

# Hingham Middle School

## Curriculum Summary

### Grade 6 English

#### **DESCRIPTIVE OVERVIEW**

Grade 6 English Language Arts (ELA) is designed to help students develop proficiency in the areas of reading, writing, critical thinking, and oral communication as specified by the Massachusetts English Language Arts Curriculum Framework. Explicit instruction in reading strategies, word attack skills, and analysis helps students develop their abilities in the areas of fluency, vocabulary, and comprehension. To this end, students are exposed to a variety of genres including fiction, non-fiction, poetry, essay, personal narrative, and memoir. The core text, the McDougal Littell *Language of Literature* anthology, is supplemented by a variety of age-appropriate novels, poems and plays. Formal grammar instruction is presented through the McDougal Littell *Language Network* text and is emphasized as a tool for writing improvement. Students learn the importance of detecting and eliminating errors in sentence structure, usage, spelling, and mechanics. Writing instruction continues to emphasize the writing process and the *six traits* of writing. Portfolio requirements begin to anticipate those of the Hingham Public Schools secondary English program. Writing instruction focuses on enhancing students' skills related to the structure and development of expository, persuasive, descriptive, narrative, and research writing. Writing in response to literature takes the form of both formal thesis essays and personal responses such as journals, logs, and personal narratives. A variety of creative projects and hands-on learning experiences give students opportunities to practice oral communication and presentation skills and also to demonstrate their knowledge and understanding of curriculum content. All grade 6 students are scheduled for an additional reading enrichment class that meets once during each 4-day cycle. This class provides students with extra instruction in reading strategies and added opportunities to practice skills related to the comprehension, analysis, and discussion of literature.

#### **GOALS**

The goals of this course are as follows:

- Guide students to expand their personal vocabulary and their appreciation for the power and precision of words.
- Train students to seek inferential and critical levels of meaning as they develop close reading skills.
- Incorporate higher level thinking skills in comprehension discussions.
- Train students to make critical thinking a habit of mind.
- Teach students to produce well-structured, insightful, stylistically effective written work.
- Train students to support their ideas, insights, and viewpoints with compelling evidence.
- Expand students' awareness and appreciation of the elements of literature.
- Train students to write increasingly perceptive analytical and interpretive responses to literature.
- Provide numerous opportunities for self-evaluation and reflection as students acquire increased proficiency as writers.
- Encourage students to develop their creativity, imagination, and aesthetic judgment.

Reading and Writing Requirements for this course may be found in the current edition of the *Program of Studies*.

### **INSTRUCTIONAL MODEL**

Students are continuously encouraged to be active participants in the learning process. To this end, teachers employ a variety of instructional strategies to ensure that students are involved in learning experiences that are challenging, relevant, age-appropriate, and authentic. Explicit skills and strategies are explained, modeled, and practiced in authentic contexts. Students benefit from writing workshops that model and reinforce all stages of the writing process as they compose thesis essays and compositions in a variety of other modes. Instruction may take the form of learning centers, literature circles, independent study arrangements, small and large cooperative learning groups, discussions, projects, lectures, and demonstrations.

### **ASSESSMENT**

Student progress is monitored and grades are determined through a variety of formative and summative assessments. Formative assessments, such as reading check quizzes, participation in discussion, involvement in the writing process, homework and class work checks, and completion of numerous student-centered classroom activities, enable teachers to supervise progress as students practice skills. With such assessment the emphasis is on understanding and applying new knowledge rather than simply recalling or memorizing information. Summative assessments, such as unit tests, final drafts of compositions, presentations, performances, and long-range projects, enable teachers to gauge what students know and understand in relation to established expectations. In all writing assignments and for many other activities, expectations are articulated in clearly stated assessment rubrics. These assessment practices are ongoing throughout the year and are consistent throughout the program.

**Hingham Middle School**  
**Curriculum Summary**  
**English #102M - English 7 (Level 2)**

**DESCRIPTIVE OVERVIEW**

This honors course is designed for students who demonstrate high levels of proficiency and independence in the skills of reading, writing, critical thinking, oral presentation, and related technology. Challenging works of literature from a variety of countries help to promote reading accuracy and comprehension and, when possible, help to inform students' exploration of world cultures in the social studies. Writing instruction continues to teach students how to craft well organized thesis essays in response to literature and provides ample opportunity for students to express themselves in the persuasive, descriptive, and narrative modes. Explicit grammar instruction is intended to assist students in their writing and with their general communication skills.

**GOALS**

The goals of this course are as follows:

- Guide students to expand their personal vocabulary and their appreciation for the power and precision of words.
- Train students to seek inferential and critical levels of meaning as they develop close reading skills.
- Incorporate higher level thinking skills in comprehension discussions.
- Train students to make critical thinking a habit of mind.
- Teach students to produce well-structured, insightful, stylistically effective written work.
- Train students to support their ideas, insights, and viewpoints with compelling evidence.
- Expand students' awareness and appreciation of the elements of literature.
- Train students to write increasingly perceptive analytical and interpretive responses to literature.
- Provide numerous opportunities for self-evaluation and reflection as students acquire increased proficiency as writers.
- Encourage students to develop their creativity, imagination, and aesthetic judgment.

Reading and Writing Requirements for this course may be found in the current edition of the *Program of Studies*.

**INSTRUCTIONAL MODEL**

Students are continuously encouraged to be active participants in the learning process. To this end, teachers employ a variety of instructional strategies to ensure that students are involved in learning experiences that are challenging, relevant, age-appropriate, and authentic. Explicit skills and strategies are explained, modeled, and practiced in authentic contexts. Students benefit from writing workshops that model and reinforce all stages of the writing process as they compose thesis essays and compositions in a variety of other modes. Instruction may take the form of learning centers, literature circles, independent study arrangements, small and large cooperative learning groups, discussions, projects, lectures, and demonstrations.

## **ASSESSMENT**

Student progress is monitored and grades are determined through a variety of formative and summative assessments. Formative assessments, such as reading check quizzes, participation in discussion, involvement in the writing process, homework and class work checks, and completion of numerous student-centered classroom activities, enable teachers to supervise progress as students practice skills. With such assessment the emphasis is on understanding and applying new knowledge rather than simply recalling or memorizing information. Summative assessments, such as unit tests, final drafts of compositions, presentations, performances, and long-range projects, enable teachers to gauge what students know and understand in relation to established expectations. In all writing assignments and for many other activities, expectations are articulated in clearly stated assessment rubrics. These assessment practices are ongoing throughout the year and are consistent throughout the program.

**Hingham Middle School**  
**Curriculum Summary**  
**English #103M - English 7 (Level 3)**

**DESCRIPTIVE OVERVIEW**

This college preparatory course is designed for students who demonstrate average to above average levels of proficiency and independence in the skills of reading, writing, critical thinking, oral presentation, and related technology. Challenging works of literature from a variety of countries help to promote reading accuracy and comprehension and, when possible, help to inform students' exploration of world cultures in the social studies. Writing instruction continues to teach students how to craft well organized thesis essays in response to literature and provides ample opportunity for students to express themselves in the persuasive, descriptive, and narrative modes. Explicit grammar instruction is intended to assist students in their writing and with their general communication skills.

**GOALS**

The goals of this course are as follows:

- Guide students to expand their personal vocabulary and their appreciation for the power and precision of words.
- Train students to seek inferential and critical levels of meaning as they develop close reading skills.
- Incorporate higher level thinking skills in comprehension discussions.
- Train students to make critical thinking a habit of mind.
- Teach students to produce well-structured, insightful, stylistically effective written work.
- Train students to support their ideas, insights, and viewpoints with compelling evidence.
- Expand students' awareness and appreciation of the elements of literature.
- Train students to write increasingly perceptive analytical and interpretive responses to literature.
- Provide numerous opportunities for self-evaluation and reflection as students acquire increased proficiency as writers.
- Encourage students to develop their creativity, imagination, and aesthetic judgment.

Reading and Writing Requirements for this course may be found in the current edition of the *Program of Studies*.

**INSTRUCTIONAL MODEL**

Students are continuously encouraged to be active participants in the learning process. To this end, teachers employ a variety of instructional strategies to ensure that students are involved in learning experiences that are challenging, relevant, age-appropriate, and authentic. Explicit skills and strategies are explained, modeled, and practiced in authentic contexts. Students benefit from writing workshops that model and reinforce all stages of the writing process as they compose thesis essays and compositions in a variety of other modes. Instruction may take the form of learning centers, literature circles, independent study arrangements, small and large cooperative learning groups, discussions, projects, lectures, and demonstrations.

## **ASSESSMENT**

Student progress is monitored and grades are determined through a variety of formative and summative assessments. Formative assessments, such as reading check quizzes, participation in discussion, involvement in the writing process, homework and class work checks, and completion of numerous student-centered classroom activities, enable teachers to supervise progress as students practice skills. With such assessment the emphasis is on understanding and applying new knowledge rather than simply recalling or memorizing information. Summative assessments, such as unit tests, final drafts of compositions, presentations, performances, and long-range projects, enable teachers to gauge what students know and understand in relation to established expectations. In all writing assignments and for many other activities, expectations are articulated in clearly stated assessment rubrics. These assessment practices are ongoing throughout the year and are consistent throughout the program.

**Hingham Middle School**  
**Curriculum Summary**  
**English #104M - English 7 (Level 4)**

**DESCRIPTIVE OVERVIEW**

This skills-based course is strategically designed to meet the needs of seventh graders who would benefit from a small class setting. When possible, the class is co-taught by an English teacher and a Special Education teacher and/or paraprofessional in order to offer direct literacy instruction tailored to students' individual needs. Special attention is given to skills tested on and strategies needed for the MCAS exam. Students are considered for this program based on standardized test results, teacher recommendations, and previous academic performance. As much as possible, the content of this course remains consistent with the content of other seventh grade English courses.

**GOALS**

The goals of this course are as follows:

- Train students to use multiple strategies to decode and unlock the meaning of unfamiliar words.
- Enable students to acquire a functional, purposeful vocabulary.
- Guide students to construct and organize meaning as they read.
- Lead students to engage in reflective thinking about the text.
- Train students to use cues within the text to differentiate between literal and figurative meanings.
- Help students to develop a questioning approach to reading.
- Train students to support their ideas and viewpoints with textual evidence or personal experience.
- Teach students to use reading as a tool for learning in other disciplines.
- Help students to understand genre and appreciate the author's craft.
- Train students to write with a clear focus, coherent organization, and sufficient supporting detail.
- Guide students to use criteria from a scoring rubric to produce and evaluate their work.
- Teach students to apply their knowledge of standard English conventions in their speech and in their writing.
- Train students to improve organization, content, and style when they revise their writing.
- Teach students to gather information from a variety of sources and to evaluate the quality of the information they obtain.

Reading and Writing Requirements for this course may be found in the current edition of the *Program of Studies*.

**INSTRUCTIONAL MODEL**

Students are continuously encouraged to be active participants in the learning process. To this end, teachers employ a variety of instructional strategies to ensure that students are involved in learning experiences that are challenging, relevant, age-appropriate, and authentic. Explicit skills and strategies are explained, modeled, and practiced in authentic contexts. Students benefit from writing workshops that model and reinforce all stages of the writing process as they

compose thesis essays and compositions in a variety of other modes. Instruction may take the form of learning centers, literature circles, independent study arrangements, cooperative learning groups, discussions, projects, lectures, and demonstrations.

### **ASSESSMENT**

Student progress is monitored and grades are determined through a variety of formative and summative assessments. Formative assessments, such as reading check quizzes, participation in discussion, involvement in the writing process, homework and class work checks, and completion of numerous student-centered classroom activities, enable teachers to supervise progress as students practice skills. With such assessment the emphasis is on understanding and applying new knowledge rather than simply recalling or memorizing information. Summative assessments, such as unit tests, final drafts of compositions, presentations, performances, and long-range projects, enable teachers to gauge what students know and understand in relation to established expectations. In all writing assignments and for many other activities, expectations are articulated in clearly stated assessment rubrics. These assessment practices are ongoing throughout the year and are consistent throughout the program.

**Hingham Middle School**  
**Curriculum Summary**  
**English #112M - English 8 (Level 2)**

**DESCRIPTIVE OVERVIEW**

This honors course is designed for students who demonstrate high levels of proficiency and independence in the skills of reading, writing, critical thinking, oral presentation, and related technology. Challenging works of American and world literature help to promote students' reading accuracy and comprehension and, when possible, help to enrich their understanding of American history and culture explored in social studies classes. Writing instruction continues to teach students how to craft well organized thesis essays in response to literature and provides ample opportunity for students to express themselves in the persuasive, descriptive, and narrative modes. Explicit grammar instruction is intended to assist students in their writing and with their general communication skills.

**GOALS**

The goals of this course are as follows:

- Guide students to expand their personal vocabulary and their appreciation for the power and precision of words.
- Train students to seek inferential and critical levels of meaning as they develop close reading skills.
- Incorporate higher level thinking skills in comprehension discussions.
- Train students to make critical thinking a habit of mind.
- Teach students to produce well-structured, insightful, stylistically effective written work.
- Train students to support their ideas, insights, and viewpoints with compelling evidence.
- Expand students' awareness and appreciation of the elements of literature.
- Train students to write increasingly perceptive analytical and interpretive responses to literature.
- Provide numerous opportunities for self-evaluation and reflection as students acquire increased proficiency as writers.
- Encourage students to develop their creativity, imagination, and aesthetic judgment.

Reading and Writing Requirements for this course may be found in the current edition of the *Program of Studies*.

**INSTRUCTIONAL MODEL**

Students are continuously encouraged to be active participants in the learning process. To this end, teachers employ a variety of instructional strategies to ensure that students are involved in learning experiences that are challenging, relevant, age-appropriate, and authentic. Explicit skills and strategies are explained, modeled, and practiced in authentic contexts. Students benefit from writing workshops that model and reinforce all stages of the writing process as they compose thesis essays and compositions in a variety of other modes. Instruction may take the form of learning centers, literature circles, independent study arrangements, small and large cooperative learning groups, discussions, projects, lectures, and demonstrations.

## **ASSESSMENT**

Student progress is monitored and grades are determined through a variety of formative and summative assessments. Formative assessments, such as reading check quizzes, participation in discussion, involvement in the writing process, homework and class work checks, and completion of numerous student-centered classroom activities, enable teachers to supervise progress as students practice skills. With such assessment the emphasis is on understanding and applying new knowledge rather than simply recalling or memorizing information. Summative assessments, such as unit tests, final drafts of compositions, presentations, performances, and long-range projects, enable teachers to gauge what students know and understand in relation to established expectations. In all writing assignments and for many other activities, expectations are articulated in clearly stated assessment rubrics. These assessment practices are ongoing throughout the year and are consistent throughout the program.

**Hingham Middle School**  
**Curriculum Summary**  
**English #113M - English 8 (Level 3)**

**DESCRIPTIVE OVERVIEW**

This college preparatory course is designed for students who demonstrate average to above average levels of proficiency and independence in the skills of reading, writing, critical thinking, oral presentation, and related technology. Challenging works of American and world literature help to promote students' reading accuracy and comprehension and, when possible, help to enrich their understanding of American history and culture explored in social studies classes. Writing instruction continues to teach students how to craft well organized thesis essays in response to literature and provides ample opportunity for students to express themselves in the persuasive, descriptive, and narrative modes. Explicit grammar instruction is intended to assist students in their writing and with their general communication skills.

**GOALS**

The goals of this course are as follows:

- Guide students to expand their personal vocabulary and their appreciation for the power and precision of words.
- Train students to seek inferential and critical levels of meaning as they develop close reading skills.
- Incorporate higher level thinking skills in comprehension discussions.
- Train students to make critical thinking a habit of mind.
- Teach students to produce well-structured, insightful, stylistically effective written work.
- Train students to support their ideas, insights, and viewpoints with compelling evidence.
- Expand students' awareness and appreciation of the elements of literature.
- Train students to write increasingly perceptive analytical and interpretive responses to literature.
- Provide numerous opportunities for self-evaluation and reflection as students acquire increased proficiency as writers.
- Encourage students to develop their creativity, imagination, and aesthetic judgment.

Reading and Writing Requirements for this course may be found in the current edition of the *Program of Studies*.

**INSTRUCTIONAL MODEL**

Students are continuously encouraged to be active participants in the learning process. To this end, teachers employ a variety of instructional strategies to ensure that students are involved in learning experiences that are challenging, relevant, age-appropriate, and authentic. Explicit skills and strategies are explained, modeled, and practiced in authentic contexts. Students benefit from writing workshops that model and reinforce all stages of the writing process as they compose thesis essays and compositions in a variety of other modes. Instruction may take the form of learning centers, literature circles, independent study arrangements, small and large cooperative learning groups, discussions, projects, lectures, and demonstrations.

## **ASSESSMENT**

Student progress is monitored and grades are determined through a variety of formative and summative assessments. Formative assessments, such as reading check quizzes, participation in discussion, involvement in the writing process, homework and class work checks, and completion of numerous student-centered classroom activities, enable teachers to supervise progress as students practice skills. With such assessment the emphasis is on understanding and applying new knowledge rather than simply recalling or memorizing information. Summative assessments, such as unit tests, final drafts of compositions, presentations, performances, and long-range projects, enable teachers to gauge what students know and understand in relation to established expectations. In all writing assignments and for many other activities, expectations are articulated in clearly stated assessment rubrics. These assessment practices are ongoing throughout the year and are consistent throughout the program.

**Hingham Middle School**  
**Curriculum Summary**  
**English #114M - English 8 (Level 4)**

**DESCRIPTIVE OVERVIEW**

This skills-based course is strategically designed to meet the needs of eighth graders who would benefit from a small class setting. When possible, the class is co-taught by an English teacher and a Special Education teacher and/or paraprofessional in order to offer direct literacy instruction tailored to students' individual needs. Special attention is given to skills tested on and strategies needed for the MCAS exam. Students are considered for this program based on standardized test results, teacher recommendations, and previous academic performance. As much as possible, the content of this course remains consistent with the content of other eighth grade English courses.

**GOALS**

The goals of this course are as follows:

- Train students to use multiple strategies to decode and unlock the meaning of unfamiliar words.
- Enable students to acquire a functional, purposeful vocabulary.
- Guide students to construct and organize meaning as they read.
- Lead students to engage in reflective thinking about the text.
- Train students to use cues within the text to differentiate between literal and figurative meanings.
- Help students to develop a questioning approach to reading.
- Train students to support their ideas and viewpoints with textual evidence or personal experience.
- Teach students to use reading as a tool for learning in other disciplines.
- Help students to understand genre and appreciate the author's craft.
- Train students to write with a clear focus, coherent organization, and sufficient supporting detail.
- Guide students to use criteria from a scoring rubric to produce and evaluate their work.
- Teach students to apply their knowledge of standard English conventions in their speech and in their writing.
- Train students to improve organization, content, and style when they revise their writing.
- Teach students to gather information from a variety of sources and to evaluate the quality of the information they obtain.

Reading and Writing Requirements for this course may be found in the current edition of the *Program of Studies*.

**INSTRUCTIONAL MODEL**

Students are continuously encouraged to be active participants in the learning process. To this end, teachers employ a variety of instructional strategies to ensure that students are involved in learning experiences that are challenging, relevant, age-appropriate, and authentic. Explicit skills and strategies are explained, modeled, and practiced in authentic contexts. Students benefit from writing workshops that model and reinforce all stages of the writing process as they

compose thesis essays and compositions in a variety of other modes. Instruction may take the form of learning centers, literature circles, independent study arrangements, cooperative learning groups, discussions, projects, lectures, and demonstrations.

### **ASSESSMENT**

Student progress is monitored and grades are determined through a variety of formative and summative assessments. Formative assessments, such as reading check quizzes, participation in discussion, involvement in the writing process, homework and class work checks, and completion of numerous student-centered classroom activities, enable teachers to supervise progress as students practice skills. With such assessment the emphasis is on understanding and applying new knowledge rather than simply recalling or memorizing information. Summative assessments, such as unit tests, final drafts of compositions, presentations, performances, and long-range projects, enable teachers to gauge what students know and understand in relation to established expectations. In all writing assignments and for many other activities, expectations are articulated in clearly stated assessment rubrics. These assessment practices are ongoing throughout the year and are consistent throughout the program.

**Hingham Middle School**  
**Curriculum Summary**  
**Drama 7 #125 M**

**DESCRIPTIVE OVERVIEW**

This course is open to all seventh graders. In an activity-learning format, students are introduced to the fundamentals of oral communication skills and dramatic performance. Throughout the course, students work in an atmosphere designed to build self-confidence and encourage personal growth through creative thinking, improvisation, and group interaction. Students perform a teacher-assigned scene from dramatic literature, learn the fundamentals of pantomime and improvisation, write and perform a puppet show on a teacher-approved topic, and write and execute an old-fashioned radio show with sound effects.

**GOALS AND OBJECTIVES**

The **general goals** of this course are as follows:

- Introduce basic acting skills and stage knowledge
- Provide ample opportunities to present performance based projects
- Increase public speaking skills and confidence
- Encourage creative thinking, decision making, and problem solving skills

The **specific objectives** of this course are as follows:

Students in Introduction to Drama will meet grade appropriate standards 1-5 of the Massachusetts State Frameworks for Theatre:

1) Acting.

Students will develop acting skills to portray characters who interact in improvised and scripted scenes.

2) Reading / Writing Scripts.

Students will read, analyze, and write dramatic material.

3) Directing.

Students will rehearse and stage dramatic works.

4) Technical Theatre.

Students will demonstrate skills in using the basic tools, media, and techniques involved in theatrical production.

5) Critical Response.

Students will describe and analyze their own theatrical work and the work of others, using appropriate theatre vocabulary.

**INSTRUCTIONAL MODEL**

The teacher will provide activity-based learning opportunities to teach theatrical skills through a sequence of units. Each unit is designed to teach specific skills or knowledge in a very hands-on, experiential setting, culminating with a performance project to assess student progress. Unit skills and concepts are scaffolded upon previously learned material to foster confidence and lead

to eventual mastery. Objectives of the course are achieved through activity-based lessons, theatrical games, discussions, written prompts, reflections and critiques. The course is designed to include the learning styles of all students, drawing upon Gardner's Multiple Intelligences theory. Practice and success with these learned theatrical skills leads to students' improved communication skills and confidence, and encourages personal growth.

## **ASSESSMENT**

Student progress is measured in various forms of authentic and traditional assessment. Throughout each unit of study, students must demonstrate proficiency in skills learned in that unit through a culminating performance project. Projects are evaluated according to specific expectations which are articulated in rubrics and explained to students as they approach their performance. Additionally, students are required to critique their work and the work of their peers, in both written and oral form. Quizzes and homework assignments are designed to assess individual and class progress, and to reinforce the skills, vocabulary, and content of the course.

# Hingham Middle School

## Curriculum Summary

### Drama 8 #135 M

#### DESCRIPTIVE OVERVIEW

This course is open to eighth grade students. No prior experience in drama is required. In an activity-learning format, students gain experience in the practical application of fundamental speech and drama skills in a variety of performance-based projects. A primary activity in this course is public performance; each student is expected to perform before an audience. Students create and perform sketches, produce a short film project, perform a teacher-assigned scene from dramatic literature, explore playwriting through group playmaking methods, and participate in the production of a one-act play chosen by the teacher.

#### GOALS AND OBJECTIVES

The **general goals** of this course are as follows:

- Refine basic acting skills while incorporating more advanced character development skills and activities
- Present in-depth performance projects (greater length, maturity, responsibility)
- Increase conceptual understanding of stage, costume and character design
- Gain greater awareness of the collaborative nature of live theatre

The **specific objectives** of this course are as follows:

Students in Drama 8 will meet grade appropriate standards 1-5 of the Massachusetts State Frameworks for Theatre:

1) Acting.

Students will develop acting skills to portray characters who interact in improvised and scripted scenes.

2) Reading / Writing Scripts.

Students will read, analyze, and write dramatic material.

3) Directing.

Students will rehearse and stage dramatic works.

4) Technical Theatre.

Students will demonstrate skills in using the basic tools, media, and techniques involved in theatrical production.

5) Critical Response.

Students will describe and analyze their own theatrical work and the work of others, using appropriate theatre vocabulary.

## **INSTRUCTIONAL MODEL**

The teacher will provide activity-based learning opportunities to teach theatrical skills through a sequence of units. Each unit is designed to teach specific skills or knowledge in a very hands-on, experiential setting, culminating with a performance project to assess student progress. Unit skills and concepts are scaffolded upon previously learned material, to foster confidence and lead to eventual mastery. Objectives of the course are achieved through activity-based lessons, theatrical games, discussions, written prompts, reflections and critiques. The course is designed to include the learning styles of all students, drawing upon Gardner's Multiple Intelligences theory. Practice and success with these learned theatrical skills leads to students' improved communication skills and confidence, and encourages personal growth.

## **ASSESSMENT**

Student progress is measured in various forms of authentic and traditional assessment. Throughout each unit of study, students must demonstrate proficiency in skills learned in that unit through a culminating performance project. Projects are evaluated according to specific expectations which are articulated in rubrics and explained to students as they approach their performance. Additionally, students are required to critique their work and the work of their peers, in both written and oral form. Quizzes and homework assignments are designed to assess individual and class progress, and to reinforce the skills, vocabulary, and content of the course.