for classwork and projects • Class debate: civil rights 	<ul style="list-style-type: none"> • Bellwork • Essential Question Review • Lecture with PPT/Prezi • Summarizing and notetaking • Large group discussion • Small group discussion / collaborative learning • Open-ended responses to literature incorporating thesis, evidence, and analysis • Student use of laptops for classwork and projects 	
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Assessments: *Types and Measurements of Mastery	<p><u>Informal Assessments:</u></p> <ul style="list-style-type: none"> • Bell work • Teacher questioning • Student contribution to discussions / Socratic Seminars • Dialectical journals/notes • Exit tickets <p><u>Formal Assessments:</u></p> <ul style="list-style-type: none"> • Exam • 80% of students will be able to demonstrate knowledge of foundational works of literature, including how two or more texts from the same period treat similar themes or topics. • 80% of students will be able analyze documents of historical and literary significance for their themes, purposes, and rhetorical features. 	<p><u>Informal Assessments:</u></p> <ul style="list-style-type: none"> • Bell work • Teacher questioning • Student contribution to discussions / Socratic Seminars • Dialectical journals/notes • Exit tickets <p><u>Formal Assessments:</u></p> <ul style="list-style-type: none"> • Exam • 80% of students will be able to demonstrate knowledge of foundational works of literature, including how two or more texts from the same period treat similar themes or topics. • 80% of students will be able analyze documents of historical and literary significance for their themes, purposes, and rhetorical features. 	<p><u>Informal Assessments:</u></p> <ul style="list-style-type: none"> • Bell work • Teacher questioning • Student contribution to discussions / Socratic Seminars • Dialectical journals/notes • Exit tickets <p><u>Formal Assessments:</u></p> <ul style="list-style-type: none"> • Exam • 80% of students will be able to demonstrate knowledge of foundational works of literature, including how two or more texts from the same period treat similar themes or topics. • 80% of students will be able analyze documents of historical and literary significance for their themes, purposes, and rhetorical features. 	<p><u>Informal Assessments:</u></p> <ul style="list-style-type: none"> • Bell work • Teacher questioning • Student contribution to discussions / Socratic Seminars • Dialectical journals/notes • Exit tickets <p><u>Formal Assessments:</u></p> <ul style="list-style-type: none"> • FINAL EXAM • 80% of students will be able to demonstrate knowledge of foundational works of literature, including how two or more texts from the same period treat similar themes or topics. • 80% of students will be able analyze documents of historical and literary significance for their themes, purposes, and rhetorical features. 	
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Curriculum Map- Scope and Sequence: World Literature

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<p style="text-align: center;">Interdisciplinary Lessons & Projects:</p> <p style="text-align: center;">*State additional content areas and title all lesson(s) and project(s)</p>	<p><u>History:</u></p> <p>Students will explore the historical context of <i>Siddhartha</i>.</p> <p>Siddhartha Student Handouts and Activities</p>	<p><u>History:</u></p> <p>Students will explore the historical context of <i>Things Fall Apart</i>.</p> <p><u>Social Studies / Sociology:</u></p> <p>Students will reflect on (mis)representations of Africa in the media and popular culture. They will find a movie, tv show, advertisement or song that reproduces a negative stereotype and then relate that to Achebe’s project of combating misrepresentation of African history. Students will consider what stereotypes or generalizations are applied to their own [ethnic, cultural, religious, family, social] group and reflect on how/why those generalizations are problematic or misleading.</p> <p>UW Madison Things Fall Apart Teaching Resources</p> <p>Teaching Things Fall Apart with the NYTimes</p> <p>Things Fall Apart Comprehensive Unit with Supplemental Texts</p>	<p><u>History:</u></p> <p>Students will explore the historical context of <i>The Joy Luck Club</i>.</p> <p><u>Science:</u></p> <p>In conjunction with reading “Rules of the Game,” students will choose a natural herb or dietary supplement that is not FDA regulated. Students will research the drug and present research findings in a manner that is easy to read and understand.</p> <p>Interdisciplinary Activities for The Joy Luck Club</p>	<p><u>History:</u></p> <p>Students will explore the historical context of <i>The Kite Runner</i>.</p> <p>Based on research, students will write news articles or create a newspaper about a section of the novel, including a timeline of world events.</p> <p>Teaching The Kite Runner with the NYTimes</p> <p>Penguin Guide to The Kite Runner</p> <p>The Kite Runner - Identity Unit</p>	
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Honors Course Differentiation(s):	n/a	n/a	n/a	n/a	n/a
Integrated Common Core or NGSSS Standards (List): *See Below for Links	LAFS.1112.L.3.5 LAFS.1112.RI.1.1 LAFS.1112.RI.1.2 LAFS.1112.RI.2.6 LAFS.1112.RI.1.3 LAFS.1112.RL.1.2 LAFS.1112.RL.1.1 LAFS.1112.RL.1.3 LAFS.1112.RL.4.10 LAFS.1112.SL.1.1 SS.912.C.2.8 SS.912.C.3.13	LAFS.1112.L.3.5 LAFS.1112.RI.1.1 LAFS.1112.RI.1.2 LAFS.1112.RI.2.6 LAFS.1112.RI.1.3 LAFS.1112.RL.1.2 LAFS.1112.RL.1.1 LAFS.1112.RL.1.3 LAFS.1112.RL.4.10 LAFS.1112.SL.1.1 SS.912.C.2.8 SS.912.C.3.13	LAFS.1112.L.3.5 LAFS.1112.RI.1.1 LAFS.1112.RI.1.2 LAFS.1112.RI.2.6 LAFS.1112.RI.1.3 LAFS.1112.RL.1.2 LAFS.1112.RL.1.1 LAFS.1112.RL.1.3 LAFS.1112.RL.4.10 LAFS.1112.SL.1.1 SS.912.C.2.8 SS.912.C.3.13	LAFS.1112.L.3.5 LAFS.1112.RI.1.1 LAFS.1112.RI.1.2 LAFS.1112.RI.2.6 LAFS.1112.RI.1.3 LAFS.1112.RL.1.2 LAFS.1112.RL.1.1 LAFS.1112.RL.1.3 LAFS.1112.RL.4.10 LAFS.1112.SL.1.1 SS.912.C.2.8 SS.912.C.3.13	
Integrated CCSS Writing Standards (List): *See Below for Links	LAFS.1112.W.1.1 LAFS.1112.W.1.2 LAFS.1112.W.2.4 LAFS.1112.W.2.6 LAFS.1112.W.3.7 LAFS.1112.W.3.8 LAFS.1112.W.3.9	LAFS.1112.W.1.1 LAFS.1112.W.1.2 LAFS.1112.W.2.4 LAFS.1112.W.2.6 LAFS.1112.W.3.7 LAFS.1112.W.3.8 LAFS.1112.W.3.9	LAFS.1112.W.1.1 LAFS.1112.W.1.2 LAFS.1112.W.2.4 LAFS.1112.W.2.6 LAFS.1112.W.3.7 LAFS.1112.W.3.8 LAFS.1112.W.3.9	LAFS.1112.W.1.1 LAFS.1112.W.1.2 LAFS.1112.W.2.4 LAFS.1112.W.2.6 LAFS.1112.W.3.7 LAFS.1112.W.3.8 LAFS.1112.W.3.9	
Links to CCSS/NGSSS Curriculum Standards:	The following links will be used to incorporate the CCSS and other applicable standards: <ul style="list-style-type: none"> • The Common Core State Standard expectations in grades HIGH SCHOOL, • 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 				

