

Bridge Year 12

Instructors:

Mrs. Melissa Davis
Room 104
mdavis@hermon.net

This course has two primary goals: (1) to foster close study, analysis, and appreciation of literary texts, and (2) to enhance writing skills useful in academic and professional settings. Discussion will focus on characteristics of each of the three major literary genres, including fiction, poetry, and drama; general critical approaches to literature; interpretation of individual works; and methods of analyzing and writing about literature.

Graduation Standards (the number of the standard is referenced in the performance indicators listed in each unit):

Standard 1: Reading Comprehension

Read and comprehend appropriately complex literary and informational texts independently and proficiently.

Standard 2: Reading Interpretation

Interpret, analyze, and evaluate appropriately complex literary and informational texts.

Standard 4: Writing Informative and Narrative Texts

Produce clear and coherent informative and narrative writing for a range of tasks, purposes, and audiences.

Standard 6: Writing Research

Conduct short and sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

Standard 7: Speaking and Listening Discussion

Initiate and participate effectively in a range of discussions, responding thoughtfully to diverse perspectives, and expressing ideas clearly and persuasively.

Unit 1**Analyzing Short Stories**

Summary This is the first unit of study for the course and will set the groundwork for future learning. Students will explore the essential question: What is literature? In order to answer this question, students will review the major elements of fiction: plot, setting, point of view, narration, characterization, etc. Students will analyze the stylistic elements the author uses in his or her creation of the text and explain the impact these elements have on the author's overall message. Finally, students will create a presentation and essay over the unit's guiding question.

Performance Indicators Assessed in Unit

STANDARD 2: READING INTERPRETATION:

- A. Cite strong and thorough textual evidence to support an analysis of the text, including any applicable primary and secondary sources, and determine both explicit and implicit meanings, such as inferences that can be drawn from the text and where the text leaves matters uncertain. (RL + RI.1)
- B. Analyze how an author chose to structure a text and how that structure contributes to the text's meaning and its aesthetic and rhetorical impact. (RL + RI.5)
- C. Determine the author's point of view, purpose, or rhetorical strategies in a text, analyzing how style and content contribute to the power, persuasiveness, or beauty of a text. (RL + RI.6)

STANDARD 4: WRITING INFORMATIVE AND NARRATIVE TEXTS:

- A. Introduce a topic; organize complex ideas, concepts and information so that each new element builds on that which precedes it to create a unified whole. (W.2a)
- B. Develop the topic thoroughly by selecting the most significant and relevant

facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. (W.2b)
 G. Provide a conclusion that follows from, supports, reflects on information that is presented, or what is experienced, observed, or resolved over the course of the narrative. (W.2f; W.3e)

STANDARD 7: SPEAKING AND LISTENING PRESENTATION:

C. Make strategic use of digital media in presentations. (SL.5)

Unit 2

Novel Study

Summary Students will further apply the elements of fiction they learned in the first unit to their understanding of novels. During this study of literature, students will discuss major themes and motifs in the novel. At the end of the unit, students will respond to the University of Maine—Augusta required writing prompt.

Performance Indicators Assessed in Unit **STANDARD 1: READING INTERPRETATION:**

A. Cite strong and thorough textual evidence to support an analysis of the text, including any applicable primary and secondary sources, and determine both explicit and implicit meanings, such as inferences that can be drawn from the text and where the text leaves matters uncertain.

B. Analyze how an author chose to structure a text and how that structure contributes to the text's meaning and its aesthetic and rhetorical impact. (RL + RI. 5) (RL + RI.1)

STANDARD 4: WRITING INFORMATIVE AND NARRATIVE TEXTS:

A. Introduce a topic; organize complex ideas, concepts and information so that each new element builds on that which precedes it to create a unified whole. (W.2a)

B. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. (W.2b)

E. Use appropriate and varied techniques, transitions and syntax to link the major sections of the text, create cohesion, clarify the relationships among complex ideas and concepts, and build toward a particular outcome. (W.2c; W.3c)

G. Provide a conclusion that follows from, supports, reflects on information that is presented, or what is experienced, observed, or resolved over the course of the narrative. (W.2f; W.3e)

STANDARD 5: WRITING PROCESS:

A. Independently develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (W.5)

B. Demonstrate command of the conventions of standard English grammar and usage when writing. (L.2)

Unit 3

Tragedy: The Shakespearean Play

Summary Students will continue their examination of literary texts by examining the elements of drama. The essential question for this unit of study is: What is tragedy? Students will research the historical context of Shakespearean theater in order to better understand the time, setting, and language of a Shakespearean tragedy. In addition to historical context, students will read current essays on the issue of tragedy, which can be applied to their personal analysis and definition of tragedy.

Performance Indicators **STANDARD 4: WRITING INFORMATIVE AND NARRATIVE TEXTS:**

A. Introduce a topic; organize complex ideas, concepts and information so that

- A. Cite strong and thorough textual evidence to support an analysis of the text, including any applicable primary and secondary sources, and determine both explicit and implicit meanings, such as inferences that can be drawn from the text and where the text leaves matters uncertain. (RL + RI.1)
- B. Analyze how an author chose to structure a text and how that structure contributes to the text's meaning and its aesthetic and rhetorical impact. (RL + RI.5)
- C. Determine the author's point of view, purpose, or rhetorical strategies in a text, analyzing how style and content contribute to the power, persuasiveness, or beauty of a text.

STANDARD 7: SPEAKING LISTENING AND DISCUSSION:

- A. Refer to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. (SL. 1a)
- B. Operate effectively in a group to promote a civil exchange of ideas that probes reasoning and evidence. (SL. 1b, c)
- D. Integrate multiple sources of information presented in diverse formats and media to make informed decisions and solve problems. (SL.2)