

# English III (1 of 2)

## Course Information

**Course Title:** ENGLISH (1 of 2)

**Grade Level:** 11th Grade

**Length of Course:** Semester

**Course Description:** English III (1 of 2) is the first semester of a high school level English Language Arts course. This course covers reading, writing, and analysis using both informational and argument texts. Students read seminal US texts, as well as presidential speeches, court documents, and scientific articles. These reading selections demonstrate concepts such as textual evidence, central ideas, inferences, word choice, and figurative language. Students also learn about context clues, spelling, hyphens, contested usage, figures of speech, and reference materials. In addition, students write a researched informational essay and a researched argument essay.

**Prerequisites:** English II (1 of 2) and (2 of 2) or equivalent 10th-Grade English Language Arts

### Course-Level Learning Objectives

- Analyze explicit and implicit ideas, using evidence within texts as support.
- Determine central ideas and purposes, as well as information to include in objective summaries.
- Identify and analyze text structure and organization.
- Recognize figurative language and examine the impact of word choice on texts.
- Assess the usefulness and purpose of structure and graphics in functional texts.
- Decipher an author's purpose and perspective.
- Explore rhetorical appeals, rhetorical devices, and faulty reasoning.
- Analyze the effect of various sentence structures.
- Use word position, function, and context clues to determine meaning.
- Recognize contested grammar rules.
- Use reference sources.
- Recognize academic, technical, and domain-specific vocabulary.
- Compose a research-based informational essay and an argument essay.

### Course Resources

[Course Overview](#)

[Pacing Guide](#)

[Materials List](#)

[Reading Selections](#)

[Academic Vocabulary](#)

[Project-Based Learning](#)

[Course Bibliography](#)

[Technical Requirements](#)


[Etiquette Expectations](#)

[Required Computer and Digital Literacy Skills](#)

[Graphic Organizer Library](#)


## Unit 1: A Certain Shade of Green Overview

In this unit, students read several informational texts about nature and conservation. As they examine these reading selections, they will learn how to identify explicit and implied ideas and draw inferences, and they will learn how authors employ techniques that are often associated with literature, like figurative language. Also, in this unit, students write an objective summary of a text using its central ideas and supporting details.

[Unit 1 Activity Plan](#) 


## Unit 2: She Blinded Me with Science Overview

In this unit, students plunge into the world of science, learning about parasitic creatures and the existence of water on Mars. Students are exposed to thought-provoking scientific and ethical issues as they evaluate the evidence authors present, analyze word choice, and examine text structures and context clues. Students also continue construction of their research-based informational essay.

[Unit 2 Activity Plan](#) 


## Unit 3: Back to Life, Back to Reality Overview

In this unit, students apply what they know about language to the kinds of documents they use every day. Their review of these texts helps them learn to evaluate the use of central ideas, technical language, instructions, text features, and jargon. This unit also includes material on interpreting word connotations and understanding contested grammar rules. Students also submit the final draft of their research-based informational essay and start planning for the second Writing Project, an argument essay.

[Unit 3 Activity Plan](#) 


## Unit 4: Fight for Your Right Overview

In this unit, students read works concerned with principles of government and law. They examine seminal documents—those of historic importance—including the US Constitution and Supreme Court decisions. Reading Skills in this unit explain the art of rhetoric and reasoning and look at ways these techniques are used in argument texts to persuade audiences. Students also continue working on their argument essay.

[Unit 4 Activity Plan](#) 

## Unit 5: Everybody Talks Overview

This unit focuses on argument texts and the techniques that increase their persuasiveness, including types of structures and rhetorical appeals as well as rhetorical devices such as alliteration and repetition. Students examine authors' use of rhetorical and structural elements to enhance clarity, interest, and persuasiveness. The unit also provides tips for spelling and hyphenating words correctly. Students submit the final draft of their argument essay here, as well.

[Unit 5 Activity Plan](#) 

## Unit 6: The World We Live In Overview

In this unit, students apply what they have learned about interpretation and analysis as they examine some new informational texts. This unit also provides a review of each previous unit's main instructional concepts, language skills, and vocabulary skills in preparation for this course's Final Exam.

[Unit 6 Activity Plan](#) 