

CVA Literature & Composition I



COBB VIRTUAL ACADEMY
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Overview

Literature & Composition I is designed to provide students with the essential skills and competencies necessary for continued success. This course is required for high school graduation beginning in the 2025-26 school year, and it must utilize the 9-12 standards and the 9th grade expectations of Georgia's K-12 English Language Arts Standards. This course is designed to build students' capacity in the literacy practices and skills that establish the groundwork for future real-world and academic communications. By the end of the course, students will be prepared to advance to higher-level English courses with a strong foundation in both literature and composition.

Course Description

Literature & Composition I is the first course (required) in the sequence of secondary English language arts courses required for graduation. This course develops the integrated skill set that comprises the English language arts discipline to ensure that students are on track to be college and work ready. Literature & Composition I focuses on the interpretation, evaluation, construction, and design of texts across genres and modes in a variety of real-world, academic, and disciplinary contexts while sustaining and building mastery of language applications and discipline-specific practices. This course must utilize the 9-12 standards and 9th grade expectations of Georgia's K-12 English Language Arts (ELA) Standards. Literature & Composition I is a required (r) course for graduation starting in the 2025-26 school year.

This class has three sections:

Literature & Composition I A is the first half of the class and includes Units 0 - 3.

Literature & Composition I B is the second half of the class and includes Units 0, 4 – 6.

Literature & Composition I Y is the entire class and includes Units 0 – 6.

Click [HERE](#) for the Literature & Composition I Class Schedule

Click [HERE](#) for the Literature & Composition I Standards.

Class Outline

Unit 1: Pages of Me: Exploring Identity Through Storytelling

In this unit you will explore your identity as a reader and writer through personal nonfiction analysis and narrative writing. You will study texts such as "The Danger of a Single Story," "I Am!," and "My Name" to understand how personal stories, names, and cultural experiences shape identity. You will apply these insights to your own personal narrative, using figurative language, setting, and mood to convey inner conflicts and societal influences. Through drafting, feedback, and revision, you will refine your narrative to effectively express your identity and connect with readers.

Unit 2: Destined for Heartbreak: Unraveling the Star-Crossed Lovers Archetype

In this unit, you will learn how the story of Star-Crossed Lovers appears in different texts over time, focusing on texts like *Romeo and Juliet*, "Pyramus and Thisbe," Shakespeare's sonnets, and



“Tristan and Isolde. The Love Sin.” You will focus on the characters, their relationships to others, and the themes that evolve from the stories. Then, you will use your expository skills to create a sociogram, highlighting a character from *Romeo and Juliet*.

Unit 3: People and the Environment: Reading the Planet Like a Text

In this unit you will learn how language, context, and data shape the way audiences understand stories about environmental issues. You will compare perspectives across different texts, evaluate a speaker’s reliability, and examine how public attitudes shift over time. You will also practice identifying bias in data, analyzing how visuals like graphs and infographics communicate meaning, and asking strong questions that lead to deeper understanding. Finally, you will use narrative and argumentative techniques to create clear, engaging multimodal stories that combine data, visuals, and purposeful language for a specific audience.

Unit 4: Persuasion and Protest: Theoretical Strategies in Modernist Texts.

In this unit you will explore the key themes and techniques of modernist literature by analyzing texts such as Orwell’s “*Shooting an Elephant*” and Hurston’s “*How It Feels to Be Colored Me*.” You’ll compare poems that offer different perspectives on American identity and study how podcast speakers use rhetorical appeals to engage their audiences. You will also practice crafting your own arguments with clear claims, strong evidence, and effective structure. Throughout the unit, you will evaluate opposing viewpoints, outline and draft an argumentative essay, conduct reliable research, and revise your writing to strengthen rhetorical techniques and improve the clarity and accuracy of your evidence.

Unit 5: Animal Farm

In this unit you will read *Animal Farm* by George Orwell. Throughout the unit you will explore and analyze the core themes of power and corruption, class and inequality, manipulation and control of language, ignorance and education, and idealism versus reality. These themes will provide the vehicle through which you will continue to develop your writing skills.

Unit 6: New Voices, Timeless Themes: Advocating for Modern Texts in the Literary Canon

In this final unit, you will learn about the literary canon and decide which modern book you think deserves a place in it. You’ll explore what makes a book “canon-worthy” and analyze how modern texts reflect evolving societal values. Then, you’ll create a persuasive multimodal presentation to pitch your choice, using strong arguments and evidence to make your case for its inclusion in the canon.

CVA Work Policy

- All classwork must be completed and submitted using the links in CTLS by the DUE DATE listed on the Class Schedule.
- Work should be completed in the order it is assigned on the Class Schedule.
- All work submitted on time will be graded within 48 hours.
- Assignments not submitted by the due date will be marked missing. Missing assignments are calculated as zeros in the coursework average. When students submit missing work, the assignment will be graded and calculated into the coursework average.

The CVA term ends prior to the end of the traditional school semester. The final date work will be accepted for each term is posted on the [CVA website](http://cobbvirtualacademy.org) (cobbvirtualacademy.org) and the Class Schedule.



Grading

Grades for this course are calculated based on category percentages as follows:

| Category | Weight |
|-----------------------|--------|
| Interpreting Texts | 40% |
| Constructing Texts | 40% |
| Discussion & Language | 10% |
| Final Exam | 10% |

Academic Integrity

Academic integrity is the cornerstone of learning at CVA and we take the integrity and authenticity of student work very seriously. When academic integrity is maintained, students will make decisions based on values that will prepare them to be productive, meaningful, and ethical citizens.

Students are required to abide by the CVA Academic Integrity Policy. Academic dishonesty in any form will not be tolerated. The CVA Academic Integrity Policy outlines the consequences if students fail to maintain academic integrity in their course. For additional information, the CVA Academic Integrity Policy is posted on the [CVA website](#).





Academic Integrity Process

| Consequences | 1st | 2nd | 3rd | 4th |
|---|-----|-----|-----|-----|
| Parent contact by teacher | ✓ | ✓ | ✓ | ✓ |
| Resubmit work for full credit | ✓ | | | |
| Resubmit work for half credit | | ✓ | | |
| Automatic zero | | | ✓ | ✓ |
| Parent contact by CVA administration | | | ✓ | ✓ |
| Notification by CVA administration to local school | | | ✓ | ✓ |
| Mandated proctored exam or coursework | | | | ✓ |
| Other as designated by CVA or local school administration | ✓ | ✓ | ✓ | ✓ |

General Information

- The Cobb Teaching and Learning System (CTLs) is the platform used to deliver Cobb Virtual Academy classes.
- Students must earn 100% on the Student Orientation Quiz located inside each CVA Digital Classroom before they begin their Student Coursework.
- All coursework must be submitted through CTLs.
- All CCSD students have access to Microsoft 365 applications and must submit assignments in the requested format.
- Students in all sections of this course will take an online final exam during the window of time published on the CVA website and the Class Schedule.

Books

There is no textbook required for this class; all class content is available in the class modules. Students will, however, want to obtain printed copies of extended texts for annotations, etc. Students can access these texts at their local school, or they can contact the CVA Learning Center for possible copies of these texts to borrow.



Extended Texts for Literature and Composition II

- *Animal Farm* by George Orwell. This allegorical novella uses a group of rebellious farm animals to explore the rise of totalitarianism. After overthrowing their human farmer, the animals attempt to create an equal society, but their ideals are gradually corrupted as the pigs take control. The story mirrors the events of the Russian Revolution and critiques the abuse of power.
- *The Tragedy of Romeo and Juliet* by William Shakespeare. This classic play follows two young lovers from feuding families in Verona. Despite their families' hatred, Romeo and Juliet fall in love and secretly marry. Their hopes for peace unravel through a series of misunderstandings and rash decisions, leading to a heartbreaking ending. The play explores themes of love, fate, and conflict.

Note About Additional Texts

As the school year progresses, additional texts could be added to meet the needs of students. Any additional texts will be added to both the Class Schedule and class module (if digitally available) in CTLS.

Technology Requirements/Information

- CTLS is geo-restricted to the United States.
- A modern PC or Mac Computer with internet access
 - Lightweight or mobile devices such as Chromebooks, iPads, Android tablets, or smartphones may not be compatible with many of our courses.
 - Windows or Mac based computer
- Access to Microsoft 365

CVA Expectations

Student

- Maintain consistent access to a computer and internet
- Login to the course daily and review the announcements
- Adhere to the deadlines listed on the Class Schedule
- Read and promptly respond to teacher communication
- Contact the teacher with questions
- Manage your time wisely

Teacher

- Welcome Phone Call in the first two weeks
- 24-hour turnaround on all communication
- 48-hour turnaround on grading for items submitted by the due date
- Provide relevant feedback on assignments
- Be accessible via email and phone or text during published hours
- Provide two or more live sessions per term

CTLS Parent Account



Cobb Virtual Academy teachers use CTLS Parent to communicate with students and parents. Students will automatically receive communication sent from CTLS Parent via their CCSD student email address and will be asked to provide a cell phone number to receive text communications. Directions for students to set up CTLS Parent are located in the CVA Orientation. Parents will receive communications according to their existing notification settings.

Student Support

A student's first source for support is their CVA teacher. All CVA students are enrolled in the Student Support digital classroom, which provides access to the Virtual Learning Center (VLC). Students can use the CTLS chat feature to send a message to the Student Support Team. Refer to the Student Support digital classroom for hours and availability.

The CVA Learning Center

The VLC is staffed with facilitators and is available to support students face-to-face or virtually. Facilitators can assist students with getting started, class navigation, assignment instructions, submitting work, technical issues, and strategies for online success.

Live Sessions

Your teacher will post live session information to the Class Board. These sessions are important for building an online learning community, and the sessions provide opportunities for you to learn more about the skills and concepts to be successful in the course.

