



Course Overview

High School | 9 | Bridges to Literature & Composition - Last Updated on December 12, 2024

DESCRIPTION

K-12 Content Area | Mission & Philosophy Statement

- Foster a love for literacy across diverse backgrounds and abilities, ensuring equitable access to rich learning experiences equipping learners with the skills, mindset, and passion to engage actively as informed readers, writers, and communicators throughout their lives.
- Cultivate communicators and critical thinkers, empowering them to inquire, analyze, and create meaningfully from a variety of texts and perspectives, preparing them for the responsibilities of active participation as a citizen in our democracy as well as in an evolving global society.
- Engender collaborative and creative environments where learners innovate, elevate diverse voices and modalities to express themselves effectively and imaginatively.
- Promote a culturally responsive English Language Arts education that honors the identities, cultures, and experiences of all students, integrating diverse texts and voices to promote empathy, understanding, and respect.

Course Description

The comprehensive K-12 ELA curriculum endeavors to develop active listeners, effective speakers, readers, researchers and writers who are critical and creative thinkers as well as engaged citizens. A challenging curriculum enables learners to analyze, interpret and evaluate any form of communication including discussions, speeches and texts. Using engaging and diverse texts, age-appropriate media and student interests, learners strengthen their intellectual independence, understand that words have power and develop their own voice. Benefits of developing an appreciation of reading and writing includes extending knowledge, lowering stress, building empathy and perspective and expanding one’s world view.

Bridges to Literature and Composition assists incoming freshmen who need additional support to achieve 9th grade standards. Students continue to practice reading strategies and skills. Reinforcing previously taught literary devices, students are challenged to visualize, interpret and analyze a variety of prose. Students identify literary elements in both fiction and non-fiction texts and analyze the author’s use of literary techniques. Students review the writing process as well as effective writing traits and apply these to an autobiography. Writing is polished through lessons to reinforce vocabulary development and grammar.

STANDARDS

Pennsylvania - Grade 9-10 - English Language Arts ELA

CC.1.2.9–10.A

CC.1.2.9–10.B

CC.1.2.9–10.C

CC.1.2.9–10.D

CC.1.2.9–10.E

CC.1.2.9–10.F

CC.1.2.9–10.G

CC.1.2.9–10.H

CC.1.2.9–10.I

CC.1.2.9–10.J

CC.1.2.9–10.K

CC.1.2.9–10.L



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CC.1.3.9–10.A	CC.1.5.9–10.G	CC.1.5.9–10.F	CC.1.5.9–10.E	CC.1.5.9–10.D	CC.1.5.9–10.C
CC.1.5.9–10.B	CC.1.5.9–10.A	CC.1.4.9–10.X	CC.1.4.9–10.W	CC.1.4.9–10.V	CC.1.4.9–10.U
CC.1.4.9–10.T	CC.1.4.9–10.S	CC.1.4.9–10.R	CC.1.4.9–10.Q	CC.1.4.9–10.P	CC.1.4.9–10.O
CC.1.4.9–10.N	CC.1.4.9–10.M	CC.1.4.9–10.L	CC.1.4.9–10.K	CC.1.4.9–10.J	CC.1.4.9–10.I
CC.1.4.9–10.H	CC.1.4.9–10.G	CC.1.4.9–10.F	CC.1.4.9–10.E	CC.1.4.9–10.D	CC.1.4.9–10.C
CC.1.4.9–10.B	CC.1.4.9–10.A	CC.1.3.9–10.K	CC.1.3.9–10.J	CC.1.3.9–10.I	CC.1.3.9–10.H
CC.1.3.9–10.G	CC.1.3.9–10.F	CC.1.3.9–10.E	CC.1.3.9–10.D	CC.1.3.9–10.C	CC.1.3.9–10.B

COURSE OBJECTIVES

Specific objectives for this course are aligned with the [Pennsylvania Core Standards for English Language Arts](#) and the [Eligible Content State Standards for English Language Arts](#).

ASSESSMENT TYPES

The following assessment types will be used during the course:

- Diagnostic Assessments
- Core/Choice Novel notes and seminars
- Curriculum-based measures
- Formative Assessments
- Summative Assessments

SUGGESTED METHODS OF INSTRUCTION

An English Language Arts program demands the use of a variety of instructional strategies. Below is a list of suggested strategies for high-quality instruction:

- Instructional components outlined in *The Framework for Teaching* by Charlotte Danielson
- Goal setting
- Collaborative Learning through Socratic Seminar
- Formative opportunities to drive instruction
- Think-pair-share
- Reciprocal teaching
- Read Alouds and student independent choice novels
- Journaling



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RESOURCES

District Approved Program Resources	District Approved Supplemental Resources	District Approved Technology Resources
<ul style="list-style-type: none"> • Hampton-Brown Edge, Volume 1-Level C • Hampton-Brown Edge, Volume 2- Level 3 • Hampton-Brown Edge Student Interactive Practice Book-Level C • Edge Library Books: <ul style="list-style-type: none"> ◦ Necessary Roughness by Marie G. Lee ◦ ...And the Earth Did Not Devour Him by Thomas Rivera ◦ Spike Lee by James Haskins ◦ The Wave by Todd Strasser ◦ Two Badge by Mona Ruiz with Geoff Boucher ◦ Things Fall Apart by Chinue Achebe ◦ The House of Dies Drear by Virginia Hamilton ◦ Speak by Laurie Halse Anderson ◦ Dying to Cross by Jorge Ramon ◦ I Will Plant You a Lilac Tree by Laura Hillman ◦ Monster by Walter Dean Myers ◦ The Autobiography of Miss Jane Pittman by Ernest J. 		<p>Sadlier-Oxford Vocabulary Workshop—Level D</p> <p>Sadlier-Oxford Vocabulary Workshop—Level D—Test Generator</p>



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<p>Gaines</p> <ul style="list-style-type: none">◦ Sadlier Vocabulary Workshop - Level D		
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