

CV Guarantee: Personal Narrative for College Applications (ELA/12)

Big Idea: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Standard:

Reading (l&L): 11.12-3;4;5
 Writing: 11.12.3a, d, e; 5; 6
 Language: 11-12.2
 Speaking: 11.12.1

Timeline:

Duration: 2-3 weeks in fall, **PRECEDING APPLICATION DEADLINES FOR COLLEGES AND UNIVERSITIES**
 Preceded By: research of requirements; reading of examples
 Followed By: revision groups; publication; re-revision in spring **PRECEDING APPLICATION DEADLINES FOR SCHOLARSHIPS**

Key Vocabulary:

Foundational

Allusion
 Connotation (Connotative)
 Conveys
 Emphasis
 Event sequences
 Evoke
 Imagery
 Implication
 Metaphor (extended)
 Simile
 Tone

Essential

Hook
 Coherence
 Sensory language
 Conclusion
 Description
 Insight
 Illustration
 Audience

Extension

Extended metaphor
 Back-story
 Flashback

Knowledge	Reasoning	Performance Skills	Product Examples
<p>I can identify specific narrative techniques, i.e., flashback, metaphor, extended metaphor, dialogue.</p> <p>I can identify the qualities of effective narrative writing using varied techniques to address the same prompt.</p>	<p>I can analyze narrative essay samples in order to assess effective techniques.</p> <p>I can reflect on my personal experiences to choose my narrative approach.</p> <p>I can tailor my approach for specific audiences.</p>	<p>I can initiate and participate effectively in a range of collaborative discussions with diverse partners in the process of this writing task.</p> <p>I can write in response to specific prompts.</p> <p>I can use narrative technique to sequence events to create a coherent whole.</p> <p>I can revise, edit, and rewrite my responses in order to address purpose and audience in the context of this writing task.</p> <p>I can use technology, including the Internet, to produce, publish and update my writing product.</p>	<p>UC Personal Insight Responses</p> <p>Common Application Personal Statement Essay</p> <p>CVHS Community Scholarship Application Essay</p>

		I can demonstrate command of the conventions of standard English.	
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Resources: Personal narrative pieces from authors of note; UC Personal Insight Response prompt and samples; Common Application Personal Statement Essay prompts and samples; CVHS Community Scholarship Application Essay prompt and samples

CVGuarantee: Rhetorical
claim, reasoning, evidence, argument
(ELA/12)

Quarter One:

<p>Big Idea:</p> <p>How does the evidence and reasoning support claim and argument in informational text?</p>			
<p>Standard: Reading 12.8: Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).</p>		<p>Timeline:</p> <p>Duration:</p> <p>Preceded By:</p> <p>Followed By:</p>	
<p>Key Vocabulary:</p>			
<p>Foundational argument claims conclusions reasoning (warrants) data evidence logic illustration authorization extending countering advocacy</p>	<p>Direct application corroborating delineate hypotheses false statements premise assess challenging</p>	<p>Extension See AP--1A</p>	
<p>Knowledge</p> <p>Students will know that arguments are made up of claims and that conclusions must rely on evidence and follow reasoning that constitutional principles apply to or inform the legal reasoning behind major Supreme Court opinions and dissents</p>	<p>Reasoning</p> <p>Students can explain the what arguments the text makes Students can identify the author's purpose Students can delineate the author's claims and reasoning to support those claims</p>	<p>Performance Skills</p> <p>Students can identify and assess the logic or rationale informing the evaluate the validity of the reasoning apply to new situations (debate on new policy, law, presidential addresses,</p>	<p>Product Examples</p> <p>Students produce marginalia Refer to CVG for Writing 11-12</p>

that	<p>Students can assess the validity of the author's logic and reasoning</p> <p>Students</p> <p>understand</p>	<p>constitutional amendments, or texts such as <i>The Federalist</i>)</p>	
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Resources:

Connecting Evidence to Claim Organizer; Using Sources Writing into the Day Rubric(s); expository text sets specific to topics; short writing prompts; MLA handbook (OWL@Purdue); Turnitin

Big Idea: Write formal arguments to support claims and analysis of substantive topics using valid reasoning and relevant and sufficient evidence **to provide context and maintain ethos as a writer.**

Standard:

Reading:

11/12.1 cite strong and thorough textual evidence from informational text to support analysis

Writing:

11/12.1 write argument to **support claims**;
 11.12.4 produce clear and coherent writing appropriate to task, **purpose, audience**
 11.12.5 **planning, revising, editing, rewriting...addressing what is most significant for a specific purpose and audience**

11.12.6 use technology to produce, publish, update in response to feedback

11.12.7 narrow or broaden inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation

11/12.8 gather and integrate relevant information from multiple authoritative print and digital sources; following standard format for citation...

Language:

11.12.1: demonstrate command of the conventions of standard English

Timeline:

Duration: 2-3 weeks

Preceded By: Timed Argument Practice

Followed By: repeat

Key Vocabulary:

Foundational

Argument
 Biases
 Citation (Parenthetical)
 Claim
 Counter argument
 Counterclaim
 Evidence
 Reasons
 SOAPST
 Source
 Thesis
 Warrants
 Works Cited

Essential

Ethos
 Evidence
 Logos
 Opinion
 Pathos
 Context

Extension

Kairos

Knowledge	Reasoning	Performance Skills	Product Examples
<p>I can identify claim, prompt, warrant and conclusion in sample responses.</p>	<p>I can formulate a stance and express claims.</p> <p>I can paraphrase the prompt and identify the issue.</p> <p>I can explain how the evidence proves my claim and my thesis (warrants) provided sources in a timed situation.</p>	<p>I can write a claim in response to the prompt that is clear, debatable, and defensible.</p> <p>I can craft an argument that supports my claim with warrants (reasons) and evidence (sources).</p> <p>I can weave my evidence into my sentence structure, incorporating quotations smoothly to suit my argument.</p> <p>I can cite my sources to avoid plagiarism in MLA format (parenthetically, then in works cited).</p> <p>I can revise my paper for an academic audience.</p>	<p>Revised and expanded formalized argument submitted via Turnitin</p>

Resources:

Connecting Evidence to Claim Organizer; Using Sources Writing into the Day Rubric(s); expository text sets specific to topics; short writing prompts; MLA handbook (OWL@Purdue); Turnitin

CV Guarantee: Rhetorical Approaches (ELA/12)

Big Idea: Write formal arguments to support claims and analysis of substantive topics using valid reasoning and relevant and sufficient evidence to **balance rhetorical approaches**

Standard:

Reading:

11/12.1 cite strong and thorough textual evidence from informational text to support analysis

Writing:

11/12.1 write argument to **support claims**;
 11.12.4 produce clear and coherent writing appropriate to task, **purpose, audience**
 11.12.5 **planning, revising, editing, rewriting...addressing what is most significant for a specific purpose and audience**
 11.12.6 use technology to produce, publish, update in response to feedback
 11.12.7 narrow or broaden inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation
 11/12.8 gather and integrate relevant information from multiple authoritative print and digital sources; following standard format for citation...

Language:

11.12.1: demonstrate command of the conventions of standard English

Timeline:

Duration: 2-3 weeks

Preceded By: Timed Argument Practice

Followed By: repeat

Key Vocabulary:

Foundational

Argument
 Biases
 Citation (Parenthetical)
 Claim
 Counter argument
 Counterclaim
 Evidence
 Reasons
 SOAPST
 Source
 Thesis
 Warrants
 Works Cited

Essential

Ethos
 Evidence
 Logos
 Opinion
 Pathos
 Context

Extension

Kairos

Knowledge	Reasoning	Performance Skills	Product Examples
<p>I can identify claim, prompt, warrant and conclusion in sample responses.</p> <p>I can identify elements used to establish the context of the author's argument</p> <p>I can identify logos and pathos in use by a writer, as well as assess the ethos of the author.</p>	<p>I can formulate a stance and express claims.</p> <p>I can paraphrase the prompt and identify the issue.</p> <p>I can explain how the evidence proves my claim and my thesis (warrants) provided sources in a timed situation.</p>	<p>I can write a claim in response to the prompt that is clear, debatable, and defensible.</p> <p>I can provide context for my argument, establishing a connection to the bigger conversation and placing my claim effectively within the issue.</p> <p>I can craft an argument that supports my claim with warrants (reasons) and evidence (sources).</p> <p>I can weave my evidence into my sentence structure, incorporating quotations smoothly to suit my argument.</p> <p>I can cite my sources to avoid plagiarism in MLA format (parenthetically, then in works cited).</p> <p>I can revise my paper for an academic audience.</p>	<p>Revised and expanded formalized argument submitted via Turnitin</p>

Resources:

Connecting Evidence to Claim Organizer; Using Sources Writing into the Day Rubric(s); expository text sets specific to topics; short writing prompts; MLA handbook (OWL@Purdue); Turnitin

Big Idea:

Expository Text and Synthesizing Sources—ARGUMENT (timed)

Writing short arguments to support claims and analysis of substantive topics using valid reasoning and relevant and sufficient evidence using one source.

Standards:

Reading:

11/12.1 cite strong and thorough textual evidence from informational text to support analysis

Writing:

11/12.1 write argument to support claims;

11.12.4 produce clear and coherent writing appropriate to task, purpose, audience

11/12.8 gather and integrate information; following standard format for citation...

Language:

11.12.1: demonstrate command of the conventions of standard English

Timeline:

Duration: ongoing

Preceded By: training in response format; annotation for thought during reading; paragraph structure review; MLA format training.

Followed By: formal essay development from informal response, revision units to expand arguments.

Key Vocabulary:

Foundational
Argument

Biases

Claim (Claims)

Counter argument

Counterclaim

Ethos

Evidence

Logos

Opinion

Pathos

Reasons

SOAPST

Source

Thesis

Works Cited

Essential

Claim

Warrants

Evidence

Citation (Parenthetical)

Extension

Knowledge

Reasoning

Performance Skills

Product Examples

I can identify claim, prompt, warrant and conclusion in sample responses.

I can formulate a stance and express claims.

I can paraphrase

I can write a claim in response to the prompt that is clear, debatable, and defensible.

Short argument responses

Revised and expanded formalized argument in

	<p>the prompt and identify the issue.</p> <p>I can explain how the evidence proves my claim and my thesis (warrants) provided sources in a timed situation.</p>	<p>I can craft an argument that supports my claim with warrants (reasons) and evidence (sources).</p> <p>I can weave my evidence into my sentence structure, incorporating quotations smoothly to suit my argument.</p> <p>I can cite my sources to avoid plagiarism in MLA format (parenthetically, then in works cited).</p>	<p>response to current issues</p>
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Resources: Connecting Evidence to Claim Organizer; Using Sources Writing into the Day Rubric(s); expository text sets specific to topics; short writing prompts; MLA handbook (OWL@Purdue)

CV Guarantee: Managing sources to Support Argument (ELA/12)

Big Idea: Expository Text and Synthesizing Sources

ERWC Argument Process: Management Of Sources

CCSS.ELA-LITERACY.W.11-12.1.B

Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.

<p>Standard: Reading: 11/12.1 cite strong and thorough textual evidence from informational text to support analysis Writing: 11/12.1 write argument to support claims; 11.12.4 produce clear and coherent writing appropriate to task, purpose, audience 11.12.5 planning, revising, editing, rewriting...addressing what is most significant for a specific purpose and audience 11.12.6 use technology to produce, publish, update in response to feedback 11.12.7 narrow or broaden inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation 11/12.8 gather and integrate relevant information from multiple authoritative print and digital sources; following standard format for citation... Language: 11.12.1: demonstrate command of the conventions of standard English</p>	<p>Timeline:</p> <p>Duration: 2-3 weeks</p> <p>Preceded By: Timed Argument Practice</p> <p>Followed By: repeat</p>
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Key Vocabulary:

Foundational	Essential	Extension
Argument Biases Claim (Claims) Counter argument Counterclaim Ethos Evidence Logos Opinion Pathos	Claim Warrants Evidence Citation (Parenthetical)	

Reasons SOAPST Source Thesis Works Cited		
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Knowledge	Reasoning	Performance Skills	Product Examples
I can identify claim, prompt, warrant and conclusion in sample responses.	<p>I can formulate a stance and express claims.</p> <p>I can paraphrase the prompt and identify the issue.</p> <p>I can explain how the evidence proves my claim and my thesis (warrants) provided sources in a timed situation.</p>	<p>I can write a claim in response to the prompt that is clear, debatable, and defensible.</p> <p>I can craft an argument that supports my claim with warrants (reasons) and evidence (sources).</p> <p>I can address the opposition in ways that use counterclaim to strengthen my argument.</p> <p>I can weave my evidence into my sentence structure, incorporating quotations smoothly to suit my argument.</p> <p>I can cite my sources to avoid plagiarism in MLA format (parenthetically, then in works cited).</p> <p>I can revise my paper for an academic audience.</p>	Revised and expanded formalized argument submitted via Turnitin

Resources:
Connecting Evidence to Claim Organizer; Using Sources Writing into the Day
Rubric(s); expository text sets specific to topics; short writing prompts; MLA handbook (OWL@Purdue); Turnitin

Quarter Two:

CV Guarantee: Short Argument Response: Multiple Sources

(ELA/12)

Big Idea:

Expository Text and Synthesizing Sources—ARGUMENT (timed)

Writing short arguments to support claims and analysis of substantive topics using valid reasoning and relevant and sufficient evidence from multiple sources.

Standards:

Reading:

11/12.1 cite strong and thorough textual evidence from informational text to support analysis

Writing:

11/12.1 write argument to support claims;

11.12.4 produce clear and coherent writing appropriate to task, purpose, audience

11/12.8 gather and integrate information; following standard format for citation...

Language:

11.12.1: demonstrate command of the conventions of standard English

Timeline:

Duration: ongoing

Preceded By: training in response format; annotation for thought during reading; paragraph structure review; MLA format training.

Followed By: formal essay development from informal response, revision units to expand arguments.

Key Vocabulary:

Foundational

Argument

Biases

Claim (Claims)

Counter argument

Counterclaim

Ethos

Evidence

Logos

Opinion

Pathos

Reasons

SOAPST

Source

Thesis

Works Cited

Essential

Claim

Warrants

Evidence

Citation (Parenthetical)

Extension

Knowledge	Reasoning	Performance Skills	Product Examples
<p>I can identify claim, prompt, warrant and conclusion in sample responses.</p>	<p>I can formulate a stance and express claims.</p> <p>I can paraphrase the prompt and identify the issue.</p> <p>I can explain how the evidence proves my claim and my thesis (warrants) provided sources in a timed situation.</p>	<p>I can write a claim in response to the prompt that is clear, debatable, and defensible.</p> <p>I can craft an argument that supports my claim with warrants (reasons) and evidence (sources).</p> <p>I can weave my evidence into my sentence structure, incorporating quotations smoothly to suit my argument.</p> <p>I can cite my sources to avoid plagiarism in MLA format (parenthetically, then in works cited).</p>	<p>Short argument responses</p> <p>Revised and expanded formalized argument in response to current issues</p>

Resources: Connecting Evidence to Claim Organizer; Using Sources Writing into the Day Rubric(s); expository text sets specific to topics; short writing prompts; MLA handbook (OWL@Purdue)

Big Idea: Expository Text and Synthesizing Sources

ERWC Argument Process Paper 4: Conclusion

Write formal arguments to support claims and analysis of substantive topics using valid reasoning and relevant and sufficient evidence

Standard:

Reading:

11/12.1 cite strong and thorough textual evidence from informational text to support analysis; **e: provide a concluding statement or section that follows from and supports the argument presented**

Writing:

11/12.1 write argument to support claims;
 11.12.4 produce clear and coherent writing appropriate to task, **purpose, audience**
 11.12.5 **planning, revising, editing, rewriting...addressing what is most significant for a specific purpose and audience**
 11.12.6 use technology to produce, publish, update in response to feedback
 11.12.7 narrow or broaden inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation
 11/12.8 gather and integrate relevant information from multiple authoritative print and digital sources; following standard format for citation...

Language:

11.12.1: demonstrate command of the conventions of standard English

Timeline:

Duration: 2-3 weeks
 Preceded By: Timed Argument Practice
 Followed By: repeat

Key Vocabulary:

Foundational

Argument
 Biases
 Citation (Parenthetical)
 Claim
 Context
 Counter argument
 Counterclaim
 Ethos
 Evidence
 Evidence
 Logos
 Opinion

Essential

High utility verbs for argument

Extension

Kairos

Pathos Reasons SOAPST Source Thesis Warrants Works Cited		
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Knowledge	Reasoning	Performance Skills	Product Examples
I can identify claim, prompt, warrant and conclusion in sample responses.	<p>I can formulate a stance and express claims.</p> <p>I can paraphrase the prompt and identify the issue.</p> <p>I can explain how the evidence proves my claim and my thesis (warrants) provided sources in a timed situation.</p>	<p>I can write a claim in response to the prompt that is clear, debatable, and defensible.</p> <p>I can craft an argument that supports my claim with warrants (reasons) and evidence (sources).</p> <p>I can weave my evidence into my sentence structure, incorporating quotations smoothly to suit my argument.</p> <p>I can cite my sources to avoid plagiarism in MLA format (parenthetically, then in works cited).</p> <p>I can revise my paper for an academic audience.</p>	Revised and expanded formalized argument submitted via Turnitin

Resources:
Connecting Evidence to Claim Organizer; Using Sources Writing into the Day
Rubric(s); expository text sets specific to topics; short writing prompts; MLA handbook (OWL@Purdue); Turnitin

CV Guarantee: Longer Argument Reponse: multiple sources, assigned topics
(ELA/12)

<p>Big Idea: Expository Text and Synthesizing Sources—ARGUMENT (timed) Writing longer arguments to support claims and analysis of substantive topics using valid reasoning and relevant and sufficient evidence from multiple sources. Assigned topics.</p>			
<p>Standards: Reading: 11/12.1 cite strong and thorough textual evidence from informational text to support analysis Writing: 11/12.1 write argument to support claims; 11.12.4 produce clear and coherent writing appropriate to task, purpose, audience 11/12.8 gather and integrate information; following standard format for citation... Language: 11.12.1: demonstrate command of the conventions of standard English</p>		<p>Timeline: Duration: ongoing Preceded By: training in response format; annotation for thought during reading; paragraph structure review; MLA format training. Followed By: formal essay development from informal response, revision units to expand arguments.</p>	
<p>Key Vocabulary:</p>			
Foundational Argument Biases Claim (Claims) Counter argument Counterclaim Ethos Evidence Logos Opinion Pathos Reasons SOAPST Source Thesis Works Cited	Essential Claim Warrants Evidence Citation (Parenthetical)	Extension	
Knowledge	Reasoning	Performance Skills	Product Examples
I can identify claim, prompt, warrant and conclusion in sample responses.	I can formulate a stance and express claims.	I can write a claim in response to the prompt that is clear,	Short argument responses

	<p>I can paraphrase the prompt and identify the issue.</p> <p>I can explain how the evidence proves my claim and my thesis (warrants) provided sources in a timed situation.</p>	<p>debatable, and defensible.</p> <p>I can craft an argument that supports my claim with warrants (reasons) and evidence (sources).</p> <p>I can weave my evidence into my sentence structure, incorporating quotations smoothly to suit my argument.</p> <p>I can cite my sources to avoid plagiarism in MLA format (parenthetically, then in works cited).</p>	<p>Revised and expanded formalized argument in response to current issues</p>
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Resources: Connecting Evidence to Claim Organizer; Using Sources Writing into the Day Rubric(s); expository text sets specific to topics; short writing prompts; MLA handbook (OWL@Purdue)

Big Idea: Expository Text and Synthesizing Sources
ERWC Argument: Rhetorical Approaches—Claim Warrant Research
Write formal arguments to support claims and analysis of substantive topics using valid reasoning and relevant and sufficient evidence, utilizing research skills to target my argument.

<p>Standards: Reading: 11/12.1 cite strong and thorough textual evidence from informational text to support analysis Writing: 11/12.1 write argument to support claims; 11.12.4 produce clear and coherent writing appropriate to task, purpose, audience 11.12.5 planning, revising, editing, rewriting...addressing what is most significant for a specific purpose and audience 11.12.6 use technology to produce, publish, update in response to feedback 11.12.7 narrow or broaden inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation 11/12.8 gather and integrate relevant information from multiple authoritative print and digital sources; following standard format for citation... Language: 11.12.1: demonstrate command of the conventions of standard English</p>	<p>Timeline: Duration: 2-3 weeks Preceded By: Timed Argument Practice, 3 iterations of process paper Followed By: repeat</p>
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Key Vocabulary:

<p>Foundational Argument Biases Citation (Parenthetical) Context Ethos Evidence Logos Opinion Pathos SOAPST Source Thesis Works Cited</p>	<p>Essential Claim Counter argument Counterclaim Evidence Reasons Research Warrants</p>	<p>Extension Kairos</p>
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Knowledge	Reasoning	Performance Skills	Product Examples
<p>I can identify claim, prompt, warrant and conclusion in sample responses. I can identify use of rhetorical stances in source</p>	<p>I can formulate a stance and express claims. I can paraphrase the prompt and identify the issue. I can explain how the preliminary evidence helps drive my claim. I can explain how the preliminary evidence proves my claim and drives my research for additional authoritative, relevant information.</p>	<p>I can provide contextual framing for my thesis that clarifies my occasion for writing. I can write a claim in</p>	<p>Revised and expanded formalized argument submitted via Turnitin</p>

<p>material: pathos, logos, kairos, ethos as a writer.</p> <p>I can identify logical fallacies in source material.</p> <p>I can identify logical fallacies in sample (or my own) responses.</p>		<p>response to the prompt that is clear, debatable, and defensible.</p> <p>I can craft an argument that supports my claim with warrants (reasons) and backs my reasoning with authoritative, relevant evidence (sources).</p> <p>I can utilize the ideas of my opposition in a way that strengthens my points.</p> <p>I can weave my evidence into my sentence structure, incorporating quotations smoothly to suit my argument.</p> <p>I can cite my sources to avoid plagiarism in MLA format (parenthetically, then in works cited).</p> <p>I can revise my paper for an academic audience.</p>	
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Resources:
Connecting Evidence to Claim Organizer; Using Sources Writing into the Day
Rubric(s); ERWC expository text sets specific to topics; short writing prompts; MLA handbook

CV Guarantee: Personal Narrative (ELA/12)

Big Idea: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

<p>Standard: Reading (I&L): 11.12-3;4;5 Writing: 11.12.3a, d, e; 5; 6 Language: 11-12.2 Speaking: 11.12.1</p>	<p>Timeline: Duration: 2-3 weeks in fall, PRECEDING APPLICATION DEADLINES FOR COLLEGES AND UNIVERSITIES Preceded By: research of requirements; reading of examples Followed By: revision groups; publication; re-revision in spring PRECEDING APPLICATION DEADLINES FOR SCHOLARSHIPS</p>
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Key Vocabulary:

<p><u>Foundational</u> Allusion Connotation (Connotative) Conveys Emphasis Event sequences Evoke Imagery Implication Metaphor (extended) Simile Tone</p>	<p><u>Essential</u> Hook Coherence Sensory language Conclusion Description Insight Illustration Audience</p>	<p><u>Extension</u> Extended metaphor Back-story Flashback</p>
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Knowledge	Reasoning	Performance Skills	Product Examples
<p>I can identify specific narrative techniques, i.e., flashback, metaphor, extended metaphor, dialogue.</p> <p>I can identify the qualities of effective narrative writing using varied techniques to address the same prompt.</p>	<p>I can analyze narrative essay samples in order to assess effective techniques.</p> <p>I can reflect on my personal experiences to choose my narrative approach.</p> <p>I can tailor my approach for specific audiences.</p>	<p>I can initiate and participate effectively in a range of collaborative discussions with diverse partners in the process of this writing task.</p> <p>I can write in response to specific prompts.</p> <p>I can use narrative technique to sequence events to create a coherent whole.</p> <p>I can revise, edit, and rewrite my responses in order to address purpose and audience in the context of this writing task.</p> <p>I can use technology, including the Internet, to produce, publish and update my writing product.</p> <p>I can demonstrate command of the conventions of standard English.</p>	<p>UC Personal Insight Responses</p> <p>Common Application Personal Statement Essay</p> <p>CVHS Community Scholarship Application Essay</p>

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Resources: Personal narrative pieces from authors of note; UC Personal Insight Response prompt and samples; Common Application Personal Statement Essay prompts and samples; CVHS Community Scholarship Application Essay prompt and samples

CV Guarantee: Longer Argument Response: multiple sources, self-generated topics
(ELA/12)

Big Idea:
Expository Text and Synthesizing Sources—ARGUMENT (timed)
Writing longer arguments to support claims and analysis of substantive topics using valid reasoning and relevant and sufficient evidence from multiple sources. Self-generated topics.

Standards:
Reading:
 11/12.1 cite strong and thorough textual evidence from informational text to support analysis
Writing:
 11/12.1 write argument to support claims;
 11.12.4 produce clear and coherent writing appropriate to task, purpose, audience
 11/12.8 gather and integrate information; following standard format for citation...
Language:
 11.12.1: demonstrate command of the conventions of standard English

Timeline:
 Duration: ongoing
 Preceded By: training in response format; annotation for thought during reading; paragraph structure review; MLA format training.
 Followed By: formal essay development from informal response, revision units to expand arguments.

Key Vocabulary:

Foundational Argument Biases Claim (Claims) Counter argument Counterclaim Ethos Evidence Logos Opinion Pathos Reasons SOAPST Source Thesis Works Cited	Essential Claim Warrants Evidence Citation (Parenthetical)	Extension
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Knowledge	Reasoning	Performance Skills	Product Examples

<p>I can identify evidence to use in my response when reading text.</p> <p>I can identify claim, prompt, warrant and conclusion in sample responses.</p>	<p>I can formulate a stance and express claims.</p> <p>I can paraphrase the prompt and identify the issue.</p> <p>I can explain how the evidence proves my claim and my thesis (warrants) in response provided sources in a timed situation.</p>	<p>I can write a claim in response to the prompt that is clear, debatable, and defensible.</p> <p>I can craft an argument that supports my claim with warrants (reasons) and evidence (sources).</p> <p>I can weave my evidence into my sentence structure, incorporating quotations smoothly to suit my argument.</p> <p>I can cite my sources to avoid plagiarism in MLA format (parenthetically, then in works cited).</p>	<p>Short argument responses</p> <p>Revised and expanded formalized argument in response to current issues</p>
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Resources: Connecting Evidence to Claim Organizer; Using Sources Writing into the Day Rubric(s); expository text sets specific to topics; longer writing prompts; MLA handbook (OWL@Purdue)

CVGuarantee: Rhetorical
claim, reasoning, evidence, argument
(ELA/12)

Quarter One/Three:

<p>Big Idea:</p> <p>How does the evidence and reasoning support claim and argument in informational text?</p>			
<p>Standard: Reading 12.8: Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).</p>		<p>Timeline:</p> <p>Duration:</p> <p>Preceded By:</p> <p>Followed By:</p>	
<p>Key Vocabulary:</p>			
<p>Foundational argument claims conclusions reasoning (warrants) data evidence logic illustration authorization extending countering advocacy</p>	<p>Direct application corroborating delineate hypotheses false statements premise assess challenging</p>	<p>Extension See AP--1A</p>	
<p>Knowledge Reasoning Performance Skills Product Examples</p>			
<p>Students will know</p> <p>that arguments are made up of claims and that conclusions must rely on evidence and follow reasoning</p> <p>that constitutional principles apply to or inform the legal reasoning behind</p>	<p>Students can explain the what arguments the text makes</p> <p>Students can identify the author's purpose</p> <p>Students can delineate the author's claims and reasoning to support those claims</p>	<p>Students can</p> <p>identify and assess the logic or rationale informing the</p> <p>evaluate the validity of the reasoning</p> <p>apply to new situations (debate on new policy, law, presidential</p>	<p>Students produce marginalia</p> <p>Refer to CVG for Writing 11-12</p>

<p>major Supreme Court opinions and dissents that</p>	<p>Students can assess the validity of the author's logic and reasoning</p> <p>Students</p> <p>understand</p>	<p>addresses, constitutional amendments, or texts such as <i>The Federalist</i>)</p>	
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Resources:
 Connecting Evidence to Claim Organizer; Using Sources Writing into the Day Rubric(s); expository text sets specific to topics; short writing prompts; MLA handbook (OWL@Purdue); Turnitin

CVGuarantee
Rhetorical Reading: Craft and Structure
(ELA 12)

Big Idea: How does the craft, structure, point of view and purpose of informational text support meaning and author's objective as well as contribute to the power, persuasiveness or beauty of the text?			
Standard: Reading ELA 11-12.6 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. Writing: Speaking:		Timeline: Duration: Preceded By: Followed By:	
Key Vocabulary:			
Foundational sarcasm irony satire evidence style claims connotation denotation	Direct ethos logos pathos point of view purpose perspective rhetorical situation	Extension stance bias	
Knowledge	Reasoning	Performance Skills	Product Examples
I can identify irony sarcasm satire I can identify evidence claims I can define connotation denotation, figurative and technical language	I can differentiate between figurative, connotative, denotative and technical meanings I can analyze the cumulative impact of specific word choices in sentences, paragraphs, or larger portions of texts	In informational text, deconstruct whole text into component parts to analyze structure reconstruct author's meaning	marginalia see writing standard

	I can determine an author's point of view or purpose I can analyze author's use of rhetoric to advance point of view or purpose		
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Resources:

Connecting Evidence to Claim Organizer; Using Sources Writing into the Day Rubric(s); expository text sets specific to topics; short writing prompts; MLA handbook (OWL@Purdue); Turnitin