

Rumson-Fair Haven Regional High School

Course: *French V*

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Section I: Course Description

French V is a 5-credit course that reinforces and expands upon the aural, oral, grammar, reading, and writing skills developed in either *French IV* or *French IV Honors*. The core cultural foci are contemporary France and the modern Francophone world. Students are expected to read, view, comprehend, and respond to, orally and in writing, an array of films, video excerpts, abridged novels and short stories that provide cultural insight and generate critical response. Active participation in classroom discourse is expected, and culture-based research projects are required. *French V* begins with a comprehensive review of the grammar points addressed in earlier courses, and it introduces students to grammatical structures that will enhance communicative competence and prepare them for the demands of undergraduate language study. Upon successful completion of *French V*, students are encouraged to sit for the SAT II French for college placement purposes.

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

1. **2020 New Jersey State Learning Standards-World Languages:**
 - “The study of world languages benefits all students by fostering academic success, cognitive flexibility, increased access to information from other content areas, employment opportunities, and the ability to function more effectively with understanding and respect in all environments encountered in their lives. To meet the high school graduation requirement (N.J.A.C. 6A: 8:5.1), the New Jersey Student Learning Standards – World Languages (NJSLs – WL) promotes an acquisition process that is research-based, spiraling and recursive, and aligned to appropriate proficiency targets that are designed to ultimately enable learners to attain Novice-High level proficiency or above, which is a requirement for high school graduation. All students have regular, sequential instruction in one or more world languages beginning in kindergarten and continuing at least through the freshman year of high school. Further, N.J.A.C. 6A:8-5.1(b)4 directs districts to actively encourage all students who otherwise meet the current-year requirement for high school graduation to continue their study of a second language through high school in order to reach higher proficiency levels. Opportunities to develop higher proficiency levels should be based on personal and career interests.”
2. **2020 New Jersey State Learning Standards-Social Studies:**
 - “...Today’s challenges are complex, have global implications, and are connected to people, places, and events of the past. The study of social studies focuses on deep understanding of concepts that enable students to think critically and systematically about local, regional, national, and global issues. Authentic learning experiences that enable students to apply content knowledge, develop social studies skills, and collaborate with students from around the world prepare New Jersey students for college, careers, and civic life. The natural integration of technology in social studies education allows students to overcome geographic borders, apply scientific and mathematical analysis to historical questions and contemporary issues, appreciate cultural diversity, and experience events through the examination of primary sources. The 2020 New Jersey Student Learning Standards – Social Studies (NJSLs-2020) are informed by national and state standards and other documents such as the College, Career, and Civic Life (C3) Framework for Social Studies State Standards, as well as those published by the National Center for History Education, National Council for Social Studies, National Council for Geographic Education, Center for Civic Education, National Council on Economic Education, National Assessment of Educational Progress, and the Partnership for 21st Century Skills. Social studies instruction occurs throughout the K-12 spectrum, building in sophistication of learning about history, economics, geography, and civics at all ages.”
3. **2020 New Jersey Student Learning Standards – Visual and Performing Arts**
 - The NJSLs-VPA reflect the National Core Arts Standards and emphasize the process-oriented nature of the arts and arts learning by: defining artistic literacy through a set of overarching philosophical foundations and lifelong goals that clarify long-term expectations for arts learning; placing artistic processes and anchor standards at the forefront of the work; identifying creative artistic practices as the bridge for the application of the artistic processes and anchor standards across all learning; and specifying enduring understandings and essential questions that provide conceptual through lines and articulate value and meaning within and across the arts discipline.
4. **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.”
5. **Standard 9.4 (Life Literacies and Key Skills) of the 2020 NJSLA:**
 - o “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.”
 6. ***Amistad Law: N.J.S.A. 18A 52:16A-88:**
 - o 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:**
 - o 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:**
 - o 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:**
 - o 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 *French V* 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 World Language Courses](#) chart.

Section IV: Preparation for Standardized Testing

Instruction in *French V* 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: <i>French V</i>	Grade Level: Grade 12
Unit I: Les Arts	Weeks 1-10
Unit II: La vie contemporaine	Weeks 11-20
Unit III: Le Monde Francophone	Weeks 21-30
Unit IV: Les Actualités	Weeks 31-40

Section VII: Primary Texts and Year-Long Instructional Resources

The following texts and instructional resources are employed for all students in *French V*:

- Google Classroom
- *Common Sense Education* (www.commonsense.org)
- *Turnitin.com* (<https://www.turnitin.com/>)
- *Conjuguemos.com*
- *News in slow French*

Section VIII: Grading Formula and Assessment Modes

Marking period grades in *French V* 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 *French V* 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 members of the *French V* instructional team to inform future learning and to measure student growth.

Section IX: Unit Templates

The following unit templates have been established for the *French V* curriculum by the *French V* instructional team:

Unit I: Les arts
Unit Summary
In this unit, students will explore the cultural products, practices, and perspectives of France through various art forms, paintings, literature, music, photography, and film. They will conduct virtual visits to some of France's most famous museums and engage in interpretive, presentational, and interpersonal activities designed to improve their skills in the three modes of communication while focusing on the main theme of the unit. They will be asked to synthesize what they have learned in the final integrative performance assessment.
Standards/Core Ideas/Performance Expectations/Progress Indicators
The state standards outlined below, and established by the New Jersey Department of Education, will guide instruction throughout this unit in <i>French V</i> : <ul style="list-style-type: none"> ● 2020 <i>New Jersey Student Learning Standards: World Languages</i> <ul style="list-style-type: none"> ○ 7.1.IM.IPRET.1-9

- 7.1.IM.IPERS.1-6
- 7.1.IM.PRSNT.1-7
- *2020 New Jersey Student Learning Standards: Social Studies*
 - 6.1.12.HistoryCC.8.c, 6.1.12.HistoryUP.13.a, 6.1.12.HistoryCA.14.c, 6.2.12.HistoryUP.4.b
- *2020 New Jersey Student Learning Standards: Visual and Performing Arts*
 - 1.5.12prof.Pr6a, 1.5.12acc.Pr6a, 1.5.12prof.Re7a-b, 1.5.12prof.Re8a, 1.5.12prof.Cn11a-b
- *2020 New Jersey Student Learning Standards: Career Readiness, Life Literacies and Key Skills*
 - 9.4.2.CI.1-2, 9.4.12.CT.2

Unit Essential Questions	Unit Enduring Understandings
<ul style="list-style-type: none"> ● How do ideals of beauty and aesthetics influence daily life? ● *How does art both challenge and reflect cultural perspectives? ● How do communities value beauty and art? ● How is art used to record history? 	<ul style="list-style-type: none"> ● Studying the artistic heritage of a country can help me to understand the perspective of the culture. ● *Art in different forms can perform various functions in a society and often, minority groups use art as a vehicle for expression and activism. ● Actively thinking about what I already know helps me to better understand new concepts. ● When reading, I can employ strategies such as inferring from context and being aware of visual cues to help me understand.

Evidence of Learning

Formative & Alternative Assessments:	Benchmark & Summative Assessments:	Resources Needed:
<ul style="list-style-type: none"> ● Checking for understanding: Whiteboards, signaling, TPR, drawing to demonstrate ● Interpretive reading & listening tasks ● Surveys ● Student-to-student conversations ● Quizzes on present tense, reflexive verbs, & commands ● Completed graphic organizers (e.g., unit vocabulary, Venn diagrams) ● Web Quests ● Blog entries ● Vocabulary quizzes ● Individual student check-ins with teacher 	<ul style="list-style-type: none"> ● Chapter and Unit Tests (Benchmark) ● Integrated Performance Assessment: French Art/Museum Project (Benchmark) ● World Language Lab Assessment 	<ul style="list-style-type: none"> ● Ancillary Materials ● World Language Lab ● Teacher-developed materials <ul style="list-style-type: none"> ○ Musee d'Orsay ○ Le Quai Branly ○ Baudelaire ○ Apollinaire ○ Edith Piaf ○ Stromae ○ Rubric

Unit II: La vie contemporaine

Unit Summary

In the “La vie contemporaine” unit, students will deepen their knowledge of everyday life in Francophone countries. They will explore housing in different countries around the world and compare and contrast the school systems of countries such as Morocco and France with their own. In addition, they will learn essential skills for job seeking in a Francophone country, such as writing a professional email and creating an appropriately formatted resume.

Standards/Core Ideas/Performance Expectations/Progress Indicators

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

- *2020 New Jersey Student Learning Standards: World Languages*
 - 7.1.IM.IPRET.1-9
 - 7.1.IM.IPERS.1-6
 - 7.1.IM.PRSNT.1-7
- *2020 New Jersey Student Learning Standards: Social Studies*
 - 6.1.12.EconNE.3.a
- *2020 New Jersey Student Learning Standards: Computer Science and Design Thinking*
 - 8.1.12.IC.3
- *2020 New Jersey Student Learning Standards: Career Readiness, Life Literacies and Key Skills*
 - 9.4.2.CI.1-2, 9.4.12.CT.2

Unit Essential Questions	Unit Enduring Understandings	
<ul style="list-style-type: none"> • What are some of the types of lodging in Francophone countries? How do they compare to my community? • How do school systems differ in different cultures? • How do I apply for a position in another country? 	<ul style="list-style-type: none"> • People in Francophone countries live in many different types of dwellings. Some are very similar to those in the United States while others may be vastly different. • The educational systems in Francophone countries share similarities and differences with the educational system in the United States. • The 21st-century job market requires me to possess knowledge and skills that are appropriate to different cultures to succeed. 	
Evidence of Learning		
Formative & Alternative Assessments: <ul style="list-style-type: none"> • Checking for understanding: Whiteboards, signaling, TPR, drawing to demonstrate • Interpretive reading & listening tasks • Surveys • Student-to-student conversations • Vocabulary matching quizzes • Unit test • Completed graphic organizers (e.g., unit vocabulary, Venn diagrams) • WebQuests • Blog entries • Vocabulary quizzes on “er” verbs, likes and preferences and activities • Individual student check-ins with teacher 	Benchmark & Summative Assessments: <ul style="list-style-type: none"> • Chapter and Unit Tests • Integrated Performance Assessment: Ad Campaign Project • World Language Lab Assessment 	Resources Needed: <ul style="list-style-type: none"> • Teacher-created materials • World Language Lab • Textbook • les toits en terre • floorplanner.com • Les études en Belgique • les types de Bac • professional e-mail • job interview • Online activities associated with film

Unit III: Le Monde Francophone	
Unit Summary	
<p>In the “Le Monde Francophone” unit, students will explore different Francophone countries. They will identify significant events in the history and culture of these countries, and explore the cultural practices and perspectives of the diverse Francophone cultures. They will refine reading comprehension and text engagement skills, employ text-based vocabulary, and participate in composition and project work. They will review the future tense and learn the future simple. In addition, they will learn how to use possessive pronouns.</p>	
Standards/Core Ideas/Performance Expectations/Progress Indicators	
<p>The state standards outlined below, and established by the New Jersey Department of Education, will guide instruction throughout this unit in <i>French V</i>:</p> <ul style="list-style-type: none"> • <i>2020 New Jersey Student Learning Standards: World Languages</i> <ul style="list-style-type: none"> ○ 7.1.IH.IPRET.1-8 ○ 7.1.IH.IPERS.1-6 ○ 7.1.IM.PRSNT.1-6 • <i>2020 New Jersey Student Learning Standards: Social Studies</i> <ul style="list-style-type: none"> ○ 6.2.12.HistoryCC.4.e, 6.2.12.HistoryUP.4.b, 6.2.12.HistoryCC.5.a, 6.2.12.HistoryCC.5.g, • <i>2020 New Jersey Student Learning Standards: Career Readiness, Life Literacies and Key Skills</i> <ul style="list-style-type: none"> ○ 9.4.2.CI.1-2, 9.4.12.CT.2 	
Unit Essential Questions	Unit Enduring Understandings
<ul style="list-style-type: none"> • How do Francophone cultures differ? How do they compare to my community? • What are some common activities in Francophone cultures? 	<ul style="list-style-type: none"> • When reading, looking at pictures, charts, titles and other visual cues will help me to better understand. • How I organize and present my ideas helps my audience to better understand what I am trying to say. • Although Francophone countries are united by the French language and a shared colonial history, each country possesses a unique

<ul style="list-style-type: none"> How do I relate a series of events in the future? *What factors have influenced the history of Francophone countries? 	<p>heritage.</p> <ul style="list-style-type: none"> *Francophone countries, specifically in Africa and the Caribbean, have a history filled with slavery and persecution. This aspect of their history deeply affects the culture in these places. Communities around the world share certain characteristics.
Evidence of Learning	
<p>Formative & Alternative Assessments:</p> <ul style="list-style-type: none"> Checking for understanding: Whiteboards, signaling, TPR, drawing to demonstrate Interpretive reading & listening tasks Surveys Student-to-student conversations Vocabulary matching quizzes Vocabulary quizzes on “etre” verb, adjective agreements and irregular adjectives and possessive adjectives Completed graphic organizers (e.g., unit vocabulary, Venn diagrams) WebQuests Blog entries Individual student check-ins with teacher 	<p>Benchmark & Summative Assessments:</p> <ul style="list-style-type: none"> Chapter and Unit Tests Integrated Performance Assessment: A Visit to Francophone African Project World Language Lab Assessments <p>Resources Needed:</p> <ul style="list-style-type: none"> Teacher-created materials World Language Lab Textbook le futur La francophonie texte à lire et à écouter La Légende baoulé Les choses a ne pas loucher au Senegal contes africains *La Négritude l'hyene et l'aveugle Le discours sur le négritude Janot, le cuisinier du roi - conte d'Haiti Le Maghreb La Martinique Le pari de Ti-Jean - Conte d'Haiti Contes Creoles Araignée et Iguane - Conte de la Guyane France 2: Reportage sur le Quebec poesie de Blanche Lamontagen-Beauregard Rubric

Unit IV: Les actualités	
Unit Summary	
<p>In the unit “Les actualités”, students will explore current events through different types of media and examine the impact that the media has on their world. They will examine social justice issues with a focus on health. They will design their own service learning project to raise awareness of or advocate for a particular issue.</p>	
Standards/Core Ideas/Performance Expectations/Progress Indicators	
<p>The state standards outlined below, and established by the New Jersey Department of Education, will guide instruction throughout this unit in <i>French V</i>:</p> <ul style="list-style-type: none"> <i>2020 New Jersey Student Learning Standards: World Languages</i> <ul style="list-style-type: none"> 7.1.IH.IPRET.1-8 7.1.IH.IPERS.1-6 7.1.IM.PRSNT.1-6 <i>2020 New Jersey Student Learning Standards: Social Studies</i> <ul style="list-style-type: none"> 6.1.12.HistoryCA.14.c, 6.1.12.CivicsPI.14.d, 6.2.12.HistoryCC.1.b, 6.2.12.EconGI.3.c, 6.2.12.HistoryCC.4.d, 6.2.12.HistoryCC.5.c, 6.3.12.EconGE.1, 6.3.12.HistoryCA.2 <i>2020 New Jersey Student Learning Standards: Computer Science and Design Thinking</i> <ul style="list-style-type: none"> 8.1.12.IC.3, 8.2.12.ITH.3 <i>2020 New Jersey Student Learning Standards: Career Readiness, Life Literacies and Key Skills</i> <ul style="list-style-type: none"> 9.4.2.CI.1-2, 9.4.12.CT.2 	
Unit Essential Questions	Unit Enduring Understandings
<ul style="list-style-type: none"> How does the media impact my life? What are some important health issues facing the world today? What issues are of importance in Francophone communities today? 	<ul style="list-style-type: none"> Media can both reflect and influence our lives. Many health concerns affect people all over the world while others are more regional. The world is interconnected today and the issues facing my community are similar to those facing Francophone

<p>How do they compare to issues facing my community?</p> <ul style="list-style-type: none"> • What can I do to have a positive impact on the world? • What is the official language of Mali (Timbuktu)? • *What happened in Timbuktu in the 21st century? 	<p>communities around the world.</p> <ul style="list-style-type: none"> • People can make a positive impact on the world on either a local level, a global level, or both. • Until July 2023, French was considered an official language of Mali. • *Timbuktu is a historically significant city that has suffered through genocide and other human rights violations in the beginning of the 21st century.
Evidence of Learning	
<p>Formative & Alternative Assessments:</p> <ul style="list-style-type: none"> • Checking for understanding: Whiteboards, signaling, TPR, drawing to demonstrate • Interpretive reading & listening tasks • Surveys • Student-to-student conversations • Vocabulary matching quizzes • Completed graphic organizers (e.g., unit vocabulary, Venn diagrams) • WebQuests • Blog entries • Individual student check-ins with teacher 	<p>Benchmark & Summative Assessments:</p> <ul style="list-style-type: none"> • Chapter and Unit Tests • Integrated Performance Assessment: Service Learning Project • World Language Lab Assessment
<p>Resources Needed:</p> <ul style="list-style-type: none"> • Teacher-created materials • World Language Lab • Textbook • <u>Mon précieux</u> • <u>Traquer les fausses nouvelles</u> • <u>Idiomatic reflexive expressions</u> • <u>Le plus fort du monde</u> • <u>Les bénévoles au Maroc</u> • <u>Rousseau et la notion de la justice</u> • *Au revoir les enfants: (<u>Kanopy</u>) <u>Webquest</u> • <u>Parlay</u> 	

Section X: Unit Reflection

The *French V* instructional team must confer upon the completion of each instructional unit in the *French V* 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 *French V* curriculum.

Unit Reflection Form: <i>French V</i>			
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 21 st 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 across 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 foci 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)