

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 2020 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 multimedia 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 include 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:**
 - 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 (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 levels of proficiency should be based on personal and career interests.”
2. **2020 New Jersey Student Learning Standards – Visual and Performing Arts:**
 - o “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.”
3. **2026 New Jersey State Learning Standards - Science:**
 - o “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.”
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 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.”
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, multilingual 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 Multilingual Learners (ML) 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: 11 and 12
Unit I: La Presse et le Media (Language & Culture)	Weeks 1-6
Unit II: La Publicité (Contemporary Life)	Weeks 7-10
Unit III: L'Environnement (Global Contexts)	Weeks 11 - 22
Unit IV: La Société et la Service Publique (Families & Communities)	Weeks 23 - 26
Unit V: L'Impressionnisme Français (Art & Creativity)	Weeks 27-35
Unit VI: Bon Voyage! (Science & Technology)	Weeks 36-40

Section VI: 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)
- [Petit Journal Francophone](#)
- [YouTube](#) (Alice Ayel, Dessin pour enfant, Arte de junior, un jour un actu, easyfrench)
- World Language Lab
- Lingua.com
- ARTE.com
- Brut.com
- Quizlet.com
- Wayground
- Kahoot.com
- Edpuzzle.com
- ChatGPT.com
- Gemini.com
- TV5monde.com
- RFL.fr
- Tripadvisor.com
- France24

Section VII: 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 VIII: Unit Templates

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

Unit I: La Presse et le Média		
Unit Summary		
In this unit, students will explore various forms of media in Francophone countries around the world through news articles and current events. They will become familiar with specific media outlets and their creation in countries worldwide. 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 <i>French IV</i> :		
2020 New Jersey State 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: Career Readiness, Life Literacies and Key Skills 9.4.2.CI.1-2, 9.4.12.CT.2		
Unit Essential Questions	Unit Enduring Understandings	
- How do the media influence personal and public identities? *How do people use traditional and digital media to express their opinions and identities? - How do the news and social media affect our understanding of current events and cultural issues? - What responsibilities do individuals have as consumers and creators of information? - What routines and responsibilities define a student’s life?	- Media sources shape how individuals view themselves and how societies perceive groups, cultures, and public figures. *Modern communication platforms provide opportunities for individuals to share ideas, values, and experiences with diverse audiences. - Media coverage influences public opinion and helps shape cultural, social, and political perspectives. - Critical thinking and media literacy help individuals evaluate information, recognize bias, and communicate responsibly. - School environments shape relationships, identity, and a sense of belonging.	
Evidence of Learning		
Formative & Alternative Assessments: - Whiteboards - Signaling - Exit slips - Checklists to demonstrate understanding - Interpretive reading & listening tasks - Surveys - Student-to-student conversations - Completed graphic organizers (e.g., unit vocabulary, Venn diagrams) - Jeopardy game - Grammar and vocabulary activities - Individual student check-ins with teacher	Benchmark & Summative Assessments: - Vocabulary Quizzes (Benchmark) - Unit Tests or Assessments (Benchmark) - Interpretive Performance Assessment: Read and analyze articles. (Benchmark) - Presentational Performance Assessment: Présent article of choice. (Benchmark) - Unit Project	Resources Needed: - Teacher-created materials Petit Journal Francophone YouTube.com - World Language Lab - ACTFL performance-based rubrics Un jour, une actu
Unit II: La Publicité		
Unit Summary		

In this unit, students will examine the complexities of French print and digital advertising. Strategies will be explored to determine the effectiveness of various media campaigns. 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 for Grades 9-12
 - 7.1.IL.IPRET.1-6, 7.1.IL.IPERS.1- 6, 7.1.IL.PRSNT.1-5
- 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 does advertising influence the choices people make in their daily lives?
- What makes an advertisement effective?
- How do advertisements reflect the values and culture of a society?
- What responsibilities do advertisers and consumers have in the media world?

Unit Enduring Understandings

- Advertising shapes consumer behavior by influencing opinions, preferences, and purchasing decisions.
- Successful advertisements use language, images, emotion, and persuasive techniques to communicate messages and attract audiences.
- Advertisements reveal cultural attitudes, priorities, and social values that may differ across countries and communities.
- Critical consumers evaluate advertising messages carefully, while advertisers have a responsibility to communicate ethically and accurately.

Evidence of Learning

Formative & Alternative Assessments:

- Whiteboards
- Signaling
- Exit slips
- Checklists to demonstrate understanding
- Interpretive reading & listening tasks
- Surveys
- Student-to-student conversations
- Completed graphic organizers (e.g., unit vocabulary, Venn diagrams)
- Jeopardy game
- Grammar and vocabulary activities
- Individual student check-ins with teacher

Benchmark & Summative Assessments:

- Quizzes
- Chapter and Unit Tests
- Summative Assessment
- Interpretive Performance Assessment: Interpret French print ad.
- Interpersonal Performance Assessment: Discuss effectiveness of ad with group. (Benchmark)
- Presentational Performance Assessment: présent/discuss effectiveness of ad
- Unit Project: Create French print advertisement.

Resources Needed:

- Teacher-created materials
- [Petit Journal Francophone](#)
- [YouTube.com](#)
- World Language Lab
- ACTFL performance-based rubrics
- [ARTE Junior: Ils ont ton âge](#)
- [Un jour, une actu](#)

Unit III: L'Environnement

Unit Summary

In this unit, students will explore environmental challenges and the ways individuals and communities can help protect the planet. They will examine climate change, sustainability, and initiatives designed to reduce environmental impact while reading about efforts to preserve natural resources in Francophone regions. Throughout the unit, students will discuss solutions to environmental problems and develop a greater understanding of their role in promoting a more sustainable future. 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*:

- 202 New Jersey Student Learning Standards: World Languages for Grades 9-12
 - 7.1.IL.IPRET.1-6, 7.1.IL.IPERS.1- 6, 7.1.IL.PRSNT.1-5
- 2026 New Jersey Student Learning Standards: Science
 - HS-LS2-7
- 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	
• *How do environmental issues affect individuals and communities around the world? • *What responsibilities do individuals and societies have in protecting the environment? • *How do different countries respond to environmental challenges? • *How can people promote positive environmental change?		• *Environmental challenges impact people's health, lifestyles, economies, and quality of life in different ways. • *Both personal actions and collective efforts contribute to environmental sustainability and conservation. • *Environmental policies and solutions vary according to cultural values, resources, and governmental priorities. • *Education, innovation, and civic engagement can help address environmental problems and encourage sustainable practices.	
Evidence of Learning			
Formative & Alternative Assessments: • Whiteboards • Signaling • Exit slips • Checklists to demonstrate understanding • Interpretive reading & listening tasks • Surveys • Student-to-student conversations • Completed graphic organizers (e.g., unit vocabulary, Venn diagrams) • Jeopardy game • Grammar and vocabulary activities • Quizzes • Individual student check-ins with teacher		Benchmark & Summative Assessments: • Quizzes • Chapter and/or Unit Tests or Assessments • Interpersonal Performance Assessment: Interview a partner on habits that relate to climate change. • Presentational Performance Assessment: Write an email/letter to a classmate suggesting how they can improve. • *Summative: Seminar, reducing climate change locally and globally	
		Resources Needed: • Teacher-created materials • Petit Journal Francophone • YouTube.com • World Language Lab • ACTFL performance-based rubrics • REI Savoir: Le français facile • Un jour, une actu	

Unit IV: La Société et la Service Publique	
Unit Summary	
In this unit, students will explore the roles that individuals play within their families, schools, and communities. They will examine social issues, public services, and volunteer efforts while discussing how people work together to improve society and support others. Throughout the unit, students will develop an understanding of civic responsibility and the importance of community involvement. 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 <i>French IV</i>: 2020 New Jersey Student Learning Standards: World Languages for Grades 9-12 7.1.IM.IPRET.1-9, 7.1.IM.IPERS.1-6, 7.1.IM.PRSNT.1-7 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
- What roles do individuals play in their families and communities? - How can people work together to address social problems? - Why are public services important to society? - How can volunteerism and service make a difference?	- Individuals contribute to the well-being of their families and communities through their actions, responsibilities, and relationships. - Cooperation and civic engagement help communities respond to social challenges and improve quality of life. - Public services support the health, safety, and welfare of communities and contribute to the common good. - Community service and volunteer efforts allow individuals to positively impact others and strengthen society.
Evidence of Learning	

Formative & Alternative Assessments: • Whiteboards • Signaling • Exit slips • Checklists to demonstrate understanding • Interpretive reading & listening tasks • Surveys • Student-to-student conversations • Completed graphic organizers (e.g., unit vocabulary, Venn diagrams) • Jeopardy game • Grammar and vocabulary activities • Individual student check-ins with teacher	Benchmark & Summative Assessments: • Quizzes • Chapter and/or Unit Tests or Assessments • Interpretive Performance Assessment: Article • Interpersonal Performance Assessment: Student-to-student Interviews • Presentational Performance Assessment: Letter to Your Representative	Resources Needed: • Teacher-created materials • Petit Journal Francophone • YouTube.com • World Language Lab • ACTFL performance-based rubrics • Un jour, une actu
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Unit V: L'Impressionnisme Français		
Unit Summary		
In this unit, students will explore the world of French Impressionism and examine how artists use color, light, and perspective to express ideas and emotions. They will study the works of major Impressionist artists, analyze artistic techniques, and create their own artwork inspired by the movement. Throughout the unit, students will develop an appreciation for artistic expression and the role of art in French 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 <i>French IV</i> :		
● 2020 New Jersey Student Learning Standards: World Languages for Grades 9-12 ○ 7.1.IM.IPRET.1-9, 7.1.IM.IPERS.1- 6, 7.1.IM.PRSNT.1-7 ● 2020 New Jersey Student Learning Standards: Visual and Performing Arts ○ 1.5.12prof.Cr1a ● 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	
● How does art reflect beauty, emotions, and personal perspectives? ● What makes Impressionism different from other artistic movements? ● How does creating art help people express themselves? ● How do works of art reflect the culture and society in which they are created?	● Artists use color, light, and technique to communicate emotions, ideas, and individual viewpoints. ● Impressionist artists challenged traditional artistic conventions by emphasizing light, movement, and everyday life. ● Artistic creation allows individuals to communicate experiences, feelings, and ideas in unique and meaningful ways. ● Art both reflects and influences the cultural values, historical events, and social changes of a society.	
Evidence of Learning		
Formative & Alternative Assessments: ● Whiteboards ● Signaling ● Exit slips ● Checklists to demonstrate understanding ● Interpretive reading & listening tasks ● Surveys ● Student-to-student conversations	Benchmark & Summative Assessments: ● Quizzes ● Chapter and/or Unit Tests or Assessments ● Summative Assessment ● Interpretive Performance Assessment: Interpret artist bio and Impressionist aspects of artwork. ● Interpersonal Performance	Resources Needed: ● Teacher-created materials ● Petit Journal Francophone ● Youtube.com ● World Language Lab ● ACTFL performance-based rubrics ● ARTE Junior: Le Magazine ● Edpuzzle.com ● Musée d’Orsay: Virtual Collection

- Completed graphic organizers (e.g., unit vocabulary, Venn diagrams) - Jeopardy game - Grammar and vocabulary activities - Individual student check-ins with teacher	Assessment, World Language Lab: Partners exchange art descriptions. - Presentational Performance Assessment: Présentation, Classic or Impressionist - Unit Project: Recreation of Impressionist work of art and Gallery Walk Presentation	Field Trip, art museum
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Unit VI: Bon Voyage!		
Unit Summary		
In this unit, students will explore how science and technology have transformed the way people travel and experience the world. They will use digital resources to research destinations, examine travel information, and plan itineraries while discovering Francophone regions and cultures. Throughout the unit, students will develop intercultural understanding and consider how technology influences modern travel and global connections. 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 <i>French IV</i> :		
2020 New Jersey Student Learning Standards: <i>World Languages for Grades 9-12</i> 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> 8.1.12.IC.1 2020 New Jersey Student Learning Standards: <i>Career Readiness, Life Literacies and Key Skills</i> 9.4.2.CI.1-2, 9.4.12.CT.2		
Unit Essential Questions	Unit Enduring Understandings	
- How has technology changed the way people travel? - How do travelers use technology to make decisions? - What are the advantages and challenges of modern travel? *How does travel promote cultural understanding and global connections?	- Technological innovations have transformed how people plan, experience, and share travel experiences. - Digital tools provide information that helps travelers compare options, solve problems, and make informed choices. - Advances in transportation and communication have increased access to travel while also creating new challenges and responsibilities. *Travel allows individuals to discover new perspectives, appreciate cultural differences, and develop global awareness.	
Evidence of Learning		
Formative & Alternative Assessments: - Whiteboards - Signaling - Exit slips - Checklists to demonstrate understanding - Interpretive reading & listening tasks - Surveys - Student-to-student conversations - Completed graphic organizers (e.g., unit vocabulary, Venn diagrams) - Jeopardy game - Grammar and vocabulary activities - Individual student check-ins with teacher	Benchmark & Summative Assessments: - Quizzes - Chapter and/or Unit Tests or Assessments - Interpretive Performance Assessment: Trip itinerary - Interpersonal Performance Assessment: phone conversation, making reservations - Presentational Performance Assessment: Trip presentation - Unit Project / Culture Performance-Based Assessment: Plan trip to a Francophone country.	Resources Needed: - Teacher-created materials Petit Journal Francophone YouTube.com - World Language Lab Common Sense digital resources - Who's Looking at Your Digital Footprint - ACTFL performance-based rubrics Trip Advisor - French Reader

Section IX: Unit Reflection

The *French IV* instructional team must confer upon the completion of each instructional unit in the *French IV* 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 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 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 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)