Rumson-Fair Haven Regional High School

Course: *Learning & Language Disabilities 10-Mathematics (LLD Math 10)*
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Section I: Course Description

The *Learning & Language Disabilities 10-Mathematics (LLD Math 10)* curriculum is designed with the belief that all students need to gain a strong foundation in mathematical literacy to aid in career success and 21st-century life. The design of the curriculum will ensure that all students are mathematically challenged, based on appropriate ability and pace, while developing critical thinking and problem-solving strategies. The course is driven by the *New Jersey Student Learning Standards for Mathematics and Mathematical Practice Standards* with an emphasis on exposure to key knowledge, transferable skills, and practical real-world application. Students in this course will deepen foundational concepts from grades 6-8 and *Learning & Language Disabilities 9 - Mathematics*, exploring patterns and shapes. The course allows for teachers to differentiate to better meet the needs of all students through small group targeted instruction.

Section II: NJSLS: New Jersey Student Learning Standards/Learning Objectives

1. ***2023 New Jersey Student Learning Standards – Mathematics:***
    - "A New Jersey education in Mathematics builds quantitatively and analytically literate citizens prepared to meet the demands of college and career, and to engage productively in an information-driven society; …A high-quality mathematics education fosters a population that…leverages data in decision-making and as a lens for discussing, analyzing, and responding to practical questions, persists to make sense of and model problems arising in everyday life, society, and the workplace, thinks critically and strategically to assess quantitative relationships and to solutions to complex problems, employs precise reasoning and constructs viable arguments to deduce conclusions, recognize false statements and assess peers' reasoning, interprets, evaluates and critiques the mathematics embedded in social, scientific and commercial systems, as well as the claims made in the private and public sectors, communicates precisely when conveying, representing, and justifying both qualitative and quantitative perspectives."
2. ***2023 New Jersey Student Learning Standards English Language Arts:***
    - A New Jersey education in English Language Arts builds readers, writers, and communicators prepared to meet the demands of college and career and to engage as productive American citizens with global responsibilities. …Students will develop the necessary skills in reading, writing, speaking, and listening that are the foundations for creative and purposeful expression in language read rich, challenging texts that build their knowledge of the world, grow their confidence and identities as readers, and develop critical thinking skills and vocabulary necessary for long-term success[; e]ngage in regular, meaningful, writing authentic tasks, exploring valued topics, writing for impact and expression, and sharing their work with others (including authentic audiences) leverage complex texts and digital media to develop comprehension, active listening, and discussion skills ground daily writing and discussion in evidence, fostering an ability to read critically, build arguments, cite evidence, and communicate ideas to contribute meaningfully as productive citizens evaluate the reliability, credibility, and perspective of authors and speakers across all forms of media express ideas and knowledge through a variety of modalities and media, and serve as effective communicators who purposefully read, write, and speak across multiple disciplines [and l]earn to persist in reading complex texts, establishing lifelong habits to read voluntarily for pleasure, for further education, for information on public policy, and for advancement in the workplace.
3. ***Standard 8.1 (Computer Science) and 8.2 (Design Thinking)* of the *2020 NJSLS*:**
    - "The 'Intent and Spirit of the Computer Science and Design Thinking Standards' is to focus on deep understanding of concepts that enable students to think critically and systematically about leveraging technology to solve local and global issues. Authentic learning experiences that enable students to apply content knowledge, integrate concepts across disciplines, develop computational thinking skills, acquire and incorporate varied perspectives, and communicate with diverse audiences about the use and effects of computing prepares New Jersey students for college and careers."
4. ***Standard 9.4 (Life Literacies and Key Skills)* of the *2020 NJSLS*:**
    - "This standard outlines key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy* that are critical for students to develop to live and work in an interconnected global economy."
    - **Climate Change:** The state of New Jersey has mandated instruction in, "Climate Change across all content areas, leveraging the passion students have shown for this critical issue and providing them

opportunities to develop a deep understanding of the science behind the changes and to explore the solutions our world desperately needs."

5. ***Dynamic Learning Maps Essential Elements***
    - The Dynamic Learning Maps Essential Elements are specific statements of knowledge and skills linked to the grade-level expectations identified in the Common Core State Standards. The purpose of the Dynamic Learning Maps Essential Elements is to build a bridge from the content in the Common Core State Standards to academic expectations for students with the most significant cognitive disabilities.
6. ***Amistad Law: N.J.S.A. 18A 52:16A-88:***
    - The inclusion of lessons and resources/texts dealing with the African slave trade, slavery in America, the vestiges of slavery in this country, and the contributions of African Americans to our society will be implemented in English and Social Studies courses in accordance with state law: "Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students."
7. ***Holocaust Law: N.J.S.A. 18A 35-28:***
    - The inclusion of lessons and resources/texts that enable pupils to identify and analyze applicable theories concerning human nature and behavior; to understand that genocide is a consequence of prejudice and discrimination; and to understand that issues of moral dilemma and conscience have a profound impact on life will be implemented in English and Social Studies courses in accordance with state law: "Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens."
8. ***LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35:***
    - A transformative approach to the inclusion of lessons and resources/texts on the contributions and issues concerning the LGBTQ+ population and people with disabilities will be implemented across all core subjects in accordance with state law: "A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of the New Jersey Student Learning Standards (N.J.S.A.18A:35-4.36). A board of education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of N.J.S.A. 18A:35-4.35."
9. ***Asian American and Pacific Islanders Legislation: N.J.S.A 4021/A6100:***
    - The inclusion of lessons and resources/texts on the history and contributions of Asian Americans and Pacific Islanders will enable New Jersey's schools to provide a curriculum that reflects the diversity of our state. In accordance with state law: "A board of education shall include instruction on the history and contributions of Asian Americans and Pacific Islanders in an appropriate place in the curriculum of students in grades kindergarten through as part of the school district's implementation of the New Jersey Student Learning Standards in Social Studies."
10. Acquisition/development/refinement of the higher-order critical thinking skills aligned with the *Revised Bloom's Taxonomy of Cognitive Objectives*

Section III: Curriculum Modifications

The *LLD Math 10* curriculum is subject to case-by-case modifications to support/advance the needs of all students, including special education students, English language learners, gifted students, and those at risk of school failure. These modifications are based on Individualized Learning Programs (IEPs), recommendations made by the district's English Language Learners (ELL) coordinator, feedback from members of the Intervention & Referral Services Team (*I&RS*) for at-risk students, and 504 Plans.

Coursework and assessments will be modified on an individual basis for students when necessary. Modifications may include but are not limited to those outlined on the Modifications/Accommodations for Mathematics Courses chart.

Section IV: Preparation for Standardized Testing

Instruction in *LLD Math 10* is aligned with the requirements of state and national standardized assessments, including the *NJGPA*, *NJSLA*, the *ACT*, the *PSAT,* and the *SAT*.

Section V: Curriculum Pacing Guide

Curriculum Pacing Guide	
Course Title: *LLD Math 10*	**Grade Level:** 10
Unit I: Sequences	Weeks 1-6
Unit II: Points, Lines & Planes	Weeks 7-12
Unit III: Two Dimensional (2D) Shapes	Weeks 13-19
Unit IV: Area & Perimeter	Weeks 20-26
Unit V: Three-Dimensional (3D) Objects and Volume	Weeks 27-33
Unit VI: Congruence & Similarity	Weeks 34-40

Section VI: Primary Texts and Year-Long Instructional Resources

The following texts and instructional resources are employed in *LLD Math 10:*

- Burger, Chard, Hall, Kennedy, Leinwand, Renfro, Seymour and Waits, Geometry, Holt, Rinehart and Winston, New York, New York, 2007. (textbook and workbooks)
- Serra, Discovering Geometry, Kendall Hunt Publishing Company, Dubuque, Iowa, 2013. (textbook and workbooks)
- Larson, Boswell, Kanold and Stiff, Geometry, McDougal Littell, Evanston, Illinois, 2008. (textbook and workbooks)
- TI-30 Scientific/TI-83 Graphing Calculators
- Technology resources include:
    - Google Suite, including Google Classroom
    - Math XL
    - Kuta Software
    - Quizlet
    - Kami
    - Desmos Graphing Calculator and Activity Builder
    - Edulastic
    - Geometer's Sketchpad
    - Geogebra
- *Common Sense Education*
- Illustrative Mathematics
- 3 Act Math
- Estimation 180

Section VII: Grading Formula and Assessment Modes

Marking period grades in *LLD Math 10* are determined via a percentage weighting model. The specific grading categories and weightings of each will be determined before the start of each academic year and will be published in the posted/distributed course syllabi.

Assessments in *LLD Math 10* vary greatly in format, scope/content/skills assessed, and alternative assessments; differentiation in assessments and choice will be incorporated as appropriate. Preliminary assessments of each format will be used as benchmarks, and summative assessments will be created/revised collaboratively each year and planned by *LLD Math II* instructional team members to inform future learning and measure student growth.

Section VIII: Unit Templates

The following unit templates have been established for the *LLD Math 10* curriculum by the *LLD Math 10* instructional team:

Unit I: Sequences		
Unit Summary		
Students will explore patterns to identify the next term in the sequence. In this unit, students will expand on their knowledge of linear functions from *LLD I- Math* to identify how patterns change.		
Standards/Core Ideas/Performance Expectations		
The state standards outlined below, and established by the New Jersey Department of Education, will guide instruction throughout this unit in *LLD Math 10:* ● *2023 New Jersey Student Learning Standards: Mathematics* ○ MP.1-8 ○ G.MG.A.1, G.CO.A.1, G.GPE.B.6 ● *Dynamic Learning Maps Essential Elements for Mathematics* ○ Geometry Congruence (G.CO.1) ○ Geometric Measurement & Dimension (GMD.4) ● *2023 New Jersey Student Learning Standards English Language Arts* ○ RL.CR.9–10.1, RI.MF.9–10.6, W.AW.9–10.1.A,B & E, SL.PE.9–10.1, SL.II.9–10.2, SL.PI.9–10.4 ● *2020 New Jersey Student Learning Standards: Computer Science and Design Thinking* ○ 8.1.12.CS.2-3, 8.1.12.DA.2 & 4, 8.1.12.ED.3, 8.1.12.ETW.3, 8.1.12.EC.3, 8.1.12.IC.1, 8.1.12.NI.3, 8.2.12.NT.1 ● *2020 New Jersey Student Learning Standards: Career Readiness, Life Literacies and Key Skills* ○ 9.2.12.CAP.2 & 5, 9.4.12.IML.2, 9.4.12.DC.5		
Unit Essential Questions	**Unit Enduring Understandings**	
● What is a pattern? ● How can the difference between repeating and growing patterns be identified? ● How is an arithmetic sequence defined? ● How is a geometric sequence defined?	● A pattern is something that follows some sort of a predictable sequence. ● In a repeating pattern, focus on what remains the same (i.e., the unit of repeat), whereas in a growing pattern, focus on what changes (i.e., the rule). ● A recursive rule can be used to find the next term in an arithmetic sequence. ● A recursive rule can be used to find the next term in a geometric sequence.	
Evidence of Learning		
Formative & Alternative Assessments: ● Classwork ● Homework ● Performance activities ● Quizlet flashcards ● Growth Lab ● Individual student check-ins with teacher	**Benchmark & Summative Assessments:** ● Vocabulary Quiz (Benchmark) ● Pattern Quiz ● Sequences Test (Benchmark)	**Resources Needed:** ● Chromebook ● Scientific Calculator ● Math XL/Kuta Software ● Edulastic ● Quizlet ● Multiplication Chart

Unit II: Points, Lines, & Planes
Unit Summary
In this unit, students will apply basic facts about points, lines, planes, and angles. Students will explore segments, angles, and cross-sections using hands-on tools and dynamic geometric software.

Standards/Core Ideas/Performance Expectations
The state standards outlined below, and established by the New Jersey Department of Education, will guide instruction throughout this unit in *LLD Math 10:* ● *2023 New Jersey Student Learning Standards: Mathematics* ○ MP.1-8 ○ G.CO.A.1, G.GMD.B.4 ● *Dynamic Learning Maps Essential Elements for Mathematics* ○ Geometry Congruence (G.CO.1) ○ Geometric Measurement & Dimension (GMD.4) ● *2023 New Jersey Student Learning Standards English Language Arts* ○ RL.CR.9–10.1, RI.MF.9–10.6, W.AW.9–10.1.A,B & E, SL.PE.9–10.1, SL.II.9–10.2, SL.PI.9–10.4 ● *2020 New Jersey Student Learning Standards: Computer Science and Design Thinking* ○ 8.1.12.CS.2-3, 8.1.12.DA.2 & 4, 8.1.12.ED.3, 8.1.12.ETW.3, 8.1.12.EC.3, 8.1.12.IC.1, 8.1.12.NI.3, 8.2.12.NT.1 ● *2020 New Jersey Student Learning Standards: Career Readiness, Life Literacies and Key Skills* ○ 9.2.12.CAP.2 & 5, 9.4.12.IML.2, 9.4.12.DC.5

Unit Essential Questions	Unit Enduring Understandings
● What are some of the basic terms of geometry? ● How are points, lines, planes, and angles named? ● How are parallel and perpendicular segments recognized?	● The basic geometrical concepts are dependent on three basic concepts. They are the point, line, and plane. The terms cannot be precisely defined. However, it refers to the mark of the position and has an accurate location. ● Foundational ideas of points, lines, planes, and angles are essential to an understanding of geometry, angles, and the world. ● Spatial intelligence is essential to reason with the basic building blocks of geometry.

Evidence of Learning		
Formative & Alternative Assessments: ● Classwork ● Homework ● Performance activities ● Quizlet flashcards ● Cross sections Lab ● Individual student check-ins with teacher	**Benchmark & Summative Assessments:** ● Vocabulary Quiz ● Naming Points, Lines & Planes Quiz ● Angles Quiz ● Constructions Project (Benchmark)	**Resources Needed:** ● Chromebook ● Scientific Calculator ● Math XL/Kuta Software ● Edulastic ● Graph Paper

Unit III: Two-Dimensional (2D) Figures
Unit Summary
In this unit, students will determine the area and perimeter of plane shapes. Students will explore plane shapes in a coordinate plane, further applying their knowledge of ordered pairs from *LLD Math 9*. Students will also explore the Pythagorean Theorem through visual representations of the formula. Real-life applications will be essential in developing a strong spatial intelligence with two-dimensional shapes.
Standards/Core Ideas/Performance Expectations
The state standards outlined below, and established by the New Jersey Department of Education, will guide instruction throughout this unit in *LLD Math 10:* ● *2023 New Jersey Student Learning Standards: Mathematics* ○ MP.1-8 ○ G.MG.A.1 & 3, G.GPE.B.7 ● *Dynamic Learning Maps Essential Elements for Mathematics* ○ Modeling with Geometry (MG.1, MG.2, MG.3) ● *2023 New Jersey Student Learning Standards English Language Arts* ○ RL.CR.9–10.1, RI.MF.9–10.6, W.AW.9–10.1.A,B & E, SL.PE.9–10.1, SL.II.9–10.2, SL.PI.9–10.4 ● *2020 New Jersey Student Learning Standards: Computer Science and Design Thinking* ○ 8.1.12.CS.2-3, 8.1.12.DA.2 & 4, 8.1.12.ED.3, 8.1.12.ETW.3, 8.1.12.EC.3, 8.1.12.IC.1, 8.1.12.NI.3, 8.2.12.NT.1 ● *2020 New Jersey Student Learning Standards: Career Readiness, Life Literacies and Key Skills* ○ 9.2.12.CAP.2 & 5, 9.4.12.IML.2, 9.4.12.DC.5

Unit Essential Questions	Unit Enduring Understandings

• What shape describes a given object? • What are the types of triangles and polygons? How do students classify each shape by its properties? • What are the relationships that exist among quadrilaterals?	• 2D shapes differ based on their properties. • Polygons can be classified according to their properties. • Relationships among quadrilaterals can help define different shapes.

Evidence of Learning

Formative & Alternative Assessments:	**Benchmark & Summative Assessments:**	**Resources Needed:**
• Classwork • Homework • Performance activities • Quizlet	• Vocabulary Quiz • Classifying Figures Quiz • 2D Shapes Test	• Chromebook • Scientific Calculator • Math XL/Kuta Software • Geogebra/Desmos • Edulastic • Graph Paper

Unit IV: Area & Perimeter

Unit Summary

Students will extend their understanding of two-dimensional shapes to determine area and perimeter. Students will apply their knowledge of two-dimensional shape properties to finding key measures needed to calculate area and perimeter. Real-world examples will be presented to students so they can make necessary connections to how these concepts can be applied in their everyday lives.

Standards/Core Ideas/Performance Expectations

The state standards outlined below, and established by the New Jersey Department of Education, will guide instruction throughout this unit in *LLD Math 10:*

- *2023 New Jersey Student Learning Standards: Mathematics*
  - MP.1-8
  - G.MG.A.1 & 3, G.GPE.B.7
- *Dynamic Learning Maps Essential Elements for Mathematics*
  - Number and Quantity (N-Q.1, N-Q.2, N-Q.3)
  - Geometric Measurement & Dimension (GMD.1)
  - Expressing Geometric Properties with Equations (GPE.7)
- *2023 New Jersey Student Learning Standards English Language Arts*
  - RL.CR.9–10.1, RI.MF.9–10.6, W.AW.9–10.1.A,B & E, SL.PE.9–10.1, SL.II.9–10.2, SL.PI.9–10.4
- *2020 New Jersey Student Learning Standards: Computer Science and Design Thinking*
  - 8.1.12.CS.2-3, 8.1.12.DA.2 & 4, 8.1.12.ED.3, 8.1.12.ETW.3, 8.1.12.EC.3, 8.1.12.IC.1, 8.1.12.NI.3, 8.2.12.NT.1
- *2020 New Jersey Student Learning Standards: Career Readiness, Life Literacies and Key Skills*
  - 9.2.12.CAP.2 & 5, 9.4.12.IML.2, 9.4.12.DC.5

Unit Essential Questions	**Unit Enduring Understandings**
• How is the perimeter of an object found? • How is the area of an object found? • How do measurements help describe real-world objects?	• Perimeter is the measure of the outside of the shape (around). • Area is the measure of the inside of the shape (within). • Measurements, such as perimeter and area, of real-world objects are important for making decisions about space and design.

Evidence of Learning

Formative & Alternative Assessments:	**Benchmark & Summative Assessments:**	**Resources Needed:**
• Classwork • Homework • Performance activities • Quizlet • "Will the soup fit?" Lab • Individual student check-ins with teacher	• Vocabulary Quiz • Measurements & Perimeter Quiz • Area Quiz • Real World Task Project	• Chromebook • Scientific Calculator • Math XL/Kuta Software • Edulastic • Graph Paper • Graphic Organizer

Unit V: Three-Dimensional (3D) Objects & Volume

Unit Summary

Students will explore the properties of 3D objects and how they are constructed. Through a series of hands-on activities, students will explore the relationships between prisms/cylinders and pyramids/cones with congruent bases. Students will extend their knowledge to real-life applications of volume using predictions and estimation.

Standards/Core Ideas/Performance Expectations

The state standards outlined below, and established by the New Jersey Department of Education, will guide instruction throughout this unit in *LLD Math 10:*

- *2023 New Jersey Student Learning Standards: Mathematics*
  - MP.1-8
  - G.MG.A.1-3, G.GMD.A.1 & 3
- *Dynamic Learning Maps Essential Elements for Mathematics*
  - Number and Quantity (N-Q.1, N-Q.2, N-Q.3)
  - Geometric Measurement & Dimension (GMD.1)
  - Modeling with Geometry (MG.1, MG.2, MG.3)
- *2023 New Jersey Student Learning Standards English Language Arts*
  - RL.CR.9–10.1, RI.MF.9–10.6, W.AW.9–10.1.A,B & E, SL.PE.9–10.1, SL.II.9–10.2, SL.PI.9–10.4
- *2020 New Jersey Student Learning Standards: Computer Science and Design Thinking*
  - 8.1.12.CS.2-3, 8.1.12.DA.2 & 4, 8.1.12.ED.3, 8.1.12.ETW.3, 8.1.12.EC.3, 8.1.12.IC.1, 8.1.12.NI.3, 8.2.12.NT.1
- *2020 New Jersey Student Learning Standards: Career Readiness, Life Literacies and Key Skills*
  - 9.2.12.CAP.2 & 5, 9.4.12.IML.2, 9.4.12.DC.5

Unit Essential Questions	Unit Enduring Understandings
• What is volume? • How does changing the dimensions of a figure affect the volume? • How do measurements help describe real-world objects?	• Volume can be defined as the number of cubic units needed to fill a given space. • When the dimensions of the shape, such as radius, height, or length, change, both surface area and volume also change. However, the volume of the object always changes more than the surface area for the same change in dimensions. • Measurements, such as volume, of real-world objects are important for making decisions about space and design.

Evidence of Learning

Formative & Alternative Assessments:	Benchmark & Summative Assessments:	Resources Needed:
• Classwork • Homework • Performance activities • Quizlet • 3 Act Math • Individual student check-ins with teacher	• Vocabulary Quiz • Identifying 3D Figures Quiz • Volume Quiz	• Chromebook • Scientific Calculator • Geogebra/Desmos • 3D Shapes Manipulative • Math XL/Kuta Software • Edulastic • Graphic Organizer

Unit VI: Congruence & Similarity

Unit Summary

This final unit will encompass components from all prior units. Students will transform two-dimensional shapes in the coordinate plane, identifying when shapes maintain the same (*congruency*) and when they shrink/grow (similarity). Students will have the opportunity to revisit number sense topics developed in *LLD Math 9*.

Standards/Core Ideas/Performance Expectations

The state standards outlined below, and established by the New Jersey Department of Education, will guide instruction throughout this unit in *LLD Math 10:*

- *2023 New Jersey Student Learning Standards: Mathematics*
  - MP.1-8
  - G.CO.A.1-5 & B.6, G.SRT.A.1-2
- *Dynamic Learning Maps Essential Elements for Mathematics*
  - Congruence in Geometry (G-CO.4, G-CO.5, G-CO.6, G-CO.7, G-CO.8)
- *2023 New Jersey Student Learning Standards English Language Arts*
  - RL.CR.9–10.1, RI.MF.9–10.6, W.AW.9–10.1.A,B & E, SL.PE.9–10.1, SL.II.9–10.2, SL.PI.9–10.4
- *2020 New Jersey Student Learning Standards: Computer Science and Design Thinking*

- 8.1.12.CS.2-3, 8.1.12.DA.2 & 4, 8.1.12.ED.3, 8.1.12.ETW.3, 8.1.12.EC.3, 8.1.12.IC.1, 8.1.12.NI.3, 8.2.12.NT.1
- *2020 New Jersey Student Learning Standards: Career Readiness, Life Literacies and Key Skills*
  - 9.2.12.CAP.2 & 5, 9.4.12.IML.2, 9.4.12.DC.5

Unit Essential Questions	Unit Enduring Understandings
• What are the types of transformations? • How can the change in the position of a figure be best described or shown?	• Transformations are the way shapes move from one space to another. • The changes in position or figure can best be shown by graphing the movement.

Evidence of Learning		
Formative & Alternative Assessments: • Classwork • Homework • Performance activities • Quizlet • Transformations Lab	**Benchmark & Summative Assessments:** • Vocabulary Quiz • Transformations Quiz • Congruence Quiz • Similarity Quiz • Performance Task (Summative)	**Resources Needed:** • Chromebook • Scientific Calculator • Math XL/Kuta Software • Edulastic • Geogebra/Desmos • Graphic Organizer • Graph Paper

Section X: Unit Reflection

The *LLD Math 10* instructional team must confer upon the completion of each instructional unit in the *LLD Math 10* curriculum and rate the degrees to which the instructional units meet performance criteria established by the New Jersey Department of Education using the Unit Reflection Form. Completed unit reflection forms must be submitted to the Department Supervisor for approval upon completion of curriculum implementation with a complementing list of suggested modifications to the *LLD Math 10* curriculum.

Unit Reflection Form: *LLD Math 10*			
Lesson Activities:	**Strongly**	**Moderately**	**Weakly**
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills;			
Are challenging and require higher-order thinking and problem-solving skills;			
Allow for student choice;			
Provide scaffolding for acquiring targeted knowledge/skills;			
Integrate modern, global perspectives, especially those regarding diversity, genocide, global issues, and historical ones regarding racial relations;			
Integrate 21st century skills;			
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills;			
Are varied to address different student learning styles and preferences;			
Are differentiated based on student needs;			
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process;			
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives;			
Provide opportunities for student reflection and self-assessment;			
Provide data to inform and adjust instruction to better meet the varying needs of learners.			

Appendix
Writing Instruction and the RFH Community

Writing instruction should happen across the RFH Community. Writing across the curriculum is a philosophy that advances the belief that writing is a method of learning. Since all departments are committed to helping students learn, writing must be used as a methodology to advance student learning.

Each academic discipline has its own unique conventions, formats and structures. It is the responsibility of each department to agree upon domain-specific writing praxes, model them for students, and require them to utilize them on a consistent basis. Students must understand that acceptable writing in one domain may not be acceptable writing in another area. The development of domain-specific writing skills supports the overall development of the student writer because all writing is grounded in the writing situation: audience, context, purpose, subject, and writer. Representatives from the academic disciplines must share their domain-specific writing praxes with each other, identify intersections, and determine how to address perceived gaps that limit student learning.

Students must experience writing situations that help them learn how to think creatively and critically and communicate effectively in the academic disciplines. Writing instruction, regardless of the academic discipline, must always reinforce student understanding of the writing situation. When students experience writing situations, they must study examples of domain-specific writing in order to understand how writers communicate in discipline-related contexts. This does not mean information embedded in textbooks. Domain-specific writing is writing that is used to inform and influence readers as it draws them into an established circle of discourse. Students must use these non-fiction texts to develop the close reading skills that will shape their own writing. Focused engagement with domain-specific writing should not be limited to basic reading comprehension and topical understanding. It must also include the analysis of the writing situation that is represented in the text: audience, context, purpose, subject, and writer. The close reading of well-written texts—regardless of the domain—will show students the importance of writing mechanics, diction, and syntax. The development of close reading skills will also help the students grow in terms of their ability to construct and advance independent and original claims that are well-supported by evidence. Domain-specific writing is grounded in positioning of claims and the effective use of evidence.

The final written product is important; nevertheless, the learning that results in this production must not be devalued. The writing process is not limited to the basic steps of planning, drafting, revising, and editing/proofreading. It is a complex sequence of critical and creative thinking and writing that leads to the production of a text that provides evidence of learning and understanding. Students must ultimately develop the ability to self-assess the effectiveness of their writing as a representation of the writing situation. Without the use of models that evidence learning and understanding, students will not develop the ability to self-assess their own work—the true outcome of the writing process.

What types of writing situations should RFH students engage in?

RFH students should engage in writing situations across the curriculum that require them to:

- write to improve mechanical proficiency, diction usage, and syntactical sophistication
- write to narrate, describe, and reflect
- write to summarize and report
- write to classify and define
- write to explain how process leads to an outcome
- write to compare, contrast and evaluate
- write to speculate on cause and effect
- write to propose solutions and solve problems
- write to analyze

These writing situations should be positioned in a coordinated, developmental sequence that extends <u>across</u> the academic disciplines.

Upon Completion of Grade 12, RFH students must be ready to transition to the following writing situations:

- write to analyze
- write to persuade (argument)

The core focus of first-year college writing courses are analysis and argument. These courses orient the students to the demands and expectations of writing for the academic culture of college. At colleges/universities with carefully

coordinated writing programs, students must demonstrate proficiency in analysis and argument before they transition to upper level courses that require them to engage in the following writing situation:

- write to investigate (research)