

# CVA Literature and Composition

## III



**COBB VIRTUAL ACADEMY**  
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### Overview

Literature & Composition III is the third course in the standard pathway of secondary English language arts courses beginning in the 2025-26 school year. This course builds upon Literature & Composition I and II, and its intention is to help students to continue the application of dynamic literacy practices. This course is designed to allow local level flexibility (e.g., considering the periods and movements selected for study). This course must utilize the 9-12 standards and the 11th grade expectations of Georgia's K-12 English Language Arts Standards. This course is designed to hone and extend students' capacity in the literacy practices and skills that enhance future real-world and academic communications. By the end of the course, students will be prepared for the rigors of senior-year English language arts and postsecondary pursuits.

### Course Description

Literature & Composition III is the third course in the standard pathway of secondary English language arts courses. 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 workplace ready. Literature & Composition III provides a platform for the wide interpretation, evaluation, construction, and design of texts across genres and modes, with an emphasis on the application of these skills in a variety of real-world, academic, and disciplinary contexts. This course must utilize the 9-12 standards and 11th grade expectations of Georgia's K-12 English Language Arts (ELA) Standards.

Literature & Composition III is a core (c) course that can count toward graduation requirements starting in the 2025-26 school year; this course can also be used as an elective (e) credit.

This class has three sections:

Literature & Composition III A is the first half of the class and includes Units 0 – 4.

Literature & Composition III B is the second half of the class and includes Units 0, 5 – 8.

Literature & Composition III Y is the entire class and includes Units 0 – 8.

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Click [HERE](#) for the Literature & Composition III Class Schedule which outlines the Units, Lessons, and Assessments for this course.

Click [HERE](#) for the Literature and Composition III Standards.

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### Class Outline

#### Unit 1: Gatsby's American Dream

In this unit you will explore how authors across different eras have questioned and redefined the American Dream and American identity by challenging cultural norms and examining ideas like opportunity, power, and self-reliance. You'll use literary theory and historical context—especially from



the 1920s—to understand how writers use style, symbolism, and perspective to critique society, culminating in a close study of *The Great Gatsby*. Along the way, you’ll analyze how texts reflect their times, compare different critical interpretations, and build your own writing voice through reflective, persuasive responses that blend personal insight with thoughtful analysis.

## **Unit 2: An American Dream and Its Discontents**

In this unit you will explore how Harlem Renaissance writers—and others across time—use storytelling to challenge stereotypes, celebrate identity, and push back against injustice. Through *Their Eyes Were Watching God* and works by Hurston, Hughes, Morrison, and more, you’ll follow Janie’s journey as she finds her voice and confronts power, silence, and expectations. You’ll also examine how history, community, and even nature shape identity and resistance. Throughout the unit, you’ll practice close reading, annotation, and reflection, using a dialectical journal to track key moments. By the end, you’ll understand how stories can silence or empower—and how finding your own voice connects to the voices that came before you.

## **Unit 3: American Roots**

In this unit you will explore the deep traditions and lasting impact of Native American storytelling, seeing oral stories as living expressions of identity, resistance, and connection to land and community. You’ll compare Indigenous stories across tribes to understand shared themes and unique cultural perspectives, then examine how both Puritan colonists and Native peoples shaped early American narratives through contrasting voices and worldviews. You’ll investigate major historical shifts by studying events like the Trail of Tears and the Carlisle Indian School, analyzing how power, culture, and storytelling influenced these histories. By the end, you’ll better understand how stories preserve identity, challenge misunderstanding, and continue to shape the ways we see America today.

## **Unit 4: The American Experiment**

In this unit you will explore how revolutionary writers used language to inspire change, focusing on *The Declaration of Independence* and Thomas Paine’s *Common Sense*. You’ll analyze how rhetorical strategies, tone, and voice persuaded audiences and connect these arguments to Enlightenment ideas from Hobbes and Locke. You’ll then study how the language of revolution and resistance continues today by examining modern texts and tracking patterns through data storytelling. By the end, you’ll create a multimodal product that shows how rhetoric, evidence, and design work together to tell powerful stories about the evolving American Dream.

## **Unit 5: Dream Interrupted**

In this unit, you’ll explore how people speak out against fear, injustice, and pressure to conform (sometimes at great personal risk). You’ll connect the Salem witch trials, Arthur Miller’s *The Crucible*, and the Red Scare of the 1950s to see how fear can shape public opinion and even threaten democratic values. You’ll study speeches like Margaret Chase Smith’s “Declaration of Conscience” alongside Senator McCarthy’s “Enemies from Within” to compare how language, tone, and structure can influence an audience. Through plays, speeches, and poetry, you’ll learn how writers use style, imagery, and structure to inspire moral courage and challenge unfair systems. By the end, you’ll be able to evaluate how historical context, personal conviction, and rhetorical choices work together to reveal the cost and the power of standing up for the truth.



## Unit 6: The Evolution of the American Dream

In this unit you will explore how the American Dream has been questioned, reshaped, and retold through history. You'll examine Tocqueville's ideas about American restlessness, follow an immigrant's journey in "From Lithuania to the Chicago Stockyards," and analyze how writers and workers have described labor, opportunity, and inequality. You'll also create a multimedia presentation comparing how different texts portray the working class, then learn how data can function as a powerful form of storytelling. By the end of the unit, you'll understand how stories shape our beliefs about ambition, identity, and what opportunity really means in America.

## Unit 7: Picturing the Dream

In this unit you will learn how different kinds of texts - written, visual, audio, and film - use structure, style, and design to shape meaning and influence an audience. You'll compare how formats like speeches, short films, and traditional writing use organization and narrative techniques, and examine choices such as pacing, voice, and visual metaphor. You'll also evaluate how creators communicate complex ideas through tone, conflict, and layout. Finally, you will create your own multimodal story using images, color, and brief text, explaining how your design choices help you communicate clearly and effectively to a specific audience.

## Unit 8: (Re)Writing America

In this unit you will learn how strong questions drive meaningful inquiry. You'll explore a topic that interests you, conduct research using credible sources, and evaluate information for reliability and bias. As you gather and analyze evidence, you'll connect ideas across texts and begin shaping your findings into a clear, creative multimodal product. In the final stage, you'll refine your work through reflection and revision, then use the PREPARE process to polish your final presentation. By the end, you'll have a finished project and the research, critical thinking, and communication skills to take on your next big question.

## 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](#).

 <b>Academic Integrity Process</b>				
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 III

- *The Great Gatsby* by F. Scott Fitzgerald. Set in the Roaring Twenties, this novel follows Nick Carraway as he becomes entangled in the world of Jay Gatsby, a wealthy, mysterious man obsessed with rekindling a lost romance with Daisy Buchanan. Through lavish parties and quiet heartbreak, the novel explores themes of the American Dream, class, illusion, and longing in a rapidly changing society.
- *Their Eyes Were Watching God* by Zora Neale Hurston. The novel traces the life of Janie Crawford as she searches for love, independence, and a voice of her own in the early 20th-century American South. Through hardship and personal loss, Janie grows into a woman who defines herself on her own terms. The story is rich with imagery, folklore, and themes of gender, race, and resilience.
- *The Crucible* by Arthur Miller. A dramatized account of the Salem Witch Trials, *The Crucible* explores how fear, hysteria, and power struggles can tear a community apart. As accusations fly and neighbors turn on each other, John Proctor must choose between protecting his reputation and standing up for the truth. Written during the McCarthy era, the play serves as a powerful allegory for political persecution.

### 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.

