Rumson-Fair Haven Regional High School

Course: *Statistics and Probability*
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Board Approval: August 2026

Section I: Course Description

Statistics and Probability is an elective, full-year course that carries five credits toward graduation. The course begins with a study of statistics. It is designed to provide students with an applications-oriented investigative approach to data collection and analysis. Statistics content includes: frequency distributions, measures of central tendency and spread, sampling distributions, and analysis of bivariate data. *Statistics and Probability* transitions to probability topics including: basic probability laws, tree diagrams, complementary and compound events, counting methods (permutations and combinations), and combinatorial probabilities. The course concludes with topics in inferential statistics - sampling techniques and the Central Limit Theorem.

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

- ***2023 New Jersey Student Learning Standards – Mathematics:***
  - "A New Jersey education in Mathematics builds quantitatively and analytically literate citizens prepared to meet the demands of college and career, and to engage productively in an information-driven society; …A high-quality mathematics education fosters a population that…leverages data in decision-making and as a lens for discussing, analyzing, and responding to practical questions, persists to make sense of and model problems arising in everyday life, society, and the workplace, thinks critically and strategically to assess quantitative relationships and to solutions to complex problems, employs precise reasoning and constructs viable arguments to deduce conclusions, recognize false statements and assess peers' reasoning, interprets, evaluates and critiques the mathematics embedded in social, scientific and commercial systems, as well as the claims made in the private and public sectors, communicates precisely when conveying, representing, and justifying both qualitative and quantitative perspectives."
- ***2023 New Jersey Student Learning Standards - English Language Arts:***
  - "A New Jersey education in English Language Arts builds readers, writers, and communicators prepared to meet the demands of college and career and to engage as productive American citizens with global responsibilities. …Students will develop the necessary skills in reading, writing, speaking, and listening that are the foundations for creative and purposeful expression in language read rich, challenging texts that build their knowledge of the world, grow their confidence and identities as readers, and develop critical thinking skills and vocabulary necessary for long-term success; engage in regular, meaningful, writing authentic tasks, exploring valued topics, writing for impact and expression, and sharing their work with others (including authentic audiences) leverage complex texts and digital media to develop comprehension, active listening, and discussion skills ground daily writing and discussion in evidence, fostering an ability to read critically, build arguments, cite evidence, and communicate ideas to contribute meaningfully as productive citizens evaluate the reliability, credibility, and perspective of authors and speakers across all forms of media express ideas and knowledge through a variety of modalities and media, and serve as effective communicators who purposefully read, write, and speak across multiple disciplines [and l]earn to persist in reading complex texts, establishing lifelong habits to read voluntarily for pleasure, for further education, for information on public policy, and for advancement in the workplace."
- ***2026 New Jersey Student Learning Standards – Science:***
  - "Scientific and technological advances have proliferated and now permeate most aspects of life in the 21st century. It is increasingly important that all members of our society develop an understanding of scientific and engineering concepts and processes. Learning how to construct scientific explanations and how to design evidence-based solutions provides students with tools to think critically about personal and societal issues and needs. Students can then contribute meaningfully to decision-making processes, such as discussions about climate change, new approaches to health care, and innovative solutions to local and global problems."
- ***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."
- ***Standard 9.4 (Life Literacies and Key Skills)* of the *2020 NJSLS*:**

- "This standard outlines key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy that are critical for students to develop to live and work in an interconnected global economy."
  ***Climate Change:** The state of New Jersey has mandated instruction in, "Climate Change across all content areas, leveraging the passion students have shown for this critical issue and providing them opportunities to develop a deep understanding of the science behind the changes and to explore the solutions our world desperately needs."

- ***Amistad Law: N.J.S.A. 18A 52:16A-88:***
  - The inclusion of lessons and resources/texts dealing with the African slave trade, slavery in America, the vestiges of slavery in this country and the contributions of African-Americans to our society will be implemented in English and Social Studies courses in accordance with state law: "Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students."
- ***Holocaust Law: N.J.S.A. 18A 35-28:***
  - The inclusion of lessons and resources/texts that enable pupils to identify and analyze applicable theories concerning human nature and behavior; to understand that genocide is a consequence of prejudice and discrimination; and to understand that issues of moral dilemma and conscience have a profound impact on life will be implemented in English and Social Studies courses in accordance with state law: "Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens."
- ***LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35:***
  - A transformative approach to the inclusion of lessons and resources/texts on the contributions and issues concerning the LGBTQ+ population and people with disabilities will be implemented across all core subjects in accordance with state law: "A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of the New Jersey Student Learning Standards (N.J.S.A.18A:35-4.36). A board of education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of N.J.S.A. 18A:35-4.35."
- ****Asian American and Pacific Islanders Legislation: N.J.S.A 4021/A6100:***
  - The inclusion of lessons and resources/texts on the history and contributions of Asian Americans and Pacific Islanders, will enable New Jersey's schools to provide a curriculum that reflects the diversity of our state. In accordance with state law: "A board of education shall include instruction on the history and contributions of Asian Americans and Pacific Islanders in an appropriate place in the curriculum of students in grades kindergarten through as part of the school district's implementation of the New Jersey Student Learning Standards in Social Studies."
- 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 *Statistics and Probability* 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 Multi Language Learners (MLL) coordinator, feedback from members of the Intervention & Referral Services Team (*I&RS*) for at-risk students, and 504 Plans.

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

Section IV: Preparation for Standardized Testing

Instruction in *Statistics and Probability* 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: *Statistics and Probability*	**Grade Level:** *12th Grade*
Unit I: Descriptive Statistics	Weeks 1-12
Unit II: Probability	Weeks 13-22
Unit III: Probability Distribution	Weeks 23-32
Unit IV: Statistical Inference	Weeks 33-40

Section VI: Primary Texts and Year-Long Instructional Resources

The following texts and instructional resources are employed for all students in *Statistics and Probability*:

- Elementary Statistics Picturing the World, 6th Edition
- Google Classroom
- Calculator - scientific or graphing
- *Common Sense Education* (www.commonsense.org)
- Math Medic (https://mathmedic.com/)
- Illustrative Mathematics (https://tasks.illustrativemathematics.org/content-standards/HSS)
- https://stapplet.com/
- https://www.macmillanlearning.com/studentresources/highschool/hsbridgepage/spa5e_resourcesbyunit.html

Section VII: Grading Formula and Assessment Modes

Marking period grades in *Statistics and Probability* 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 *Statistics and Probability* 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 *Statistics and Probability* instructional team to inform future learning and to measure student growth.

Section VIII: Unit Templates

The following unit templates have been established for the *Statistics and Probability* curriculum by the *Statistics and Probability* instructional team:

Unit I: Descriptive Statistics
Unit Summary
In this unit, students will be introduced to data analysis. Students will be able to identify sampling techniques used in an experiment, such as simple random sample, stratified, convenience, cluster, systematic, and census. They will be able to read, understand, and communicate data, a critical step that leads them to be able to model a variety of real-world situations, draw appropriate inferences, make informed decisions, and justify those decisions. Students will be able to construct frequency distributions and their graphs, with an emphasis on histograms. From there, students can describe the histogram's shape, locate the measures of central tendency for a population and a sample, and compute the five-number summary. This will also incorporate calculating the measures of variability using the Empirical Rule and Chebyshev's Theorem to interpret standard deviation. Students will be able to compute measures of relative standing for individual values in a distribution; this includes standardized values (z-scores) and percentile ranks. Finally, students will be able to apply this knowledge to real-world statistics in identifying bias, misleading statistics, and design/implement an experiment of their own.
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 *Statistics and Probability:*

- *2023 New Jersey Student Learning Standards - Mathematics*
  - S.ID.A.1-4, B.5-6, & C.7-9, S.IC.A.1, S.IC.B.3 & 6, F.LE.2, MP.1-8
- *2023 New Jersey Student Learning Standards English Language Arts*
  - W.AW.9–10.1.B, W.IW.11–12.2, W.WR.11–12.5, SL.II.11–12.2, SL.PI.11–12.4
- *2020 New Jersey Student Learning Standards Science*
  - HS-LS3-3
- *2020 New Jersey Student Learning Standards: Computer Science and Design Thinking*
  - 8.1.12.DA.5
- *2020 New Jersey Student Learning Standards: Career Readiness, Life Literacies, and Key Skills*
  - 9.4.12.CT.1, 9.4.12.CT.2, 9.4.12.CI.1, 9.4.12.IML.3

Unit Essential Questions	Unit Enduring Understandings
• What is data? • What are the tools that statisticians use for data exploration and data analysis? • What is the purpose of organizing and collecting data? • Why is it important to describe patterns and departures from patterns in data? • What measurements can be made from gathered data? • How can statistics be used in everyday life? • How does statistical literacy empower us to make responsible decisions in our lives and society? • How does the process of designing an experiment ensure that the data collected can reliably establish a cause-and-effect relationship free from bias?	• Data may be any facts, statistics, or information gathered and collected together from a population or sample for reference and analysis. • Statisticians can use any number of plots, graphs, numerical tables, and infometric photos to explore and analyze data. These include: frequency distribution, pie charts, bar graphs, line graphs, histograms, dot plots, etc. • In organizing and collecting data, you can look at overall patterns, shapes, and deviations to discover and interpret trends and other information over various sample sizes. • Students can find the mean, median, and mode of statistical data, along with identifying outliers and standard deviations. • A solid understanding of statistics will enable students to make sound decisions based on data in everyday life. • Statistical literacy empowers ethical citizenship by enabling students to critically analyze data for bias and misleading representations, ensuring they can make informed decisions in a data-driven world. • A sound experimental design is the essential foundation for drawing reliable conclusions.

Evidence of Learning

Formative & Alternative Assessments:	Benchmark & Summative Assessments:	Resources Needed:
• Classwork • Technology activities with Stapplet • Cooperative Chapter 1 Test • Alternate: Regression using technology • Alternate 2.2 on Google Sheets • Alternate 2.4 - Case study • Alternate 2.5 on Google Sheets • Project - experimental design (1.3 & Ch 2) • March Mathness Alternate: Chapter 2 • Individual student check-ins with teacher	• Quiz 1.1 • Quiz 1.3 (Benchmark) • Quiz 2.1 • Quiz 2.2 • Quiz 2.3 • Quiz 2.4 (Benchmark) • Quiz 2.5 Part 1 • Unit 1 Final Quiz (Section 2.5 Part 2) • Summative #1 - Chapter 2 Project	• Google Sheets • Textbook: 1.1, 1.2 (only quantitative and qualitative data), 1.3, 2.1-2.5 • Calculator • https://stapplet.com/

Unit II: Probability

Unit Summary

In this unit, students develop an understanding of counting principles and probability models used to analyze situations involving chance and multiple outcomes. Students will learn to determine the number of possible arrangements or selections and apply these concepts to real-world contexts. Students will study permutations as arrangements in which order matters. They will solve problems involving the number of ways objects or people can be arranged and use factorial notation to simplify calculations. Students will study combinations as selections in which order does not matter. They will determine the number of ways groups can be formed from a larger set and compare combinations to permutations.

Students will apply counting methods to calculate probabilities of simple and compound events. They will analyze independent and dependent events, mutually exclusive events, and use probability rules to solve contextual problems.

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 *Statistics and Probability:*

- *2023 New Jersey Student Learning Standards - Mathematics*
  - S.CP.A.1-5, B.6-9, MP.1-8
- *2023 New Jersey Student Learning Standards English Language Arts*
  - W.AW.9–10.1.B, W.IW.11–12.2, W.WR.11–12.5, SL.II.11–12.2, SL.PI.11–12.4
- *2020 New Jersey Student Learning Standards: Computer Science and Design Thinking*
  - 8.1.12.DA.5
- *2020 New Jersey Student Learning Standards: Career Readiness, Life Literacies, and Key Skills*
  - 9.4.12.CT.1, 9.4.12.CT.2, 9.4.12.CI.1, 9.4.12.IML.3

Unit Essential Questions	Unit Enduring Understandings
• What is probability? • How does the number of repetitions affect the accuracy of your prediction? • What is the difference between independent, dependent, and conditional probability? • How does knowing the difference between a permutation and a combination allow us to accurately calculate the likelihood of outcomes in real-world situations?	• Probability is the extent to which something is probable or the likelihood of something happening. • Many phenomena, both natural and of human design, are random. That is, they are unpredictable in the short run but have a fixed pattern in the very long run (Law of Large Numbers). • An event's probability depends on whether it occurs in isolation, follows a separate event, or is influenced by a preceding one. • Counting the number of possible arrangements where order matters or selections where order does not matter is a foundational skill in probability and is crucial for correctly calculating combinatorial probabilities and determining the total number of outcomes.

Evidence of Learning

Formative & Alternative Assessments:	Benchmark & Summative Assessments:	Resources Needed:
• Classwork • Technology activities with Stapplet • Activity 3.1 - law of large numbers • Activity 3.3 - M&M lab with addition rule • Cooperative 3.1-3.3 • Individual student check-ins with teacher	• Quiz 3.1 • Quiz 3.2 • Quiz 3.3 (Benchmark) • Summative #2 - Chapter 3 Project • Unit 2 Final Quiz: (Section 3.4)	• Google Sheets • Textbook: 3.1-3.4 • Calculator • https://stapplet.com/

Unit III: Probability Distributions

Unit Summary

In this unit, students will develop an understanding of how probability models are used to describe data and predict outcomes. Students will explore discrete and continuous probability distributions, including binomial and normal distributions, and examine how these models represent real-world situations. Students will learn to interpret measures of center and spread within probability distributions and use standardized values to compare observations. This unit will also introduce sampling distributions and the Central Limit Theorem, emphasizing how sample statistics behave as sample size increases. Through problem solving and real-world applications, students will use probability to estimate outcomes, analyze variability, and make statistical inferences.

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 *Statistics and Probability:*

- *2023 New Jersey Student Learning Standards Mathematics*
  - S.ID.B.5, S.IC.B.4-6, S.CP.A.1-5, S.CP.B.6-9, S.MD.A.1-4, S.MD.B.5-7, MP.1-8
- *2023 New Jersey Student Learning Standards English Language Arts*
  - W.AW.9–10.1.B, W.IW.11–12.2, W.WR.11–12.5, SL.II.11–12.2, SL.PI.11–12.4
- *2020 New Jersey Student Learning Standards Science*
  - HS-LS3-3
- *2020 New Jersey Student Learning Standards: Computer Science and Design Thinking*

- 8.1.12.DA.5
- *2020 New Jersey Student Learning Standards: Career Readiness, Life Literacies, and Key Skills*
  - 9.4.12.CT.1, 9.4.12.CT.2, 9.4.12.CI.1, 9.4.12.IML.3

Unit Essential Questions	Unit Enduring Understandings
• How does standardizing data through z-scores transform raw values into a universal measure of relative position? • How can probabilities be found using a normal model? • How does the behavior of sample means, as described by the Central Limit Theorem, create the necessary foundation for making reliable statistical inferences and calculating probabilities about a population? • How does sample size affect sample means? • Why is the Central Limit Theorem important?	• Z-scores allow comparisons across different data sets and represent their position in reference to the mean. • Normal models estimate probabilities and percentiles from a table or using technology. • Larger samples, due to the Central Limit Theorem, result in a smaller standard error for the sampling distribution. This reduction in the variability of the sample statistic means that larger samples provide more precise estimates of the true population parameter. • Sample means become approximately normal as sample size increases. • The Central Limit Theorem is critical because it guarantees that the sampling distribution of the sample mean or proportion will become approximately normal as the sample size increases, regardless of the shape of the original population distribution. This foundational principle allows us to use normal models to calculate probabilities and perform statistical inference across a wide variety of settings.

Evidence of Learning

Formative & Alternative Assessments:	Benchmark & Summative Assessments:	Resources Needed:
• Classwork • Technology activities with Stapplet • Alternate 5.2 - Normal Distribution Calculations • Alternate 5.3 - Case Study • Cooperative 5.1-5.3 • Individual student check-ins with teacher	• Quiz 4.1 • Quiz 4.2 (Benchmark) • Quiz 5.1 • Quiz 5.2 • Quiz 5.3 (Benchmark) • Quiz 5.4 • Unit 3 Final Quiz (section 5.5) • Summative #3 - Project	• Google Sheets • Textbook: 4.1, 4.2, 5.1-5.5 • Calculator • https://stapplet.com/

Unit IV: Statistical Inference

Unit Summary

In this unit, students will be introduced to statistical inference. Students will analyze categorical data to make inferences about binomial population proportions and will use statistical inference to construct and interpret confidence intervals to estimate population proportions and perform significance tests to evaluate claims about population proportions. They will also interpret the two types of errors that can be made in a significance test, their probabilities, and possible consequences in context. Students will analyze quantitative data to make inferences about population means. Students should understand how and why conditions for inference with proportions and means are similar and different.

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 *Statistics and Probability:*

- *2023 New Jersey Student Learning Standards - Mathematics*
  - S.IC.B.5 & 6, S.MD.B.6 & 7, MP.1-8
- *2023 New Jersey Student Learning Standards English Language Arts*
  - W.AW.9–10.1.B, W.IW.11–12.2, W.WR.11–12.5, SL.II.11–12.2, SL.PI.11–12.4
- *2020 New Jersey Student Learning Standards Science*
  - HS-LS3-3
- *2020 New Jersey Student Learning Standards: Computer Science and Design Thinking*
  - 8.1.12.DA.5
- *2020 New Jersey Student Learning Standards: Career Readiness, Life Literacies, and Key Skills*
  - 9.4.12.CT.1, 9.4.12.CT.2, 9.4.12.CI.1, 9.4.12.IML.3

Unit Essential Questions	Unit Enduring Understandings
• When can a normal distribution be used to perform inference calculations involving population proportions?	• When there are at least 10 observed failures and 10 observed successes, a normal distribution model can be used.

• How can the width of a confidence interval be narrowed? • How can it be determined if the difference is statistically significant? • When should a t-test or a z -test be used for inference with means? • Why is it inappropriate to accept a hypothesis as true based on the results of the significance test?	• Increasing the sample size will narrow the width of a confidence interval. • Comparing the p-value to the significance level determines if the difference is statistically significant. • A z-test is for proportions, while a t-test is for means. • It is traditional to reject the null hypothesis and find evidence in favor of the alternative hypothesis.

Evidence of Learning		
Formative & Alternative Assessments: • Classwork • Technology activities with Stapplet • Alternate 6.2 - Case Study • Alternate 7.3 - Case Study • Cooperative 7.1-7.3 • Individual student check-ins with teacher	**Benchmark & Summative Assessments:** • Quiz 6.1 • Quiz 6.2 • Quiz 6.3 (Benchmark) • Quiz 7.1 • Quiz 7.2 • Unit 4 Final Quiz (section 7.3)	**Resources Needed:** • Google Sheets • Textbook: 6.1-6.3, 7.1-7.3 • Calculator • https://stapplet.com/

Section IX: Unit Reflection

The *Statistics and Probability* instructional team must confer upon the completion of each instructional unit in the *Statistics and Probability* curriculum and rate the degree 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 should be used by the instructional team for future modifications within and to *Statistics and Probability* curriculum.

Unit Reflection Form: *Statistics and Probability*			
Lesson Activities:	**Strongly**	**Moderately**	**Weakly**
Foster student use of technology as a tool to develop critical thinking, creativity, and innovation skills;			
Are challenging and require higher-order thinking and problem-solving skills;			
Allow for student choice;			
Provide scaffolding for acquiring targeted knowledge/skills;			
Integrate modern, global perspectives, especially those regarding diversity, genocide, global issues, and historical ones regarding racial relations;			
Integrate 21st century skills;			
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills;			
Are varied to address different student learning styles and preferences;			
Are differentiated based on student needs.			
Are student-centered, with the 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 the 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)