

Course Syllabus

Description:

“Extra, extra, read all about it!” It’s all right here in black and white, in the pages of The Virtual Times newspaper. Published at key periods in American history, The Virtual Times takes us right into the action. The writing is clear and concise. The stories and opinions give us perspective. The sports and entertainment sections give us the color and flavor of the times.

In English III, the writing and insights of authors throughout our history are collected in the fast-paced pages of The Virtual Times. Students gain an appreciation of American literature and the ways it reflects the times in which it was written. They discover how people thought and lived and wrote about their experiences. Students are also asked to observe, investigate, and report on stories of today. The goal is for students to be thorough, accurate, and compelling in their writing.

Estimated Completion Time: 2 segments/32-36 weeks.

Major Topics and Concepts:

Getting Started

- Checklist
- Objectives
- Common Core
- Navigation
- Lessons and Assessments
- Course Specifics
- Collaboration
- Pace
- Checklists
- Online Learning 101
- Academic Integrity

Collaboration

- Checklist
- Overview
- Opportunities
- Submission

Segment I

Module One

- 01.00 Module One Pretest
- 01.01 Interpretations with American Drama

- 01.02 Interpretations with Shakespearean Drama
- 01.03 Using Context Clues to Make Meaning
- 01.04 Denotations and Connotations
- 01.05 19th Century Foundations of American Literature
- 01.06 Module One Post-Test
- 01.07 Discussion-Based Assessment

Module Two

- 02.00 Module Two Checklist
- 02.01 Citing Textual Evidence
- 02.02 Sequence of Events and Central Ideas
- 02.03 Analyzing Effectiveness
- 02.04 Integrating and Evaluating Sources
- 02.05 Thesis Statements
- 02.06 Creating An Outline
- 02.07 Discussion-Based Assessment
- 02.08 Developing Body Paragraphs
- 02.09 Writing an Effective Conclusion

Module Three

- 03.00 Module Three Checklist
- 03.01 Making Inferences
- 03.02 Determining Themes
- 03.03 Analyzing Author's Choice
- 03.04 Establishing Narration
- 03.05 Writing Narrative Introductions
- 03.06 Writing Narrative Body Paragraphs
- 03.07 Revising the Narrative Essay
- 03.08 The Narrative Essay Final Draft
- 03.09 Discussion-Based Assessment
- 03.10 Segment One Exam

Module Four Honors

- 04.00 Module Four Honors Checklist
- 04.01 Choose Your Novel
- 04.02 Identify Theme
- 04.03 Developing Theme
- 04.04 Writing About Theme
- 04.05 Segment One Exam Honors

Segment II

Module Five

- 05.00 Module Five Pretest
- 05.01 Hyphenation and Syntax
- 05.02 Reading Poetry
- 05.03 The Art of Language
- 05.04 Understanding 20th Century Poetry
- 05.05 Analyzing 20th Century Poetry

- 05.06 Module Five Post-Test
- 05.07 Discussion-Based Assessment

Module Six

- 06.00 Module Six Pretest
- 06.01 Analyzing Language
- 06.02 Evaluating a Speech
- 06.03 Evaluate Reasoning
- 06.04 Analyzing Purpose
- 06.05 Evaluating Rhetoric
- 06.06 Gathering Information
- 06.07 Integrating Information
- 06.08 Module Six Post-Test
- 06.09 Discussion-Based Assessment

Module Seven

- 07.00 Module Seven Checklist
- 07.01 Evaluating a Speaker
- 07.02 Establishing Argument Writing
- 07.03 Developing a Claim
- 07.04 Introductions in Argument Writing
- 07.05 Discussion-Based Assessment
- 07.06 Writing an Argument
- 07.07 Conclusions in Argument Writing
- 07.08 Revising Arguments
- 07.09 Presenting an Argument
- 07.10 Segment Two Exam

Module Eight Honors

- 08.00 Module Eight Checklist
- 08.01 Analyzing Author's Language
- 08.02 Analyzing Plot
- 08.03 Analyzing Personal Style
- 08.04 Writing About Relevance
- 08.05 Segment Two Exam Honors

Course Assessment and Participation Requirements:

To achieve success, students are expected to submit work in each course weekly. Students can learn at their own pace; however, “any pace” still means that students must make progress in the course every week. To measure learning, students complete self-checks, practice lessons, multiple choice questions, projects, discussion-based assessments, and discussions. Students are expected to maintain regular contact with teachers; the minimum requirement is monthly. When teachers, students, and parents work together, students are successful.

