

# CCS COURSE MAP

## SUBJECT: PSEO COMPOSITION

**GRADE LEVEL 11TH**  
**COURSE LENGTH Semester**

**REVIEWED 2018-2019**

Student Goals:					
		I	To think critically while evaluating and developing arguments.		
		II	To communicate thinking effectively in writing and speaking.		
		III	To analyze and evaluate authors' purpose, language, and rhetorical strategies.		
Student Outcomes:					
		I	The students will be able to use traditional grammar, standard usage, and mechanics.		
		II	The students will be able to use the writing process to write effectively in several academic genres.		
		III	The students will be able to apply rhetorical terms as they analyze arguments from a Christian worldview.		
UNIT/ WEEKS	STANDARD	OBJECTIVES	ACTIVITIES/ASSESSMENT	RESOURCES	BIBLICAL INTEGRATION
Unit 1: Evaluation (4 weeks)	RI1.5.1.1 RI1.5.2.2 RI1.5.3.3 RI1.5.4.4 RI1.5.5.5 RI1.5.6.6 RI1.5.7.7 RI1.5.10.10 W11.7.1.1 W11.7.2.2 W11.7.3.3 W11.7.4.4 W11.7.5.5 W11.7.6.6 W11.7.7.7 W11.7.8.8 W11.7.9.9 W11.7.10.10 SL11.9.1.1	1. Use various generating, planning, drafting, and developing techniques for writing.  2. Participate constructively in peer conferences.  3. Draft and revise papers appropriate to the college level.  4. Write and understand multiple genres.  5. Edit according to specified rules of	1. Watch a video about Plagiarism and demonstrate understanding of it on a quiz. 2. Complete 2 critical reading assignments modeling the evaluation essay. 3. Study 4 topics in editing and complete an editing pre-quiz and quiz. 4. Complete several pre-writing exercises and discussions. 5. Create a formal outline of the evaluation essay. 6. Create a conference draft and participate in peer conferences. 7. Participate in a polishing/editing conference. 8. Submit an evaluation essay of 5 typed pages and 1250 words.	<i>Reading Critically, Writing Well.</i> Edition: 10. By Rise B Axelrod. Charles R. Cooper and Alison M. Warriner.  <i>Guide to Editing Essentials</i> by: University of Northwestern – St. Paul. Year: 2014  <i>UNW Composition Packet.</i>  Other materials created by the University of	1. How does our ability to evaluate reflect the image of God in us?  2. What is the difference between judging, which we are warned not to do, and evaluating?  3. Which Biblical principles can we draw from as we evaluate?

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	SL11.9.2.2 SL11.9.3.3 SL11.9.4.4 SL11.9.5.5 SL11.9.6.6 SL11.9.7.7 SL11.9.8.8 L11.11.1.1 L11.11.2.2 L11.11.3.3 L11.11.4.4 L11.11.5.5 L11.11.6.6	grammar, punctuation, and mechanics.  6. Read critically.  7. Produce one collegiate-level essay.  8. Apply the basics of A.P.A. documentation style and prepare a reference page of sources.  9. Demonstrate understanding of apostrophes, commas, comma splices, and colons by scoring at least 75% on an editing quiz.		Northwestern and available on their online course site.	
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<p>Unit 2: Proposal (4 weeks)</p>	<p>RI11.5.1.1 RI11.5.2.2 RI11.5.3.3 RI11.5.4.4 RI11.5.5.5 RI11.5.6.6 RI11.5.7.7 RI11.5.10.10 W11.7.1.1 W11.7.2.2 W11.7.3.3 W11.7.4.4 W11.7.5.5 W11.7.6.6 W11.7.7.7 W11.7.8.8 W11.7.9.9 W11.7.10.10 SL11.9.1.1 SL11.9.2.2 SL11.9.3.3 SL11.9.4.4 SL11.9.5.5 SL11.9.6.6 SL11.9.7.7 SL11.9.8.8 L11.11.1.1 L11.11.2.2 L11.11.3.3 L11.11.4.4 L11.11.5.5 L11.11.6.6</p>	<p>1. Use various generating, planning, drafting, and developing techniques for writing.</p> <p>2. Participate constructively in peer conferences.</p> <p>3. Draft and revise papers appropriate to the college level.</p> <p>4. Write and understand multiple genres.</p> <p>5. Edit according to specified rules of grammar, punctuation, and mechanics.</p> <p>6. Read critically.</p> <p>7. Produce one collegiate-level essay.</p> <p>8. Apply the basics of A.P.A. documentation style and prepare a reference page of</p>	<p>1. Complete 2 critical reading assignments modeling the proposal essay.</p> <p>2. Study 4 topics in editing and complete an editing pre-quiz and quiz.</p> <p>3. Complete several pre-writing exercises and discussions.</p> <p>4. Learn about formal research methods and conduct preliminary research.</p> <p>5. Critically evaluate research and work with documentation style.</p> <p>6. Create a formal outline of the proposal essay.</p> <p>7. Create a conference draft and participate in peer conferences.</p> <p>8. Participate in a polishing/editing conference.</p> <p>9. Submit a proposal essay of 5 typed pages and 1,250 words with research drawn from at least 2 sources.</p>	<p><i>Reading Critically, Writing Well.</i> Edition: 10. By Rise B Axelrod. Charles R. Cooper and Alison M. Warriner.</p> <p><i>Guide to Editing Essentials</i> by: University of Northwestern – St. Paul. Year: 2014</p> <p><i>UNW Composition Packet.</i></p> <p>Other materials created by the University of Northwestern and available on their online course site.</p>	<p>1. What problems within our sphere of influence has God given us the ability to solve?</p> <p>2. How can we identify which problems here on earth are most worthy of our time and resources?</p> <p>3. How do we know what God values, and how do our values compare with His?</p> <p>4. Whose viewpoints do we need to take into account as we propose a solution, and how can we show respect for each of those viewpoints?</p>
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		sources.  9. Demonstrate understanding of semicolons, fragments, run-on sentences, quotation marks, hyphens, and italics by scoring at least 75% on an editing quiz.			
Unit 3: Cause and Effect  4 weeks	RI11.5.1.1 RI11.5.2.2 RI11.5.3.3 RI11.5.4.4 RI11.5.5.5 RI11.5.6.6 RI11.5.7.7 RI11.5.10.10 W11.7.1.1 W11.7.2.2 W11.7.3.3 W11.7.4.4 W11.7.5.5 W11.7.6.6 W11.7.7.7 W11.7.8.8 W11.7.9.9 W11.7.10.10 SL11.9.1.1 SL11.9.2.2	1. Use various generating, planning, drafting, and developing techniques for writing.  2. Participate constructively in peer conferences.  3. Draft and revise papers appropriate to the college level.  4. Write and understand multiple genres.  5. Edit according to specified rules of grammar,	1. Complete 2 critical reading assignments modeling the cause and effect essay. 2. Study 4 topics in editing and complete an editing pre-quiz and quiz. 3. Complete several pre-writing exercises and discussions. 4. Critically evaluate research and work with documentation style. 5. Create a formal outline of the cause and effect essay. 6. Create a conference draft and participate in peer conferences. 7. Participate in a polishing/editing conference. 8. Submit a cause and effect essay of 5 typed pages, 1250 words, and research drawn from at least 3 sources.	<i>Reading Critically, Writing Well.</i> Edition: 10. By Rise B Axelrod. Charles R. Cooper and Alison M. Warriner.  <i>Guide to Editing Essentials</i> by: University of Northwestern – St. Paul. Year: 2014  <i>UNW Composition Packet.</i>  Other materials created by the University of Northwestern and	1. What complexities are inherent in identifying cause and effect relationships, and how can we use the logic given us by God to discover them?  2. Do people always reap what they sow? Where do mercy, grace, and the effects of sin factor into this equation?  3. What can we do to mitigate the effects of sin and participate in Christ’s redeeming work in the world?

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	<p>SL11.9.3.3  SL11.9.4.4  SL11.9.5.5  SL11.9.6.6  SL11.9.7.7  SL11.9.8.8  L11.11.1.1  L11.11.2.2  L11.11.3.3  L11.11.4.4  L11.11.5.5  L11.11.6.6</p>	<p>punctuation, and mechanics.</p> <p>6. Read critically.</p> <p>7. Produce one collegiate-level essay.</p> <p>8. Apply the basics of A.P.A. documentation style and prepare a reference page of sources.</p> <p>9. Demonstrate understanding of dangling and misplaced modifiers, agreement, adjectives and adverbs, case and commonly-confused words by scoring at least 75% on an editing quiz.</p>		<p>available on their online course site.</p>	
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<p>Unit 4: Observation  4 weeks</p>	<p>RI11.5.1.1 RI11.5.2.2 RI11.5.3.3 RI11.5.4.4 RI11.5.5.5 RI11.5.6.6 RI11.5.7.7 RI11.5.10.10 W11.7.1.1 W11.7.2.2 W11.7.3.3 W11.7.4.4 W11.7.5.5 W11.7.6.6 W11.7.7.7 W11.7.8.8 W11.7.9.9 W11.7.10.10 SL11.9.1.1 SL11.9.2.2 SL11.9.3.3 SL11.9.4.4 SL11.9.5.5 SL11.9.6.6 SL11.9.7.7 SL11.9.8.8 L11.11.1.1 L11.11.2.2 L11.11.3.3 L11.11.4.4 L11.11.5.5 L11.11.6.6</p>	<p>1. Use various generating, planning, drafting, and developing techniques for writing.</p> <p>2. Participate constructively in peer conferences.</p> <p>3. Draft and revise papers appropriate to the college level.</p> <p>4. Write and understand multiple genres.</p> <p>5. Edit according to specified rules of grammar, punctuation, and mechanics.</p> <p>6. Read critically.</p> <p>7. Produce one collegiate-level essay.</p> <p>8. Apply the basics of A.P.A. documentation style and prepare a reference page of</p>	<p>1. Complete 2 critical reading assignments modeling the observation essay.</p> <p>2. Study 4 topics in editing and complete an editing pre-quiz and quiz.</p> <p>3. Complete several pre-writing exercises and discussions.</p> <p>4. Critically evaluate research and work with documentation style.</p> <p>5. Create a formal outline of the observation essay.</p> <p>6. Create a conference draft and participate in peer conferences.</p> <p>7. Participate in a polishing/editing conference.</p> <p>8. Submit an observation essay of 3-4 typed pages and 700-1,000 words.</p> <p>9. Take the editing competency exam.</p> <p>10. Complete a self-assessment of writing skills.</p>	<p><i>Reading Critically, Writing Well.</i> Edition: 10. By Rise B Axelrod. Charles R. Cooper and Alison M. Warriner.</p> <p><i>Guide to Editing Essentials</i> by: University of Northwestern – St. Paul. Year: 2014</p> <p><i>UNW Composition Packet.</i></p> <p>Other materials created by the University of Northwestern and available on their online course site.</p>	<p>1. What does the Bible show us about the nature of humanity and human behavior patterns?</p> <p>2. How do Biblical principles shape what we would expect to observe in a given social situation?</p> <p>3. How can a Biblical worldview help us to interpret and evaluate the patterns we've observed?</p> <p>4. To what extent can we make value judgments about our observations?</p>
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		<p>sources.</p> <p>9. Demonstrate 75% proficiency on the Editing Competency Exam, which is a cumulative grammar exam.</p>			
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