

Rumson-Fair Haven Regional High School

Course: Spanish III Honors

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Section I: Course Description

Spanish III Honors is an intensive course designed to develop fluency of communication in the target language with application to real-life situations. Major emphasis is placed on developing reading and listening comprehension, facilitating oral proficiency, and refining writing skills. Students review previously acquired grammatical concepts while being introduced to new and more complex structures. Cross-cultural understanding is promoted by students comparing and contrasting the language and culture of Hispanic communities to those of their own. Students are introduced to activities that correlate with the format of the Advanced Placement course and exam.

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

1. **2020 New Jersey State Learning Standards-World Languages:**
 - o “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 (NJSL – 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 levels of proficiency should be based on personal and career interests.”
2. **2020 New Jersey State Learning Standards-Social Studies:**
 - o “...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 (NJSL-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. **Standard 8.1 (Computer Science) and 8.2 (Design Thinking) of the 2020 NJSL:**
 - 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.”
4. **Standard 9.4 (Life Literacies and Key Skills) of the 2020 NJSL:**
 - 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.”

5. ***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.”
6. ***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.”
7. ***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.”
8. ***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.”
9. 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 *Spanish III Honors* 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 *Spanish III Honors* 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

Course Title: <i>Spanish III Honors</i>		Grade Level: 10
Unit I: Los Viajes (Costa Rica)	Weeks 1-10	
Unit II: La Naturaleza (Puerto Rico)	Weeks 11-20	
Unit III: La Tecnología y La Ciencia	Weeks 21-30	
Unit IV: La Economía y El Trabajo	Weeks 31-40	

Section VII: Primary Texts and Year-Long Instructional Resources

The following texts and instructional resources are employed for all students in *Spanish III Honors*:

- Google Classroom
- *Common Sense Education* (www.commonsense.org)
- *Turnitin.com* (<https://www.turnitin.com/>)
- Blanco, José A. (20122). *Descubre*. (3). Canada: Vista Higher Learning, Inc. 3rd Edition
- descubre3.vhlcentral.com

Section VIII: Grading Formula and Assessment Modes

Marking period grades in *Spanish III Honors* are determined via a percentage weighting model. The specific grading categories and weightings of each will be determined prior to the start of each academic year and will be published in the posted/distributed course syllabi.

Assessments in *Spanish III Honors* 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 *Spanish Language* instructional team to inform future learning and to measure student growth.

Section IX: Unit Templates

The following unit templates have been established for the *Spanish III Honors* curriculum by the *Spanish Language* instructional team:

Unit I: Representations of Cultural Values
Unit Summary
In “Los Viajes”, students will explore vocabulary and topics related to trips, lodging, touring, security, and accidents. Students will narrate and describe in detail past trips. Students will study the identity of Costa Rican culture. Students will also study the importance of ecotourism, especially with respect to Costa Rica. Students will use a range of learning materials and through various activities and tasks, they 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 <i>Spanish III Honors</i> : <ul style="list-style-type: none"> ● <i>2020 New Jersey Student Learning Standards: World Languages for Grades 9-12</i> <ul style="list-style-type: none"> ○ Interpretive Mode

<ul style="list-style-type: none"> <ul style="list-style-type: none"> <ul style="list-style-type: none"> ■ 7.1.IL.IPRET.1-5 ○ Interpersonal Mode <ul style="list-style-type: none"> ■ 7.1.NM.IPERS.1-5 ○ Presentational Mode <ul style="list-style-type: none"> ■ 7.1.NM.PRSNT.1-5 ● <i>2020 New Jersey Student Learning Standards: Social Studies</i> <ul style="list-style-type: none"> ○ 6.1.12.HistoryUP.3, 6.2.12.CivicsPD.3.a, 6.2.12.EconGI.3.c, 6.2.12.HistoryCC.5.c, 6.2.12.EconGE.6.c, 6.1.12.GeoHE.5.a, 6.1.12.GeoHE.8.a, 6.1.12.GeoHE.13.a, 6.2.12.HistoryCC.3.b, 6.2.12.CivicsHR.6.b, 6.3.2.GeoGI.2 ● <i>2020 New Jersey Student Learning Standards: Computer Science & Design Thinking</i> <ul style="list-style-type: none"> ○ 8.1.12.IC.3, 8.2.12.ITH.3, 8.2.12.ETW.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 do I plan a trip? ● *What role can travel/tourism play in fostering cultural understanding? ● *What is ecotourism? 		<ul style="list-style-type: none"> ● *It is important to understand the cultural values and customs of another country to better understand one's cultural values and customs. ● *We must protect the environments that we visit to prevent their deterioration or destruction.
Evidence of Learning		
Formative & Alternative Assessments:	Benchmark & Summative Assessments:	Resources Needed:
<ul style="list-style-type: none"> ● Classwork ● Homework ● Performance activities ● Class participation ● Listening, speaking, reading, writing activities ● Quizzes ● Individual student check-ins with teacher 	<ul style="list-style-type: none"> ● Chapter/Unit Tests (Benchmark) ● Skill-based assessments including presentations and listening, speaking, reading, and writing activities (Benchmark) 	<ul style="list-style-type: none"> ● Descubre 3 textbook ● www.vhlcenral.com ● Various supplemental online resources

Unit II: La Naturaleza		
Unit Summary		
<p>In this unit students will learn to discuss elements of the environment, including endangered species and natural disasters. Students will discuss and debate why it is important to protect the environment and what aspects of the environment are more vital to protect. Students will also learn about and discuss the effects of climate change. Students will learn to describe and narrate future events. Students will study the identity of Puerto Rican culture. Students will use a range of learning materials and through various activities and tasks they 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>Spanish III Honors</i>:</p> <ul style="list-style-type: none"> ● <i>2020 New Jersey Student Learning Standards: World Languages for Grades 9-12</i> <ul style="list-style-type: none"> ○ Interpretive Mode <ul style="list-style-type: none"> ■ 7.1.IL.IPRET.1-5 ○ Interpersonal Mode <ul style="list-style-type: none"> ■ 7.1.NM.IPERS.1-5 ○ Presentational Mode <ul style="list-style-type: none"> ■ 7.1.NM.PRSNT.1-5 ● <i>2020 New Jersey Student Learning Standards: Social Studies</i> <ul style="list-style-type: none"> ○ 6.1.12.HistoryUP.3, 6.2.12.CivicsPD.3.a, 6.2.12.EconGI.3.c, 6.2.12.HistoryCC.5.c, 6.2.12.EconGE.6.c, 6.1.12.GeoHE.5.a, 6.1.12.GeoHE.8.a, 6.1.12.GeoHE.13.a, 6.2.12.HistoryCC.3.b, 6.2.12.CivicsHR.6.b, 6.3.2.GeoGI.2 ● <i>2020 New Jersey Student Learning Standards: Computer Science & Design Thinking</i> 		

<ul style="list-style-type: none"> ○ 8.1.12.IC.3, 8.2.12.ITH.3, 8.2.12.ETW.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"> ● *Why is it important to protect the environment? ● *What aspects of environmental conservation are most important? ● *What can we do now to ensure that our planet will be healthy for future generations? 		<ul style="list-style-type: none"> ● *It is important to protect the environment and our planet for future generations. ● *People can make changes now that will affect the future.
Evidence of Learning		
Formative & Alternative Assessments:	Benchmark & Summative Assessments:	Resources Needed:
<ul style="list-style-type: none"> ● Classwork ● Homework ● Performance activities ● Class participation ● Listening, speaking, reading, writing activities ● Quizzes ● Individual student check-ins with teacher 	<ul style="list-style-type: none"> ● Chapter/Unit Tests ● Skill-based assessments including presentations and listening, speaking, reading, and writing activities 	<ul style="list-style-type: none"> ● Descubre 3 textbook ● www.vhlcentral.com ● Various supplemental online resources ● <i>También la Lluvia</i>

Unit III: La Tecnología y La Ciencia	
Unit Summary	
<p>In this unit students will use appropriate vocabulary to discuss innovations in science and technology, as well as debate their benefits and drawbacks. Students will learn to use the past and present perfect tenses. Students will also study the many Hispanic people who have had an impact on the technological advances of the world. Students will present an innovation or invention of their own creation to an authentic audience. Students will use a range of learning materials and through various activities and tasks they 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>Spanish III Honors</i>:</p> <ul style="list-style-type: none"> ● <i>2020 New Jersey Student Learning Standards: World Languages for Grades 9-12</i> <ul style="list-style-type: none"> ○ Interpretive Mode <ul style="list-style-type: none"> ■ 7.1.IL.IPRET.1-5 ○ Interpersonal Mode <ul style="list-style-type: none"> ■ 7.1.NM.IPERS.1-5 ○ Presentational Mode <ul style="list-style-type: none"> ■ 7.1.NM.PRSNT.1-5 ● <i>2020 New Jersey Student Learning Standards: Social Studies</i> <ul style="list-style-type: none"> ○ 6.1.12.EconNM.11.a, 6.1.12.EconNE.16.a, 6.1.12.HistoryUP.16.a, 6.2.12.EconGE.6.c, 6.1.12.CivicsPR.16.a ● <i>2020 New Jersey Student Learning Standards: Computer Science & 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 have innovations in science and technology changed our world? 	<ul style="list-style-type: none"> ● It is important to analyze scientific and technological innovations from different perspectives. ● Future generations will need to develop more innovations in order to deal with future problems.

<ul style="list-style-type: none"> Do the benefits of scientific and technological innovations outweigh the drawbacks? How do different cultures view these innovations? What innovations will be important in the future? 	<ul style="list-style-type: none"> The way in which technology and social media is used in the United States differs from that of other countries.
Evidence of Learning	
Formative & Alternative Assessments: <ul style="list-style-type: none"> Classwork Homework Performance activities Class participation Listening, speaking, reading, writing activities Quizzes Individual student check-ins with teacher 	Benchmark & Summative Assessments: <ul style="list-style-type: none"> Chapter/Unit Test Skill-based assessments including presentations and listening, speaking, reading, and writing activities
Resources Needed: <ul style="list-style-type: none"> Descubre 3 textbook www.vhlcentral.com Various supplemental online resources 	

Unit IV: La Economía y El Trabajo	
Unit Summary	
<p>In this unit, students will learn to discuss careers, skills, and career opportunities for the future. Students will study the identity of Peruvian culture. Students will also study various industries that have an impact on the economy of Perú. Students will learn about the importance of indigenous languages and cultures as well as the Fair Trade market. Students will also learn the steps needed to obtain a job in the 21st century including the decision of which field to enter, the creation of an email, and the steps needed to complete a successful job interview. Students will use a range of learning materials and through various activities and tasks, they 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>Spanish III Honors</i>:</p> <ul style="list-style-type: none"> <i>2020 New Jersey Student Learning Standards: World Languages for Grades 9-12</i> <ul style="list-style-type: none"> Interpretive Mode <ul style="list-style-type: none"> 7.1.II.IPRET.1-5 Interpersonal Mode <ul style="list-style-type: none"> 7.1.NM.IPERS.1-5 Presentational Mode <ul style="list-style-type: none"> 7.1.NM.PRSNT.1-5 <i>2020 New Jersey Student Learning Standards: Social Studies</i> <ul style="list-style-type: none"> 6.1.12.EconEM.5.a, 6.1.12.EconNM.11.a, 6.1.12.EconNE.3.a, 6.1.12.EconEM.5.a, 6.1.12.EconEM.12.a, 6.1.12.HistorySE.14.b, 6.1.12.EconNE.16.a-b, 6.2.12.HistoryCC.1.f-g, 6.2.12.CivicsPI.3.a, 6.2.12.HistoryCC.3.b-c, 6.2.12.EconET.3.a, 6.2.12.EconGE.5.a <i>2020 New Jersey Student Learning Standards: Computer Science & 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"> What careers can I pursue in the future? How can I prepare for these careers? How do we define financial and economic success? 	<ul style="list-style-type: none"> Global markets and economies are expanding. Students must be prepared to work in international markets. Certain communication skills can help you in any field you choose to pursue. Financial and economic success is defined differently by individuals, communities and societies around the world.

<ul style="list-style-type: none"> • How do essential industries differ between countries? • *What role do indigenous people play in our communities? 	<ul style="list-style-type: none"> • A country's geographic location, environment and climate, resources and political and economic structures define their essential industries. • *Injustices persist in communities around the world and we can identify and fight those injustices. Indigenous people around the world have similarly been displaced and persecuted; however, they have also persevered and serve an important role in not only telling the history of a specific place, but in making critical contributions to modern day society in many ways.
Evidence of Learning	
Formative & Alternative Assessments: <ul style="list-style-type: none"> • Classwork • Homework • Performance activities • Class participation • Listening, speaking, reading, writing activities • Quizzes • Individual student check-ins with teacher 	Benchmark & Summative Assessments: <ul style="list-style-type: none"> • Chapter/Unit Tests • Skill-based assessments including presentations and listening, speaking, reading, and writing activities
Resources Needed: <ul style="list-style-type: none"> • Descubre 3 textbook • www.vhlcentral.com • Various supplemental online resources 	

Section X: Unit Reflection

The *Spanish III Honors* instructional team must confer upon the completion of each instructional unit in the *Spanish III Honors* 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 *Spanish III Honors* curriculum.

Unit Reflection Form: <i>Spanish III Honors</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)