

Rumson-Fair Haven Regional High School

Course: *French IV*

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Section I: Course Description

French IV is the fourth course in the French College Prep Program; it is a 5-credit course that reinforces and expands upon the aural, oral, grammar, reading, and writing skills developed in *French III*. This course has been carefully designed to meet the standards of the American Council on the Teaching of Foreign Languages (ACTFL) as well as the 2014 New Jersey Student Learning Standards (NJSLS) for World Language. These standards call for a method of teaching that focuses on successful communication through speaking, writing, reading, and listening. In addition, the standards require the integration of 21st-century technology such as podcasts, videos, electronic information sources and multi-media presentations to allow students to interact with people from other cultures and to experience authentic cultural products, perspectives, and practices.

Each unit embodies all of these standards following the theories described in this document. Unit activities blend different forms of communication and culture to ensure that the student meets all standards. Course strategies will further develop strong vocabulary skills and mastery of designated grammar points, verb tenses, and linguistic constructions/devices through active and consistent engagement in an array of instructional experiences that includes various performance-based assessments and culture-based research projects. New lexical, grammatical, and verbal concepts will be synthesized with previously presented concepts and tenses to ensure accurate communication skills. Short literary readings and excerpts from authentic cultural works will be used to heighten language skills, promote student awareness of cultural issues and practices, and prepare them for the demands of *French V*.

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:**
 - o “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 NJSLs:**
 - 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 IV* 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 IV* 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 IV</i>	Grade Level: Grade 11-12
Unit I: La presse	Weeks 1-10
Unit II: Notre Planète	Weeks 11-15
Unit III: La Société	Weeks 16-23
Unit IV: L'art en fête	Weeks 24-30
Unit V: Bon voyage!	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 IV*:

- Google Classroom
- *Common Sense Education* (www.commonsense.org)
- *Turnitin.com* (<https://www.turnitin.com/>)
- Conjuguemos.com
- Bien Dit! III: A French Curriculum by Holt, Rinehart and Winston

Section VIII: Grading Formula and Assessment Modes

Marking period grades in *French IV* 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 IV* 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 IV* 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 IV* curriculum by the *French IV* instructional team:

Unit I: La presse
Unit Summary

In the “La presse” unit, students explore various forms of media in Francophone countries around the world. They will become familiar with specific media outlets in countries around the world. Students will learn how to express their opinions about issues in the news and ask for further information. The activities used throughout the unit will be differentiated for learning styles and varying abilities. Through these varied activities, students will strengthen their interpretive, interpersonal, and presentational skills.

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 IV*:

- 2020 New Jersey Student Learning Standards: World Languages
 - 7.1.II.IPRET.1-6
 - 7.1.II.IPERS.1-6
 - 7.1.II.PRSNT.1-5
- 2020 New Jersey Student Learning Standards: Social Studies
 - 8.2.12.ETW.4, 6.1.12.HistoryUP.16.a, 6.2.12.EconGE.6.c
- 2020 New Jersey Student Learning Standards: Computer Science and Design Thinking
 - 8.1.12.IC.3, 8.2.12.ITH.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

- How do I obtain information?
- What are the major media outlets in Francophone countries?
- How has technology affected the media?
- *How are cultural perspectives (attitudes, values and beliefs) reflected in a culture’s products and social practices?

Unit Enduring Understandings

- People rely on various sources to get information including media outlets and social media.
- There are several major media outlets in France.
- Technology played a critical role in the evolution of media over the past few decades and has led to both improvements and setbacks in communication in many ways.
- Where people get their news and information can both reflect and influence culture.

Evidence of Learning

Formative & Alternative Assessments:

- Checking for understanding: Whiteboards, signaling, TPR, drawing to demonstrate
- Interpretive reading & listening tasks
- Surveys
- Student-to-student conversations
- Completed graphic organizers (e.g., unit vocabulary, Venn diagrams)
- Web Quests
- Blog entries
- Quizzes
- Individual student check-ins with teacher

Benchmark & Summative Assessments:

- Chapter and Unit Tests (Benchmark)
- World Language Lab Assessment (Benchmark)
- Newspaper/Blog/Podcast Research Project/Presentation (Benchmark)

Resources Needed:

- Textbook, Workbook, and Ancillary Materials
- World Language Lab
- Teacher-developed materials

Unit II: Notre Planète

Unit Summary

In the “Notre Planète” unit, students will identify different types of weather and climate, as well as the impact of natural phenomena on the environment. They will learn how to express their opinions and request information about ecological and environmental issues. Students will explore the cultural practices of various countries relating to means of protecting the environment such as recycling and reusing. They will compare and contrast those practices with those of their community. The activities used throughout the unit will be differentiated for learning styles and varying abilities. Through these varied activities, students will strengthen their interpretive, interpersonal, and presentational skills.

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 IV*:

- 2020 New Jersey Student Learning Standards: World Languages

- 7.1.IL.IPRET.1-6
- 7.1.IL.IPERS.1-6
- 7.1.IL.PRSNT.1-5
- *2020 New Jersey Student Learning Standards: Social Studies*
 - 6.1.12.EconGE.3.a, 6.1.12.GeoHE.5.a, 6.1.12.GeoHE.13.a, 6.1.12.GeoHE.14.a, 6.2.12.HistoryCC.3.b, 6.2.12.EconGE.5.a, 6.3.2.GeoGI.2
- *2020 New Jersey Student Learning Standards: Computer Science and Design Thinking*
 - 8.1.12.IC.3, 8.2.12.ITH.3, 8.2.12.ETW.4
- *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"> ● *Why is the environment an important topic for global citizens to care about? ● How do I communicate about natural phenomena? ● How does the content of the world language classroom help me understand who I am and the world in which I live? ● How are cultural perspectives (attitudes, values, and beliefs) reflected in a culture’s products and social practices? ● *How do the environmental practices and priorities in France compare to those of the United States? 	<ul style="list-style-type: none"> ● *Environmental issues impact every culture around the globe. ● Understanding my culture and other cultures helps me understand why I am who I am, and why/how other cultures' beliefs, attitudes, and values are a reflection of the culture. ● *There are many similarities and differences between how the French and Americans interact with the environment and how they approach current environmental issues.

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 ● Vocabulary matching quizzes ● 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 	<ul style="list-style-type: none"> ● Chapter and Unit Tests ● World Language Lab Assessment ● Infographic Research Presentation 	<ul style="list-style-type: none"> ● Teacher-created materials ● World Language Lab ● Textbook

Unit III: La Société

Unit Summary

In the “ La Société” unit, students will gain a better understanding of their own community and communities in France. They will identify and explore different types of public service and the political system in France. A range of culturally authentic materials will be integrated throughout the unit. The activities used throughout the unit will be differentiated for learning styles and varying abilities. Through these varied activities, students will strengthen their interpretive, interpersonal, and presentational skills.

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 IV*:

- *2020 New Jersey Student Learning Standards: World Languages*
 - 7.1.IL.IPRET.1-6
 - 7.1.IL.IPERS.1-6
 - 7.1.IL.PRSNT.1-5

- 2020 New Jersey Student Learning Standards: Social Studies
 - 6.1.12.CivicsPI.2.a, 6.1.12.EconEM.10.a, 6.1.12.EconoNM.10.b, 6.1.12.CivicsPI.14.b, 6.1.12.CivicsPD.14.a, 6.2.12.CivicsPI.3.a
- 2020 New Jersey Student Learning Standards: Computer Science and Design Thinking
 - 8.1.12.IC.3, 8.2.12.ITH.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"> ● How does my culture influence who I am, my attitudes, beliefs, and values? ● How are the values of a society reflected in their political systems? ● How does the political system in the U.S. compare to that in France? ● *How are cultural perspectives (attitudes, values, and beliefs) reflected in a culture’s products and social practices? 	<ul style="list-style-type: none"> ● Public Service professionals are an important part of the functioning of a society. ● There are many political systems historically and currently being employed around the world; some are historically more successful than others but a democracy allows its citizens a say through elections and often the legislative process and promotes human rights. ● *Understanding my culture and other cultures helps me understand why I am who I am and why other cultures' beliefs, attitudes, and values are a reflection of the culture.

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 ● 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 	<ul style="list-style-type: none"> ● Chapter and Unit Tests ● World Language Lab Assessment ● French and American Political Systems Debate Presentation 	<ul style="list-style-type: none"> ● Teacher-created materials ● World Language Lab ● Textbook

Unit IV: L’art en fête

Unit Summary

In the “L’art en fête” unit, students will explore various types of artistic expression. They will improve their understanding of the art of the Francophone world and the perspectives revealed through this art. They will compare and contrast different styles of art in the Francophone world and make connections to their own culture. The activities used throughout the unit will be differentiated for learning styles and varying abilities. Through these varied activities, students will strengthen their interpretive, interpersonal, and presentational skills.

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 IV*:

- 2020 New Jersey Student Learning Standards: World Languages
 - 7.1.IM.IPRET.1-9
 - 7.1.IM.IPERS.1-6
 - 7.1.IM.PRSENT.1-7
- 2020 New Jersey Student Learning Standards: Social Studies

<ul style="list-style-type: none"> ○ 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: <i>Visual and Performing Arts</i> <ul style="list-style-type: none"> ○ 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: <i>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 my culture influence who I am, my attitudes, beliefs, and values? ● How does art vary within a culture and how can art be used as more than just a vehicle for individual expression? ● How are cultural perspectives (attitudes, values, and beliefs) reflected in a culture's products and artistic expression? 	<ul style="list-style-type: none"> ● *Art is a reflection of a culture. ● American art and French art/Francophone art both have unique components ● Besides providing a vehicle for self-expression, art can serve historical, social, political, and economic purposes. ● Understanding my culture and other cultures helps me to understand why I am who I am and why other cultures' beliefs, attitudes, and values are a reflection of the culture. 	
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 ● Completed graphic organizers (e.g., unit vocabulary, Venn diagrams) ● WebQuests ● Blog entries ● Individual student check-ins with teacher 	Benchmark & Summative Assessments: <ul style="list-style-type: none"> ● Chapter and Unit Tests ● World Language Lab Assessment ● French vs. American Art Research Presentation 	Resources Needed: <ul style="list-style-type: none"> ● Teacher-created materials ● World Language Lab ● Textbook

Unit V: Bon voyage!	
Unit Summary	
<p>In the “Bon Voyage!” unit, students will experience what it’s like to travel to various French-speaking countries. They will learn how to make preparations for the trip, what to expect at the airport, how to navigate their way through the airport, how to act appropriately in the French-speaking country, and possible activities they can do there. They will also learn about travel by car and the potential problems they could encounter. The activities used throughout the unit will be differentiated for learning styles and varying abilities. Through these varied activities, students will strengthen their interpretive, interpersonal, and presentational skills.</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 IV</i>:</p> <ul style="list-style-type: none"> ● 2020 New Jersey Student Learning Standards: <i>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: <i>Computer Science and Design Thinking</i> <ul style="list-style-type: none"> ○ 8.1.12.IC.3, 8.2.12.IH.3 ● 2020 New Jersey Student Learning Standards: <i>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"> ● What do I need to know to travel safely in a Francophone country? ● How has technology impacted travel? 	<ul style="list-style-type: none"> ● Travel is an essential part of language learning. ● Technology has significantly sped up the pace of travel over time but can also pose challenges for any traveler.

<ul style="list-style-type: none"> • How is transportation in France similar and/or different from in the U.S.? • How does the content of the world language classroom help me understand the world in which I live? • How do cultural products and practices differ around the world? 	<ul style="list-style-type: none"> • Transportation is a critical component of travel and modes of transportation may vary from place to place. • Understanding my culture and other cultures helps me understand why I am who I am and why other culture's beliefs, attitudes, and values are a reflection of the culture.
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 • Completed graphic organizers (e.g., unit vocabulary, Venn diagrams) • WebQuests • Blog entries • Individual student check-ins with teacher 	Benchmark & Summative Assessments: <ul style="list-style-type: none"> • Chapter and Unit Tests • World Language Lab Assessment • Francophone Trip Itinerary Project
Resources Needed: <ul style="list-style-type: none"> • Teacher-created materials • World Language Lab • Textbook 	

Section X: Unit Reflection

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

Unit Reflection Form: <i>French IV</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)