Rumson-Fair Haven Regional High School

Course: *Integrated Art*
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Section I: Course Description

Integrated Art focuses on the physical, intellectual, and social growth of all students. Students of all ability levels come together through ongoing artistic practices in a fine art class. General education art students will learn strategies to assist in teaching and leading students with disabilities. Students with disabilities will receive a variety of skill-based artistic practices that they will use to create multiple art compositions, as well as learn how to extend social skills and connections. *Integrated Art* is a year-long course intended to introduce tools, skills, concepts, principles, and art history in order to create various art compositions. Exploration is facilitated by a combined approach whereby the individual projects are the result of students employing a combination of new skills, media, and concepts. This approach encourages students to develop a personal viewpoint and personal creative expression, which is the end product of sustained planning, process, reflection, and redirection. Each unit will focus on important concepts based on the elements and principles of art and design. Additionally, each unit will be tied to exploration of an art historical moment, artist, or set of artists, with the intention of connecting the practice of art to its history and critical viewpoints while becoming proficient in a specific medium. Students who wish to continue can take this course for multiple years.

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

1. ***2020 New Jersey Student Learning Standards – Visual and Performing Arts*:**
    - The NJSLS-VPA reflect the National Core Arts Standards and emphasize the process-oriented nature of the arts and arts learning by: defining artistic literacy through a set of overarching philosophical foundations and lifelong goals that clarify long-term expectations for arts learning; placing artistic processes and anchor standards at the forefront of the work; identifying creative artistic practices as the bridge for the application of the artistic processes and anchor standards across all learning; and specifying enduring understandings and essential questions that provide conceptual through lines and articulate value and meaning within and across the arts discipline.
2. ***2020 New Jersey Student Learning Standards –Social Studies:***
    - "…Today's challenges are complex, have global implications, and are connected to people, places, and events of the past. The study of social studies focuses on deep understanding of concepts that enable students to think critically and systematically about local, regional, national, and global issues. Authentic learning experiences that enable students to apply content knowledge, develop social studies skills, and collaborate with students from around the world prepare New Jersey students for college, careers, and civic life. The natural integration of technology in social studies education allows students to overcome geographic borders, apply scientific and mathematical analysis to historical questions and contemporary issues, appreciate cultural diversity, and experience events through the examination of primary sources. The 2020 New Jersey Student Learning Standards – Social Studies (NJSLS-2020) are informed by national and state standards and other documents such as the College, Career, and Civic Life (C3) Framework for Social Studies State Standards, as well as those published by the National Center for History Education, National Council for Social Studies, National Council for Geographic Education, Center for Civic Education, National Council on Economic Education, National Assessment of Educational Progress, and the Partnership for 21st Century Skills. Social studies instruction occurs throughout the K-12 spectrum, building in sophistication of learning about history, economics, geography, and civics at all ages.
3. ***Standard 8.1 (Computer Science) and 8.2 (Design Thinking)* of the *2020 NJSLS:***
    - "The 'Intent and Spirit of the Computer Science and Design Thinking Standards' is to focus on deep understanding of concepts that enable students to think critically and systematically about leveraging technology to solve local and global issues. Authentic learning experiences that enable students to apply content knowledge, integrate concepts across disciplines, develop computational thinking skills, acquire and incorporate varied perspectives, and communicate with diverse audiences about the use and effects of computing prepares New Jersey students for college and careers."
4. ***Standard 9.4 (Life Literacies and Key Skills)* of the *2020 NJSLS:***
    - "This standard outlines key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy that are critical for students to develop to live and work in an interconnected global economy."
      ***Climate Change:** The state of New Jersey has mandated instruction in, "Climate Change across all content areas, leveraging the passion students have shown for this critical issue and providing them opportunities to develop a deep understanding of the science behind the changes and to explore the solutions our world desperately needs."
5. ****Amistad Law: N.J.S.A. 18A 52:16A-88:***

- The inclusion of lessons and resources/texts dealing with the African slave trade, slavery in America, the vestiges of slavery in this country and the contributions of African-Americans to our society will be implemented in English and Social Studies courses in accordance with state law: "Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students."

6. ***Holocaust Law: N.J.S.A. 18A 35-28:***
   - The inclusion of lessons and resources/texts that enable pupils to identify and analyze applicable theories concerning human nature and behavior; to understand that genocide is a consequence of prejudice and discrimination; and to understand that issues of moral dilemma and conscience have a profound impact on life will be implemented in English and Social Studies courses in accordance with state law: "Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens."
7. ***LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35:***
   - A transformative approach to the inclusion of lessons and resources/texts on the contributions and issues concerning the LGBTQ+ population and people with disabilities will be implemented across all core subjects in accordance with state law: "A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of the New Jersey Student Learning Standards (N.J.S.A.18A:35-4.36). A board of education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of N.J.S.A. 18A:35-4.35."
8. ****Asian American and Pacific Islanders Legislation: N.J.S.A 4021/A6100:***
   - The inclusion of lessons and resources/texts on the history and contributions of Asian Americans and Pacific Islanders, will enable New Jersey's schools to provide a curriculum that reflects the diversity of our state. In accordance with state law: "A board of education shall include instruction on the history and contributions of Asian Americans and Pacific Islanders in an appropriate place in the curriculum of students in grades kindergarten through as part of the school district's implementation of the New Jersey Student Learning Standards in Social Studies."
9. Acquisition/development/refinement of the higher-order critical thinking skills aligned with the *Revised Bloom's Taxonomy of Cognitive Objectives*

Section III: Curriculum Modifications

The *Integrated Art* 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 Visual and Performing Arts Courses chart.

Section IV: Preparation for Standardized Testing

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

Section V: Curriculum Pacing Guide

Curriculum Pacing Guide	
Course Title: *Integrated Art*	**Grade Level:** 9-12
Unit I: Drawing and Painting	Weeks 1-10

Unit II: Mixed Media and Collage	Weeks 11-20
Unit III: Sculpture and Ceramics	Weeks 21-30
Unit IV: Fashion and Digital Art	Weeks 31-40

Section VI: Primary Texts and Year-Long Instructional Resources

The following texts and instructional resources are employed for all students in *Integrated Art:*

- Google Classroom
- *Common Sense Education* (www.commonsense.org)
- IPADs: Programs including Adobe Suite and Procreate
- Google for Art History
- YouTube

Section VII: Grading Formula and Assessment Modes

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

Section VIII: Unit Templates

The following unit templates have been established for the *Integrated Art* curriculum by the *Integrated Art* instructional team:

Unit I: Drawing and Painting	
Unit Summary	
In this unit, students will learn the basics of the elements and principles of art and design. Students will learn about value and dimension through various shading exercises, which will translate into larger projects using a variety of drawing tools. Students will learn and build upon drawing skills through a variety of techniques and media. Students will learn and work with the color wheel and be introduced to painting, both acrylic and watercolor, to create multiple projects that explore many different types of paintings, such as realistic and abstract. Students will explore different ways to create texture through using multiple brushes, layering, and techniques. In this unit, students will be introduced to a variety of themes, such as portraits, animals, landscapes, lines, and shapes. Historical drawings and paintings will also be explored.	
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 *Integrated Art:* ● *2020 New Jersey Student Learning Standards for Visual and Performing Arts: 9-12* ○ 1.5.12prof.Cr1a-b, 1.5.12prof.Cr2b, 1.5.12acc.Cr2a, 1.5.12acc.Pr4a, 1.5.12prof.Re7a, 1.5.12prof.Cn10a ● *2020 New Jersey Student Learning Standards: Social Studies: 9-12* ○ 6.1.12.HistoryUP.13.a ● *2020 New Jersey Student Learning Standards: Computer Science and Design Thinking* ○ 8.1.12.1C.1, 8.2.12ITH.1-3, 8.2.12.ETW.1, 8.2.12.ETW.4, 8.2.12.EC.1 ● *2020 New Jersey Student Learning Standards: Career Readiness, Life Literacies, and Key Skills* ○ 9.4.12.CI.1-3, 9.4.12.CT.1-4, 9.4.12.IML.1-2,7-9 , 9.4.12.GCA.1	
Unit Essential Questions	**Unit Enduring Understandings**
● What are the elements and principles of art and design, and how do artists use them to create art? ● How do artists draw using the	● Through various techniques, students will learn about the elements and principles of art and design to create work that demonstrates the use of line, shape, form, texture, and space. ● Using various media to create an understanding of color in both drawing and painting projects, demonstrating the use of hue, tint,

gridding method? ● How do artists use color? What happens when they mix colors? ● How do artists use value in drawing and painting to create dimension? ● How do artists use creative expression in their work? ● Why is the creative process so important? ● How can peer mentoring occur while simultaneously working on individual projects? ● How does participation in a critique and the use of student-guided rubrics work?	shading, and tones, is an essential experience for developing artists. ● Artists create dimension in their compositions by using value techniques such as blending, directional lines, and stippling ● Art can be made to look realistic or made-up (abstract), and both representations can help to show feelings and ideas. ● Studying different mixed-media artists helps students learn new techniques. ● Traditional and unconventional materials can be used to explore the creative process in new ways, such as ballpoint pen, pencil, colored pencil, and marker. ● Keeping a sketchbook of the students' process and progress demonstrates the creative process and growth. ● Mentoring a peer while creating personal art will create an atmosphere of inspiration, respect, and understanding. Conversations about my work as well as my peers' work will facilitate both inspiration and understanding. ● Evaluative criteria can be used in all stages of artmaking to form discussions and critiques

Evidence of Learning

Formative & Alternative Assessments:	**Benchmark & Summative Assessments:**	**Resources Needed:**
● Skill activities in sketchbook ● Teacher modeling ● Peer critiques and mentorship ● Final completed art projects ● Individual student check-ins with teacher	● Sketchbook collection on techniques (Benchmark) ● Final completed art projects (Benchmark) ● Individual check-in with mentors	● Projector for teacher demonstrations ● Art materials (pencils, paper, canvas, acrylic and watercolor paint, brushes, and pens) ● Various YouTube videos on techniques ● Art Historical references

Unit II: Mixed Media and Collage

Unit Summary

In this unit, students will learn how to use various materials to create art. Some art will use more than one medium. Students will use both conventional and unconventional materials. Students will build upon prior knowledge of both principles and elements of art and design, as well as color. Students will explore the creative dimension through relief in the various finished artworks. Students will work in both realistic and abstract ways. Art historical mixed media artists and their art will be explored and discussed.

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 *Integrated Art :*

- *2020 New Jersey Student Learning Standards for Visual and Performing Arts: 9-12*
  - 1.5.12acc.Cr2a, 1.5.12acc.Re7a-b, 1.5.12acc.Re8a, 1.5.12prof.Re9a, 1.5.12acc.Cn10a
- *2020 New Jersey Student Learning Standards: Social Studies: 9-12*
  - 6.1.12.HistoryUP.13.a & 16.a, 6.2.12.HistoryUP.2.a
- *2020 New Jersey Student Learning Standards: Computer Science and Design Thinking*
  - 8.1.12.1C.1, 8.2.12ITH.1-3, 8.2.12.ETW.1, 8.2.12.ETW.4, 8.2.12.EC.1
- *2020 New Jersey Student Learning Standards: Career Readiness, Life Literacies, and Key Skills*
  - 9.4.12.CI.1-3, 9.4.12.CT.1-4, 9.4.12.IML.1-2,7-9 , 9.4.12.GCA.1

Unit Essential Questions	Unit Enduring Understandings
● What materials can be used to create mixed media? ● How are non-conventional materials used to create art? ● How is color used in mixed media? ● How is value used in mixed media and collage art? ● What are the different ways to collage? ● How is creative expression used in my work? ● Why is the creative process so important?	● Through materials such as fabric, paper, magazines, newspapers, and recycled materials, students will create art compositions. ● By layering and using more than one medium at a time, students will understand how the color of the material will create value and form. ● By exploring cutting, ripping, and layering, students will understand different ways to collage and see the different effects. ● Using prior knowledge from previous projects (such as drawing and painting skills and understanding of the color wheel), students will further develop artistic ideas with collage as a medium. ● Keeping a sketchbook of skills of the students' process, and

• How can peer mentoring occur while simultaneously working on individual projects? • How does participation in a critique and the use of student-guided rubrics work?	progress demonstrates the creative process and growth. • Mentoring a peer while creating personal art will create an atmosphere of inspiration, respect, and understanding. Conversations about my work as well as my peers' work will facilitate both inspiration and understanding. • Evaluative criteria can be used in all stages of artmaking to form discussions and critiques

Evidence of Learning

Formative & Alternative Assessments:	Benchmark & Summative Assessments:	Resources Needed:
• Skill activities in sketchbook • Teacher modeling • Peer critiques and mentorship • Final completed art projects • Individual student check-ins with teacher	• Sketchbook collection on techniques • Final completed art projects • Individual check-in with mentors	• Projector for teacher demonstrations • Art materials • Various YouTube videos on techniques • Art historical references • Movie about an artist

Unit III: Sculpture and Ceramics

Unit Summary

In this unit, students will be introduced to three-dimensional art through a variety of media such as clay, wire, plaster, papier-mache, and more. Students will explore how to use each material to create various art projects that can be viewed from all sides. Students will understand that three-dimensional art has height, width, and depth. Textures, as well as positive and negative space, will be experimented with. Scale will be an important element in each sculpture. Students will build upon their color knowledge by painting their finished art with either paint or glaze. Students will be introduced to both functional and non-functional three-dimensional art. Art historical sculptors and ceramicists will be explored and discussed.

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 *Integrated Art :*

- *2020 New Jersey Student Learning Standards for Visual and Performing Arts: 9-12*
  - 1.5.12prof.Cr1a-b, 1.5.12prof.Cr2b, 1.5.12acc.Cr2a, 1.5.12acc.Pr4a, 1.5.12prof.Re7a, 1.5.12prof.Cn10a
- *2020 New Jersey Student Learning Standards: Social Studies: 9-12*
  - 6.1.12.HistoryUP.13.a
- *2020 New Jersey Student Learning Standards: Computer Science and Design Thinking*
  - 8.1.12.1C.1, 8.2.12ITH.1-3, 8.2.12.ETW.1, 8.2.12.ETW.4, 8.2.12.EC.1
- *2020 New Jersey Student Learning Standards: Career Readiness, Life Literacies, and Key Skills*
  - 9.4.12.CI.1-3, 9.4.12.CT.1-4, 9.4.12.IML.1-2,7-9 , 9.4.12.GCA.1

Unit Essential Questions	Unit Enduring Understandings
• What are the elements and principles of art and design, and how do artists use them to create three-dimensional art? • How do color and finishing techniques (like paint or glaze) change the way we experience a sculpture? • How do artists use height, width, and depth to create expressive artwork? • How do three-dimensional artworks invite viewers to experience them differently from flat artworks? • Why is the creative process so important? • How can peer mentoring occur while simultaneously working on individual projects? • How does participation in a critique and the use of student-guided rubrics work?	• Through various techniques in ceramics and sculpture, students will demonstrate knowledge of form, texture, space, and line in 3D art forms. • Adding color and design by using glazes and paints will finish the final stages of the sculpture. • The use of positive and negative space, scale, and texture is essential in creating interesting and meaningful 3-dimensional art. • Displaying student sculpture in a space will invite viewers to look at it in the round, from all views and angles. We can exhibit the art so that the viewers can see the height, width, and depth in the art. • Creating functional and non-functional art helps to explore design aspects, purpose, and self-expression that may not be found in 2-dimensional art. Students will use original designs in each 3d form • Keeping a sketchbook of the students' skills, process, and progress demonstrates the creative process and growth in both 2D and 3D art. • Mentoring a peer while creating personal art will create an atmosphere of inspiration, respect, and understanding. Conversations about my work as well as my peers' work will facilitate both inspiration and understanding. • Evaluative criteria can be used in all stages of artmaking to form discussions and critiques.

Evidence of Learning		
Formative & Alternative Assessments: ● Skill activities in sketchbook ● Teacher modeling ● Peer critiques and mentorship ● Final completed art projects ● Individual student check-ins with teacher	**Benchmark & Summative Assessments:** ● Sketchbook or physical collection of showcased techniques ● Final completed art projects ● Individual check-in with mentors	**Resources Needed:** ● Projector for teacher demonstrations ● Art materials (clay, newspaper, newsprint, glue, wheatpaste, wire, wire tools, clay tools, acrylic paint, glaze, underglaze, paint brushes, pencils, and pens) ● Various YouTube videos on techniques ● Art historical references ● Movie about an artist

Unit IV: Fashion and Digital Art

Unit Summary

In this unit, students will learn the basics of fashion design through drawing croquis models and designing clothing. Students will explore patterns and fabrics, as well as build upon previous color knowledge. Students will be introduced to the Copic markers and learn how to use them to create value. Students will learn the basic skills of using the iPad as a digital art media tool. Students will be introduced to the program Procreate to create art projects that will be printed. Students will be using the iPads to create fashion and accessories, as well as design projects. Art historical fashion designers and digital artists will be explored and discussed.

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 *Integrated Art :*

- *2020 New Jersey Student Learning Standards for Visual and Performing Arts: 9-12*
  - 1.2.12prof.Cr1a-d, 1.2.12prof.Cr2a-c, 1.2.12prof.Cr3a-b, 1.2.12prof.Pr4a, 1.2.12prof.Pr5a-c, 1.5.12prof.Cr1a-b, 1.5.12prof.Cr2b, 1.5.12acc.Cr2a, 1.5.12acc.Pr4a, 1.5.12prof.Re7a, 1.5.12prof.Cn10a
- *2020 New Jersey Student Learning Standards: Social Studies: 9-12*
  - 6.1.12.HistoryUP.13.a
- *2020 New Jersey Student Learning Standards: Computer Science and Design Thinking*
  - 8.1.12.1C.1, 8.2.12ITH.1-3, 8.2.12.ETW.1, 8.2.12.ETW.4, 8.2.12.EC.1
- *2020 New Jersey Student Learning Standards: Career Readiness, Life Literacies, and Key Skills*
  - 9.4.12.CI.1-3, 9.4.12.CT.1-4, 9.4.12.IML.1-2,7-9 , 9.4.12.GCA.1

Unit Essential Questions	Unit Enduring Understandings
● What are the elements and principles of art and design, and how are they used to create fashion and accessories? ● How can artists use drawing and digital tools to bring my fashion-based artwork to life? ● How do artists use color to design fabric and patterns on clothing? ● What can students learn from fashion designers and artists about personal expression in my art? ● How is creating digital art different from making traditional art (using paper, markers, pencil, etc.)? ● Why is the creative process so important? ● How can peer mentoring occur while simultaneously working on individual projects? ● How does participation in a critique and the use of student-guided rubrics work?	● Through various drawings of the croque fashion model, students will use their knowledge of the elements and principles of art and design (line, shape, texture, color, and patterns) to create fashion designs. ● Students will make original fashion and accessories using many materials, such as fabric and recycled materials ● Students will choose colors and designs that work with the color wheel (previously learned in painting) for their fashion creations. ● Students will create presentations about fashion designers that they find interesting and relevant. ● Students can utilize the iPad as a drawing tool to create fashion and design projects, such as magazine covers, that will demonstrate understanding of digital programs such as Procreate ● Technology helps to expand ideas and thought processes, allowing for experimentation and revision in new ways. ● Mentoring a peer while creating personal art will create an atmosphere of inspiration, respect, and understanding. Conversations about students' process and progress. Keeping a sketchbook of process and inspirations ● Evaluative criteria can be used in all stages of artmaking to form discussions and critiques.

Evidence of Learning		
Formative & Alternative Assessments: ● Skill activities in sketchbook ● Teacher modeling	**Benchmark & Summative Assessments:** ● Sketchbook collection on techniques	**Resources Needed:** ● Projector for teacher demonstrations

• Peer critiques and mentorship • Final completed art projects • Individual student check-ins with teacher	• Final completed art projects • Individual check-in with mentors	• Art materials (pencils, paper, canvas, acrylic and watercolor paint, brushes, and pens) • Various YouTube videos on techniques • Art historical references

Section IX: Unit Reflection

The *Integrated Art* instructional team must confer upon the completion of each instructional unit in the *Integrated Art* 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 must be submitted to the Department Supervisor for approval upon completion of curriculum implementation, with a complementary list of suggested modifications to the *Integrated Art* curriculum.

Unit Reflection Form: *Integrated Art*			
Lesson Activities:	**Strongly**	**Moderately**	**Weakly**
Foster student use of technology as a tool to develop critical thinking, creativity, and innovation skills;			
Are challenging and require higher-order thinking and problem-solving skills;			
Allow for student choice;			
Provide scaffolding for acquiring targeted knowledge/skills;			
Integrate modern, global perspectives, especially those regarding diversity, genocide, global issues, and historical ones regarding racial relations;			
Integrate 21st century skills;			
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills;			
Are varied to address different student learning styles and preferences;			
Are differentiated based on student needs;			
Are student-centered, with the teacher acting as a facilitator and co-learner during the teaching and learning process;			
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives;			
Provide opportunities for student reflection and self-assessment;			
Provide data to inform and adjust instruction to better meet the varying needs of learners.			

Appendix

Writing Instruction and the RFH Community

Writing instruction should happen across the RFH Community. Writing across the curriculum is a philosophy that advances the belief that writing is a method of learning. Since all departments are committed to helping students learn, writing must be used as a methodology to advance student learning.

Each academic discipline has its own unique conventions, formats and structures. It is the responsibility of each department to agree upon domain-specific writing praxes, model them for students, and require them to utilize them on a consistent basis. Students must understand that acceptable writing in one domain may not be acceptable writing in another area. The development of domain-specific writing skills supports the overall development of the student writer because all writing is grounded in the writing situation: audience, context, purpose, subject, and writer. Representatives from the academic disciplines must share their domain-specific writing praxes with each other, identify intersections, and determine how to address perceived gaps that limit student learning.

Students must experience writing situations that help them learn how to think creatively and critically and communicate effectively in the academic disciplines. Writing instruction, regardless of the academic discipline, must always reinforce student understanding of the writing situation. When students experience writing situations, they must study examples of domain-specific writing in order to understand how writers communicate in discipline-related contexts. This does not mean information embedded in textbooks. Domain-specific writing is writing that is used to inform and influence readers as it draws them into an established circle of discourse. Students must use these non-fiction texts to develop the close reading skills that will shape their own writing. Focused engagement with domain-specific writing should not be limited to basic reading comprehension and topical understanding. It must also include the analysis of the writing situation that is represented in the text: audience, context, purpose, subject, and writer. The close reading of well-written texts—regardless of the domain—will show students the importance of writing mechanics, diction, and syntax. The development of close reading skills will also help the students grow in terms of their ability to construct and advance independent and original claims that are well-supported by evidence. Domain-specific writing is grounded in 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)