

## Rumson-Fair Haven Regional High School

**Course:** *French V*

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**Supervisor:** Seth Herman

**Board Approval:** August 2026

### **Section I: Course Description**

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

### **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 Student Learning Standards – Visual and Performing Arts](#)
  - o “The NJSL-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. [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.”
4. [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.”

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 V* 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 V* is aligned with the requirements of state and national standardized assessments, including the *NJGPA*, *NJSLA*, the *ACT*, the *PSAT*, and the *SAT*.

### **Section V: Curriculum Pacing Guide**

| Course Title: <i>French V</i>                       |  | Grade Level: 12 |
|-----------------------------------------------------|--|-----------------|
| Unit I: Les Arts (Art & Creativity)                 |  | Weeks 1-6       |
| Unit II: La Vie Parisienne (Families & Communities) |  | Weeks 7-10      |
| Unit III: Le Monde Francophone (Language & Culture) |  | Weeks 11 - 22   |
| Unit IV: Les Actualites (Global Contexts)           |  | Weeks 23 - 26   |
| Unit V: La Vie Contemporaine (Contemporary Life)    |  | Weeks 27-35     |
| Unit VI: La Technologie (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 V*:

- Google Classroom
- *Common Sense Education* ([www.commonsense.org](http://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](http://Lingua.com)
- [ARTE.com](http://ARTE.com)
- [Brut.com](http://Brut.com)
- [Quizlet.com](http://Quizlet.com)
- [Wayground](http://Wayground)
- [Kahoot.com](http://Kahoot.com)
- [Edpuzzle.com](http://Edpuzzle.com)
- [ChatGPT.com](http://ChatGPT.com)
- [Gemini](http://Gemini)
- [TV5monde.com](http://TV5monde.com)
- [RFL.fr](http://RFL.fr)
- [Tripadvisor.com](http://Tripadvisor.com)
- [France24](http://France24)

### **Section VII: Grading Formula and Assessment Modes**

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

Assessments in *French V* vary greatly in format, scope/content/skills assessed, and alternative assessments; differentiation in assessments and choice will be incorporated as appropriate. Preliminary assessments of each format will be used as benchmarks, and summative assessments will be created/revised collaboratively each year and planned by members of the *French V* instructional team to inform future learning and to measure student growth.

## Section VIII: Unit Templates

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

| Unit I: Les Arts                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
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| Unit Summary                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| In this unit, students will explore the role of artistic expression in Francophone cultures through painting, sculpture, photography, music, architecture, and literature. Students will examine how artists communicate ideas, emotions, and social issues while developing the vocabulary necessary to discuss and analyze works of art. Through authentic texts, videos, museum resources, and creative activities, students will investigate both traditional and contemporary artistic movements in the French-speaking world. Students will strengthen their interpretive, interpersonal, and presentational skills as they express personal opinions and analyze the significance of artistic works. |                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| Standards/Core Ideas/Performance Expectations/Progress Indicators                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| The state standards outlined below, and established by the New Jersey Department of Education, will guide instruction throughout this unit in <i>French V</i> :                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <ul style="list-style-type: none"><li>2020 New Jersey Student Learning Standards: <i>World Languages for Grades 9-12</i><ul style="list-style-type: none"><li>7.1.IM.IPRET.1-9, 7.1.IM.IPERS.1- 6, 7.1.IM.PRSNT.1-7</li></ul></li><li>2020 New Jersey Student Learning Standards: <i>Visual and Performing Arts</i><ul style="list-style-type: none"><li>1.5.12prof.Cr1a</li></ul></li><li>2020 New Jersey Student Learning Standards: <i>Career Readiness, Life Literacies and Key Skills</i><ul style="list-style-type: none"><li>9.4.2.CI.1-2, 9.4.12.CT.2</li></ul></li></ul>                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| Unit Essential Questions                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                         | Unit Enduring Understandings                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <ul style="list-style-type: none"><li>How does art reflect the values and experiences of a society?</li><li>Why do people create and appreciate works of art?</li><li>How do artists communicate ideas and emotions?</li><li>How do artistic movements influence cultures and individuals?</li><li>*How can the study of art deepen people’s understanding of other cultures?</li></ul>                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                         | <ul style="list-style-type: none"><li>Works of art reflect the history, values, and experiences of the societies that create them.</li><li>Artistic expression fulfills important personal, cultural, and social needs.</li><li>Artists use various forms of expression to communicate ideas, emotions, and perspectives.</li><li>Artistic movements influence both cultural development and individual viewpoints.</li><li>*Studying art helps individuals better understand diverse cultures and perspectives.</li></ul> |
| Evidence of Learning                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>Formative &amp; Alternative Assessments:</b> <ul style="list-style-type: none"><li>Whiteboards</li><li>Signaling</li><li>Exit slips</li><li>Checklists to demonstrate understanding</li><li>Interpretive reading &amp; listening tasks</li><li>Surveys</li><li>Student-to-student conversations</li><li>Completed graphic organizers (e.g., unit vocabulary, Venn diagrams)</li><li>Jeopardy game</li><li>Grammar and vocabulary activities</li><li>Individual student check-ins with teacher</li></ul>                                                                                                                                                                                                  | <b>Benchmark &amp; Summative Assessments:</b> <ul style="list-style-type: none"><li>Vocabulary Quizzes (Benchmark)</li><li>Unit Tests or Assessments (Benchmark)</li><li>Interpretive Performance Assessment: Read and analyze a song or poem. (Benchmark)</li><li>Presentational Performance Assessment: Original skit based on a poem from a Francophone country. (Benchmark)</li><li>Unit Cultural Project</li></ul> | <b>Resources Needed:</b> <ul style="list-style-type: none"><li>Teacher-created materials</li><li><a href="#">Petit Journal Francophone</a></li><li><a href="#">YouTube.com</a></li><li>World Language Lab</li><li>ACTFL performance-based rubrics</li><li><a href="#">Un jour, une actu</a></li><li><a href="#">EdPuzzle.com</a></li><li><a href="#">Musée d’Orsay: Virtual Collection</a></li></ul>                                                                                                                       |

| Unit II: La Vie Parisienne                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
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| Unit Summary                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| In this unit, students will explore daily life, relationships, and communities within Paris and the French-speaking world. Through authentic texts, videos, and cultural resources, students will examine neighborhoods, cafés, transportation, social interactions, and the role of family and friendships in urban life. Students will compare their own experiences with those of Francophone communities while discussing contemporary issues related to community life and personal relationships. Through these varied activities, students will strengthen their interpretive, interpersonal, and presentational communication skills. |

| Standards/Core Ideas/Performance Expectations/Progress Indicators                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                 |
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| The state standards outlined below, and established by the New Jersey Department of Education, will guide instruction throughout this unit in <i>French V</i> : <ul style="list-style-type: none"><li>2020 New Jersey Student Learning Standards: World Languages for Grades 9-12<ul style="list-style-type: none"><li>7.1.IM.IPRET.1-9, 7.1.IM.IPERS.1- 6, 7.1.IM.PRSNT.1-7</li></ul></li><li>2020 New Jersey Student Learning Standards: Career Readiness, Life Literacies and Key Skills<ul style="list-style-type: none"><li>9.4.2.CI.1-2, 9.4.12.CT.2</li></ul></li></ul> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                 |
| Unit Essential Questions                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Unit Enduring Understandings                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                 |
| <ul style="list-style-type: none"><li>How do families and communities shape individual identity?</li><li>How does daily life reflect cultural values?</li><li>What role do relationships play in building communities?</li><li>How do urban environments influence the lives of individuals?</li><li>How do communities change over time?</li></ul>                                                                                                                                                                                                                            | <ul style="list-style-type: none"><li>Families and communities contribute significantly to the development of personal identity.</li><li>Daily routines and traditions reflect the values of a culture by highlighting the things that people prioritize and value day after day and year after year.</li><li>Relationships and social connections strengthen communities.</li><li>Urban environments influence lifestyles, behaviors, and opportunities.</li><li>Communities evolve in response to social, cultural, and economic changes.</li></ul> |                                                                                                                                                                                                                                                                                                                                                                                                 |
| Evidence of Learning                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>Formative &amp; Alternative Assessments:</b> <ul style="list-style-type: none"><li>Whiteboards</li><li>Signaling</li><li>Exit slips</li><li>Checklists to demonstrate understanding</li><li>Interpretive reading &amp; listening tasks</li><li>Surveys</li><li>Student-to-student conversations</li><li>Completed graphic organizers (e.g., unit vocabulary, Venn diagrams)</li><li>Jeopardy game</li><li>Grammar and vocabulary activities</li><li>Individual student check-ins with teacher</li></ul>                                                                     | <b>Benchmark &amp; Summative Assessments:</b> <ul style="list-style-type: none"><li>Vocabulary/Grammar Quizzes</li><li>Interpretive Performance Assessment: Infographic, Paris statistics</li><li>Interpersonal Performance Assessment: Student Interviews</li><li>Presentational Performance Assessment: Présentation on Paris neighborhoods</li><li>Unit Project/Summative</li></ul>                                                                                                                                                                | <b>Resources Needed:</b> <ul style="list-style-type: none"><li>Teacher-created materials</li><li><a href="#">Petit Journal Francophone</a></li><li><a href="#">YouTube.com</a></li><li><a href="#">EdPuzzle.com</a></li><li>World Language Lab</li><li>ACTFL performance-based rubrics</li><li><a href="#">ARTE Junior: Ils ont ton âge</a></li><li><a href="#">Un Jour, une actu</a></li></ul> |

| Unit III: Le Monde Francophone                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                               |
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| Unit Summary                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                               |
| <p>In this unit, students will explore the diverse cultures, traditions, and identities that exist throughout the French-speaking world. Through authentic texts, videos, music, and cultural resources, students will investigate how geography, history, language, and cultural experiences shape personal and collective identities in Francophone communities. Students will compare their own experiences with those of individuals living in various French-speaking regions while examining issues of language, heritage, and cultural identity. Through these varied activities, students will strengthen their interpretive, interpersonal, and presentational communication skills.</p>                                            |                                                                                                                                                                                                               |
| Standards/Core Ideas/Performance Expectations/Progress Indicators                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                               |
| <p>The state standards outlined below, and established by the New Jersey Department of Education, will guide instruction throughout this unit in <i>French V</i>:</p> <ul style="list-style-type: none"> <li>2020 New Jersey Student Learning Standards: World Languages for Grades 9-12 <ul style="list-style-type: none"> <li>7.1.IM.IPRET.1-9, 7.1.IM.IPERS.1- 6, 7.1.IM.PRSNT.1-7</li> </ul> </li> <li>2020 New Jersey Student Learning Standards: Social Studies <ul style="list-style-type: none"> <li>6.1.12.HistoryCA.14.c</li> </ul> </li> <li>2020 New Jersey Student Learning Standards: Career Readiness, Life Literacies and Key Skills <ul style="list-style-type: none"> <li>9.4.2.CI.1-2, 9.4.12.CT.2</li> </ul> </li> </ul> |                                                                                                                                                                                                               |
| Unit Essential Questions                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Unit Enduring Understandings                                                                                                                                                                                  |
| <ul style="list-style-type: none"> <li>How does language contribute to personal and cultural identity?</li> <li>How do geography and history shape</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <ul style="list-style-type: none"> <li>Language plays a central role in the development of personal and cultural identities by providing a mechanism for members of society to express themselves.</li> </ul> |

| societies?<br><ul style="list-style-type: none"> <li>• What factors influence individual and collective identities?</li> <li>• How do cultural traditions strengthen communities?</li> <li>• Why is cultural diversity important in the Francophone world?</li> </ul>                                                                                                                                                                                                                                                                        | <ul style="list-style-type: none"> <li>• Geography and history influence the traditions and perspectives of societies.</li> <li>• Identity is shaped by cultural, social, and historical experiences.</li> <li>• Cultural traditions help preserve and strengthen communities.</li> <li>• The diversity of the Francophone world enriches global understanding.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
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| Evidence of Learning                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>Formative &amp; Alternative Assessments:</b> <ul style="list-style-type: none"> <li>• Whiteboards</li> <li>• Signaling</li> <li>• Exit slips</li> <li>• Checklists to demonstrate understanding</li> <li>• Interpretive reading &amp; listening tasks</li> <li>• Surveys</li> <li>• Student-to-student conversations</li> <li>• Completed graphic organizers (e.g., unit vocabulary, Venn diagrams)</li> <li>• Jeopardy game</li> <li>• Grammar and vocabulary activities</li> <li>• Individual student check-ins with teacher</li> </ul> | <b>Benchmark &amp; Summative Assessments:</b> <ul style="list-style-type: none"> <li>• Vocabulary/Grammar Quizzes</li> <li>• Interpretive Performance Assessment: Francophone Country Map</li> <li>• Interpersonal Performance Assessment: Interview a partner, Francophone country</li> <li>• Presentational Performance Assessment: Présentation on a Francophone country</li> <li>• Culture Summative</li> </ul> <b>Resources Needed:</b> <ul style="list-style-type: none"> <li>• Teacher-created materials</li> <li>• <a href="#">Petit Journal Francophone</a></li> <li>• <a href="#">YouTube.com</a></li> <li>• <a href="#">EdPuzzle.com</a></li> <li>• World Language Lab</li> <li>• ACTFL performance-based rubrics</li> <li>• <a href="#">RFI Savoir: Le français facile</a></li> <li>• <a href="#">Un jour, une actu</a></li> </ul> |

| Unit IV: Les Actualités                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
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| Unit Summary                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <p>In this unit, students will explore current events and global issues affecting the French-speaking world and the international community. Through authentic news articles, videos, podcasts, and other media sources, students will examine topics such as the environment, technology, health, social issues, and international events. Students will analyze multiple perspectives, compare viewpoints, and discuss the impact of these issues on their own lives and communities. Through these varied activities, students will strengthen their interpretive, interpersonal, and presentational communication skills.</p> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| Standards/Core Ideas/Performance Expectations/Progress Indicators                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <p>The state standards outlined below, and established by the New Jersey Department of Education, will guide instruction throughout this unit in <i>French V</i>:</p> <ul style="list-style-type: none"> <li>• 2020 New Jersey Student Learning Standards: World Languages for Grades 9-12             <ul style="list-style-type: none"> <li>◦ 7.1.IM.IPRET.1-9, 7.1.IM.IPERS.1-6, 7.1.IM.PRSNT.1-7</li> </ul> </li> <li>• 2020 New Jersey Student Learning Standards: Career Readiness, Life Literacies and Key Skills             <ul style="list-style-type: none"> <li>◦ 9.4.2.CI.1-2, 9.4.12.CT.2</li> </ul> </li> </ul>    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| Unit Essential Questions                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Unit Enduring Understandings                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <ul style="list-style-type: none"> <li>• *What global challenges affect people throughout the world?</li> <li>• How do current events influence societies and individuals?</li> <li>• *What responsibilities do individuals have in addressing global issues?</li> <li>• How do media sources shape our understanding of current events?</li> <li>• *How can different perspectives help solve global problems?</li> </ul>                                                                                                                                                                                                        | <ul style="list-style-type: none"> <li>• *Global challenges such as political conflicts, availability of natural resources, natural disasters, global warming, migration, disease, etc., affect individuals and societies across national borders.</li> <li>• Current events influence political, social, and cultural developments and temporarily and permanently shape people and places.</li> <li>• *Individuals can and should contribute to solutions for global issues.</li> <li>• Media sources influence how people understand and interpret events.</li> <li>• *Multiple perspectives are essential when addressing complex global problems.</li> </ul> |
| Evidence of Learning                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>Formative &amp; Alternative Assessments:</b> <ul style="list-style-type: none"> <li>• Whiteboards</li> <li>• Signaling</li> <li>• Exit slips</li> <li>• Checklists to demonstrate</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                   | <b>Benchmark &amp; Summative Assessments:</b> <ul style="list-style-type: none"> <li>• Vocabulary/Grammar Quizzes</li> <li>• Interpretive Performance Assessment: Interpret video/podcast</li> </ul> <b>Resources Needed:</b> <ul style="list-style-type: none"> <li>• Teacher-created materials</li> <li>• <a href="#">Petit Journal Francophone</a></li> <li>• <a href="#">YouTube.com</a></li> <li>• <a href="#">EdPuzzle.com</a></li> <li>• World Language Lab</li> </ul>                                                                                                                                                                                     |

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| <ul style="list-style-type: none"> <li>understanding</li> <li>Interpretive reading &amp; listening tasks</li> <li>Surveys</li> <li>Student-to-student conversations</li> <li>Completed graphic organizers (e.g., unit vocabulary, Venn diagrams)</li> <li>Jeopardy game</li> <li>Grammar and vocabulary activities</li> <li>Individual student check-ins with teacher</li> </ul> | <ul style="list-style-type: none"> <li>Presentational Performance Assessment: Persuasive Essay</li> </ul> | <ul style="list-style-type: none"> <li>ACTFL performance-based rubrics</li> <li><a href="#">Un jour, une actu</a></li> </ul> |
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| Unit V: La Vie Contemporaine                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                        |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Unit Summary                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                        |
| In this unit, students will examine the lifestyles, values, and experiences of individuals living in today's French-speaking world. Through authentic texts, videos, music, and media sources, students will explore topics such as technology, social media, education, work, leisure activities, and changing cultural traditions. Students will compare contemporary life in Francophone countries with their own experiences while discussing the benefits and challenges of modern society. Through these varied activities, students will strengthen their interpretive, interpersonal, and presentational communication 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 V</i> :                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                        |
| <ul style="list-style-type: none"><li>2020 New Jersey Student Learning Standards: World Languages for Grades 9-12<ul style="list-style-type: none"><li>7.1.IM.IPRET.1-9, 7.1.IM.IPERS.1- 6, 7.1.IM.PRSNT.1-7</li></ul></li><li>2020 New Jersey Student Learning Standards: Visual and Performing Arts<ul style="list-style-type: none"><li>1.5.12prof.Cr1a</li></ul></li><li>2020 New Jersey Student Learning Standards: Career Readiness, Life Literacies and Key Skills<ul style="list-style-type: none"><li>9.4.2.CI.1-2, 9.4.12.CT.2</li></ul></li></ul>                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                        |
| Unit Essential Questions                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Unit Enduring Understandings                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                        |
| <ul style="list-style-type: none"><li>How has modern life changed the way people live and communicate?</li><li>How does technology influence daily life?</li><li>What factors shape contemporary lifestyles?</li><li>How do societies balance tradition and change?</li><li>How do modern choices affect individuals and communities?</li></ul>                                                                                                                                                                                                                                                                                        | <ul style="list-style-type: none"><li>Modern developments have transformed communication and daily life.</li><li>Technology significantly influences personal and social experiences.</li><li>Contemporary lifestyles are shaped by cultural, economic, and social factors.</li><li>Societies continually balance tradition with innovation and change.</li><li>Individual choices can affect both personal well-being and communities.</li></ul> |                                                                                                                                                                                                                                                                                                                                                                                        |
| Evidence of Learning                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>Formative &amp; Alternative Assessments:</b> <ul style="list-style-type: none"><li>Whiteboards</li><li>Signaling</li><li>Exit slips</li><li>Checklists to demonstrate understanding</li><li>Interpretive reading &amp; listening tasks</li><li>Surveys</li><li>Student-to-student conversations</li><li>Completed graphic organizers (e.g., unit vocabulary, Venn diagrams)</li><li>Jeopardy game</li></ul>                                                                                                                                                                                                                         | <b>Benchmark &amp; Summative Assessments:</b> <ul style="list-style-type: none"><li>Vocabulary/Grammar Quizzes</li><li>Interpretive Performance Assessment: interpret popular French song</li><li>Presentational Performance Assessment: AI song creation</li><li>Unit Project</li></ul>                                                                                                                                                          | <b>Resources Needed:</b> <ul style="list-style-type: none"><li>Teacher-created materials</li><li><a href="#">Petit Journal Francophone</a></li><li><a href="#">YouTube.com</a></li><li><a href="#">EdPuzzle.com</a></li><li>World Language Lab</li><li>ACTFL performance-based rubrics</li><li><a href="#">ARTE Junior: Le Magazine</a></li><li><a href="#">Edpuzzle.com</a></li></ul> |

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| <ul style="list-style-type: none"> <li>• Grammar and vocabulary activities</li> <li>• Individual student check-ins with teacher</li> </ul> |  |  |
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| Unit VI: La Technologie                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Unit Summary                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| In this unit, students will explore the impact of science and technology on contemporary life in the French-speaking world. Through authentic articles, videos, podcasts, and digital resources, students will examine topics such as artificial intelligence, social media, innovation, communication, transportation, and scientific advancements. Students will analyze both the benefits and challenges of technological progress while considering ethical questions and the influence of technology on society. Through these varied activities, students will strengthen their interpretive, interpersonal, and presentational communication 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 V</i> :                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <ul style="list-style-type: none"><li>• 2020 New Jersey Student Learning Standards: World Languages for Grades 9-12<ul style="list-style-type: none"><li>◦ 7.1.IM.IPRET.1-9, 7.1.IM.IPERS.1-6, 7.1.IM.PRSNT.1-7</li></ul></li><li>• 2020 New Jersey Student Learning Standards: Computer Science and Design Thinking<ul style="list-style-type: none"><li>◦ 8.1.12.IC.1</li></ul></li><li>• 2020 New Jersey Student Learning Standards: Career Readiness, Life Literacies and Key Skills<ul style="list-style-type: none"><li>◦ 9.4.2.CI.1-2, 9.4.12.CT.2</li></ul></li></ul>                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| Unit Essential Questions                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Unit Enduring Understandings                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <ul style="list-style-type: none"><li>• How do scientific and technological advances affect society?</li><li>• What are the benefits and challenges of artificial intelligence in education?</li><li>• How does technology influence communication and learning?</li><li>• What ethical questions arise from technological innovation?</li><li>• How can individuals use technology responsibly?</li></ul>                                                                                                                                                                                                                                                  | <ul style="list-style-type: none"><li>• Scientific and technological advances shape modern societies by changing the way we live and interact with one another.</li><li>• Artificial intelligence offers both opportunities and challenges by offering innovative tools but also challenging the way in which students access information.</li><li>• Technology has transformed communication and education by influencing how we access information.</li><li>• Technological innovations often raise ethical and social questions.</li><li>• Responsible and informed use of technology is essential in the modern world.</li></ul> |                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| Evidence of Learning                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| Formative & Alternative Assessments:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Benchmark & Summative Assessments:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Resources Needed:                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <ul style="list-style-type: none"><li>• Whiteboards</li><li>• Signaling</li><li>• Exit slips</li><li>• Checklists to demonstrate understanding</li><li>• Interpretive reading &amp; listening tasks</li><li>• Surveys</li><li>• Student-to-student conversations</li><li>• Completed graphic organizers (e.g., unit vocabulary, Venn diagrams)</li><li>• Jeopardy game</li><li>• Grammar and vocabulary activities</li><li>• Individual student check-ins with teacher</li></ul>                                                                                                                                                                            | <ul style="list-style-type: none"><li>• Vocabulary/Grammar Quizzes</li><li>• Interpretive Performance Assessment: Interpret authentic social media posts.</li><li>• Interpersonal Performance Assessment: Responding to social media posts</li><li>• Presentational Performance Assessment: Vidéo post</li><li>• Unit Project/Summative</li></ul>                                                                                                                                                                                                                                                                                    | <ul style="list-style-type: none"><li>• Teacher-created materials</li><li>• <a href="#">Petit Journal Francophone</a></li><li>• <a href="#">YouTube.com</a></li><li>• <a href="#">EdPuzzle.com</a></li><li>• World Language Lab</li><li>• <a href="#">Common Sense digital resources - Who's Looking at Your Digital Footprint</a></li><li>• ACTFL performance-based rubrics</li><li>• <a href="#">Trip Advisor</a></li><li>• French Reader</li></ul> |

### Section IX: Unit Reflection

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

| <b>Unit Reflection Form: <i>French V</i></b>                                                                                                          |          |            |        |
|-------------------------------------------------------------------------------------------------------------------------------------------------------|----------|------------|--------|
| 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 <sup>st</sup> 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)