

Chino Valley Unified School District  
**My Perspectives Grade 11**

Unit: 2 Theme: The Individual and Society	
Standards	“I can” Statements
<p><b><u>RI.11.1</u></b></p> <p>Cite strong evidence through textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p>	<ul style="list-style-type: none"> <li>● <b>I can</b> cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</li> <li>● <b>I can</b> determine where the text leaves matters uncertain.</li> </ul>
<p><b><u>RI.11.2</u></b></p> <p>Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.</p>	<ul style="list-style-type: none"> <li>● <b>I can</b> determine two or more central ideas of a text.</li> <li>● <b>I can</b> analyze how two or more central ideas develop over the course of a text.</li> <li>● <b>I can</b> provide a complex analysis of how two or more central ideas interact and build on one another.</li> <li>● <b>I can</b> provide an objective summary of the text.</li> </ul>
<p><b><u>RI.11.6</u></b></p> <p>Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.</p>	<ul style="list-style-type: none"> <li>● <b>I can</b> determine an author's point of view or purpose in a text with effective rhetoric.</li> <li>● <b>I can</b> analyze how the author's style and content contribute to the power, persuasiveness, or beauty of the text.</li> </ul>

<p><b><u>W.11.1c</u></b></p> <p>Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationship between the claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims</p>		<ul style="list-style-type: none"> <li>• <b>I can</b> use words, phrases and clauses to link the major sections of the text in order to create cohesion.</li> <li>• <b>I can</b> use words, phrases and clauses to link the major sections of the text in order to clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</li> </ul>
<p><b><u>W.11.8</u></b></p> <p>Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation including footnotes and endnotes.</p>		<ul style="list-style-type: none"> <li>• <b>I can</b> gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively.</li> <li>• <b>I can</b> assess the strengths and limitations of each source in terms of the task, purpose, and audience.</li> <li>• <b>I can</b> integrate information into the text selectively to maintain the flow of ideas.</li> <li>• <b>I can</b> avoid plagiarism and overreliance on any one source while following a standard format for citation, including footnotes and endnotes.</li> </ul>
<p><b><u>SL.11.3</u></b></p> <p>Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p>		<ul style="list-style-type: none"> <li>• <b>I can</b> evaluate a speaker's point of view, reasoning and use of evidence and rhetoric.</li> <li>• <b>I can</b> assess a speaker's stance, premises, links among ideas, word choice, points of emphasis, and tone used.</li> </ul>
<p><b>Standard</b></p>	<p><b>Texts and Activities</b></p>	<p><b>Performance Task/Performance-based Assessment</b></p>
<p><b><u>RI.11.1</u></b></p>	<p><b><i>From Walden</i></b></p>	

<p>Cite strong evidence through textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p>	<p><b>From Civil Disobedience</b>  <b>-Analyze Craft &amp; Structure: Author's P.O.V.</b>  <i>Teacher Edition:</i>  <i>Page 227</i></p>	
<p><b><u>RI.11.2</u></b></p> <p>Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.</p>	<p><b>From Nature</b>  <b>From Self-Reliance</b>  <b>-Analyze Craft &amp; Structure:</b>  <b>Development of Ideas</b>  <i>Teacher Edition:</i>  <i>Page 211</i></p>	
<p><b><u>RI.11.6</u></b></p> <p>Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.</p>	<p><b>From Walden</b>  <b>From Civil Disobedience</b>  <b>-Analyze Craft &amp; Structure: Author's P.O.V.</b>  <i>Teacher Edition:</i>  <i>Page 227</i>  <b>-Conventions and Style</b></p>	

	<i>Teacher Edition: Page 228</i>	
<p><b><u>W.11.1c</u></b></p> <p>Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationship between the claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims</p>		<p><b>Writing to Sources: Personal Narrative</b> <i>Teacher Edition: Page 270</i></p>
<p><b><u>W.11.8</u></b></p> <p>Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation including footnotes and endnotes.</p>	<p><b>The Love Song of J Alfred Prufrock</b> <b>-Writing to Sources: Digital PReSentation</b> <i>Teacher Edition: Page 247</i></p>	
<p><b><u>SL.11.3</u></b></p> <p>Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing</p>	<p><b>The Poetry of Emily Dickinson</b> <b>-Speaking and Listening: Oral</b></p>	<p><b>Present a Personal Narrative</b> <i>Teacher Edition: Page 263</i></p>

<p>the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p>	<p><b>Interpretation</b>  <i>Teacher Edition:</i>            Page 185</p> <p><b>From Great Lives:</b>  <b>Emily Dickinson</b>  <i>Teacher Edition:</i>            Page 186-191</p>	
<p><b>Suggested novels to integrate that are thematically relevant</b> (Pacing guide on T40-T41 in Teacher's Edition):</p> <ul style="list-style-type: none"> <li>• <i>The Jungle</i> by Upton Sinclair</li> <li>• <i>Ethan Frome</i> by Edith Wharton</li> <li>• <i>On the Duty of Civil Disobedience</i> by Henry David Thoreau</li> </ul>		
<p><b>Additional Non-Essential Standards addressed in this Unit:</b> RL.11.2, RL.11.4, RL.11.5, RL.11.6, RL.11.7, RL.11.9, RL.11.10, RI.11.4, RI.11.5, RI.11.5a, RI.11.10, W.11.3, W.11.3a-e, W.11.5, W.11.6, W.11.7, W.11.9, W.11.9a, W.11.10, SL.11.1b-d, SL.11.4b, SL.11.5, SL.11.6, L.11.1, L.11.2a, L.11.3, L.11.3a, L.11.4a-d, L.11.5, L.11.5a, L.11.6</p>		