

**HINGHAM MIDDLE SCHOOL  
CURRICULUM SUMMARY  
FOREIGN LANGUAGE  
2017**

**FRENCH 6<sup>th</sup> GRADE**

**DESCRIPTIVE OVERVIEW**

This course is open to sixth graders. Students begin the process of attaining a level of proficiency in French. Active participation with other students in a variety of oral/aural tasks enables the learner to be understood and to understand the target language. Lessons are student-centered. Themes which are of interest to the learner are the basis for conversation. Listening and writing skills, the appreciation of cultural differences and similarities, and the comparison of the French and English languages are fostered.

In the classroom setting students converse with their peers using props and cues for guided conversations, create original conversations, interview and question one another to seek opinions and feelings, and read and write short passages. Outside the classroom setting students should practice to internalize the patterns modeled in school for optimal learning.

**GOALS AND OBJECTIVES**

The general goals of this course are to teach students to:

- Converse in purposeful communication about themes which are interesting and relevant to them.
- Compare the differences and similarities between their culture and the Francophone world.
- Understand the nature of language by comparing English and French.
- Use the language within their community for educational, enjoyment, and travel purposes.

Students will be able to:

- Demonstrate comprehension through physical, written and verbal response.
- Develop strategies for oral and aural proficiency by speaking with a peer, a small group or the whole class, and by listening to and participating in recorded activities.
- Develop strategies for reading by deriving meaning through context and cognate recognition.
- Show what they can do with the language in speaking, listening, reading, and written tasks as new and familiar topics are introduced.
- Learn grammar in a lexical and contextual way in logical sequence which will allow them to use words naturally.
- Show an understanding of the nature of language by comparing French and English, as reflected in their use of cognates, idioms, grammatical gender, and ways of expressing respect to others.
- Identify the critical sound distinctions between the French and English languages.
- Demonstrate, in the target language, a developing understanding of concepts learned in other subject areas such as weather, time, family relationships and values, math facts, and geography.
- Grasp stereotyping and prejudice in order to avoid cultural misunderstandings by learning about customs, holidays, and habits of French-speaking people.

**ACTFL PROFICIENCY TARGETS**

Interpretive Listening	Novice Low – I can recognize a few memorized words and phrases when I hear them spoken.
Interpretive Reading	Novice Low – I can recognize a few letters or words. I can identify a few memorized words and phrases when I read.

Interpersonal Speaking	Novice Low – I can communicate on some very familiar topics using single words and phrases that I have practiced and memorized
Presentational Speaking	Novice Low – I can present information about myself and some other very familiar topics using single words or memorized phrases.
Presentational Writing	Novice Low – I can copy some familiar words or phrases. Novice Mid – I can write lists and memorized phrases on familiar topics.

## **RESOURCES AND REFERENCES**

- *Discovering French*, McDougal Littell
- Associated ancillary materials: workbook, listening and speaking activities, review exercises

## **INSTRUCTIONAL MODEL**

The main goal of foreign language courses is to enable students to communicate in the target language. To work towards this goal, a variety of instructional techniques are employed. These include but are not limited to paired and small group communicative activities, language lab exercises, whole class discussions and debates, reading activities, listening activities, and individual practice. Students will strengthen their linguistic skills and gain a deeper understanding of the target culture with authentic and adapted readings and media presentations, and will learn to express themselves in both interpersonal and presentational writing and speaking. Students will use the language laboratory once every other cycle.

## **ASSESSMENT**

Students are assessed on a daily basis by active participation in class. Effort and willingness to speak are key factors for good communication. Assessment is both formal and informal. Formal assessment includes oral, aural, and written quizzes and tests. Students are asked to prepare visuals, art work, projects, short paragraphs, dialogues, and skits. Students are expected to complete assignments and to show improvement. Informal assessment includes daily oral participation, various classroom activities and activities assigned as homework. Students keep folders of all formally assessed work in the classroom and are required to maintain a French notebook and folder.

**HINGHAM MIDDLE SCHOOL  
CURRICULUM SUMMARY  
FOREIGN LANGUAGE  
2017**

**Course # 307A - FRENCH 7**

**DESCRIPTIVE OVERVIEW**

Students continue the process of attaining a level of proficiency in French in the areas of speaking, listening, reading, and writing. Regular use of the language laboratory as well as active participation with other students in a variety of oral/aural tasks, enables the learner to be understood and to understand the target language. Lessons are student-centered. Themes which are of interest to the learner are the basis for conversation as well as student writing. Listening and writing skills, the appreciation of cultural differences and similarities, and the comparison of the French and English languages are fostered.

In the classroom setting students converse with their peers using props and cues for guided conversations, create original conversations, interview and question one another to seek opinions and feelings, and read and write short passages. Outside the classroom setting students should practice to internalize the patterns modeled in school for optimal learning.

**GOALS AND OBJECTIVES**

Students will be able to:

- Demonstrate comprehension through written, physical and verbal response.
- Develop strategies for oral and aural proficiency by speaking with a peer, a small group or the whole class, and by listening to and participating in recorded activities.
- Develop strategies for reading which include deriving meaning through context.
- Develop effective writing through a process approach which provides for creative and personal expression of theme.
- Demonstrate speaking, listening, reading, and writing skills as new and familiar topics are introduced.
- Learn grammar in a lexical and contextual way in logical sequence which will allow them to use words naturally.
- Demonstrate an understanding of the nature of language by comparing French and English, as reflected in their use of cognates, idioms, grammatical gender, and ways of expressing respect to others.
- Demonstrate the critical sound distinctions between the two languages.
- Demonstrate in the target language an understanding of concepts learned in other subject areas such as weather, relationships, values and geography.
- Grasp stereotyping and prejudice in order to avoid cultural misunderstandings by learning about customs, holidays, and habits of French-speaking people.

**ACTFL PROFICIENCY TARGETS**

Interpretive Listening	Novice Mid – I can recognize some familiar words and phrases when I hear them spoken.
Interpretive Reading	Novice Mid – I can recognize some letters or words. I can understand some learned or memorized words and phrases when I read.

Interpersonal Speaking	Novice Mid- I can communicate on very familiar topics using a variety of words and phrases that I have practiced and memorized.
Presentational Speaking	Novice Mid – I can present information about myself and some other very familiar topics, using a variety of words, phrases, and memorized expressions.
Presentational Writing	Novice Mid - I can write lists and memorized phrases on familiar topics. Novice High – I can write short messages and notes on familiar topics related to everyday life.

## **RESOURCES AND REFERENCES**

- *Discovering French Today*, Houghton Mifflin Harcourt
- Associated ancillary materials: workbook, listening and speaking activities, review exercises

## **INSTRUCTIONAL MODEL**

The main goal of foreign language courses is to enable students to communicate in the target language. To work towards this goal, a variety of instructional techniques are employed. These include but are not limited to paired and small group communicative activities, language lab exercises, whole class discussions and debates, reading activities, listening activities, and individual practice. Students will strengthen their linguistic skills and gain a deeper understanding of the target culture with authentic and adapted readings and media presentations, and will learn to express themselves in both interpersonal and presentational writing and speaking. Students will use the language laboratory once every other cycle.

## **ASSESSMENT**

Students are assessed on a daily basis by active participation in class. Effort and willingness to speak are key factors for good communication. Assessment is both formal and informal. Formal assessment includes tests and quizzes on the four modalities: speaking, listening, reading, and writing. Students are asked to prepare visuals, art work, projects, paragraphs, dialogues, and skits. Students are expected to complete assignments and to show improvement. Informal assessments include daily oral participation, classroom activities and homework. Students keep folders in the classroom and are required to maintain a French binder.

Students are encouraged to practice in the classroom and at home to become more proficient. Learning to speak a language is a skill that is developed only through practice over time.

**HINGHAM MIDDLE SCHOOL  
FOREIGN LANGUAGE DEPARTMENT  
CURRICULUM GUIDE  
2017**

**Course #304M (L2) / Course #308M (L3) - FRENCH 8-1B (2/3)**

**DESCRIPTIVE OVERVIEW**

Students continue the process of attaining a level of proficiency in French in the areas of speaking, listening, reading, and writing. Regular use of the language laboratory, as well as active participation with other students in a variety of oral/aural tasks, enables the learner to be understood and to understand the target language. Lessons are student-centered. Themes which are of interest to the learner are the basis for conversation as well as student writing. Listening and writing skills, the appreciation of cultural differences and similarities, and the comparison of the French and English languages are fostered.

In the classroom setting students converse with their peers using props and cues for guided conversations, create original conversations, interview and question one another to seek opinions and feelings, and read and write short passages. Outside the classroom setting students should practice to internalize the patterns modeled in school for optimal learning.

**GOALS AND OBJECTIVES**

Students will be able to:

- Demonstrate comprehension through written, physical and verbal response.
- Develop strategies for oral and aural proficiency by speaking with a peer, a small group or the whole class, and by listening to and participating in recorded activities.
- Develop strategies for reading which include deriving meaning through context.
- Develop effective writing through a process approach which provides for creative and personal expression of theme.
- Demonstrate speaking, listening, reading, and writing skills as new and familiar topics are introduced.
- Learn grammar in a lexical and contextual way in logical sequence which will allow them to use words naturally.
- Demonstrate an understanding of the nature of language by comparing French and English, as reflected in their use of cognates, idioms, grammatical gender, and ways of expressing respect to others.
- Demonstrate the critical sound distinctions between the two languages.
- Demonstrate in the target language an understanding of concepts learned in other subject areas such as weather, relationships, values and geography.
- Engage in appropriate activities that explore stereotyping and prejudice in order to avoid cultural misunderstandings. This will include learning about customs, holidays, and habits of French-speaking people.

**ACTFL PROFICIENCY TARGETS**

Interpretive Listening	Novice High – I can often understand words, phrases, and simple sentences related to everyday life. I can recognize pieces of information and sometimes understand the main topic of what is being said.
Interpretive Reading	Novice High – I can understand familiar words, phrases, and sentences within short and simple texts related to everyday life. I can sometimes understand the main idea of what I have read.

Interpersonal Speaking	Novice High – I can communicate and exchange information about familiar topics using phrases and simple sentences, sometimes supported by memorized language. I can usually handle short social interactions in everyday situations by asking and answering simple questions.
Presentational Speaking	Novice High- I can present basic information on familiar topics using language I have practiced using phrases and simple sentences.
Presentational Writing	Novice High – I can write short messages and notes on familiar topics related to everyday life. Intermediate Low- I can write briefly about most familiar topics and present information using a series of simple sentences

## **RESOURCES AND REFERENCES**

- *Discovering French Today*, Houghton Mifflin Harcourt
- Associated ancillary materials: workbook, listening and speaking activities, review exercises

## **INSTRUCTIONAL MODEL**

The main goal of foreign language courses is to enable students to communicate in the target language. To work towards this goal, a variety of instructional techniques are employed. These include but are not limited to paired and small group communicative activities, language lab exercises, whole class discussions and debates, reading activities, listening activities, and individual practice. Students will strengthen their linguistic skills and gain a deeper understanding of the target culture with authentic and adapted readings and media presentations, and will learn to express themselves in both interpersonal and presentational writing and speaking. Students will use the language laboratory once every other cycle.

## **ASSESSMENT**

Students are assessed on a daily basis by active participation in class. Effort and willingness to speak are key factors for good communication. Assessment is both formal and informal. Formal assessment includes tests and quizzes on the four modalities: speaking, listening, reading, and writing. Students are asked to prepare visuals, art work, projects, paragraphs, dialogues, and skits. Students are expected to complete assignments and to show improvement. Informal assessments include daily oral participation, classroom activities and homework. Students keep folders in the classroom and are required to maintain a French binder.

Advanced students will learn at an accelerated pace, be required to sharpen writing and problem solving skills, study in greater detail, and develop study skills for tackling rigorous course work. Additional enrichment will include supplementary vocabulary and authentic texts.

**HINGHAM MIDDLE SCHOOL  
CURRICULUM SUMMARY  
FOREIGN LANGUAGE  
2017**

**SPANISH 6<sup>TH</sup> GRADE**

**DESCRIPTIVE OVERVIEW**

This course is open to all sixth grade students. Students attend Spanish classes all year on an every-other-day schedule. Students work together frequently to create dialogues, complete interactive tasks such as fact finding, interviews, seeking directions, explaining problems, and making requests. Our interactive textbook, *Español* by Santillana, is introduced in the sixth grade. It blends the underlying principles of the five Cs (Communication, Cultures, Connections, Comparisons, and Communities) with features and strategies tailored specifically to build student's speaking, listening, reading, and writing skills.

As a result, students are given the tools to express themselves articulately, interact meaningfully with others, and become highly competent communicators in Spanish. Visuals on the Smart Board, audio lessons and videos are frequently used to simulate real life. Students work regularly with technology to enhance language learning. Students begin to write simple dialogues, sentences, and paragraphs in Spanish. When possible, authentic literature, music, and art are brought into the classroom.

**GOALS AND OBJECTIVES**

The general goals of this course are to:

- Teach students to develop communicative competence.
- Create student awareness of the heritage, customs, and culture of Spanish-speaking areas.
- Enable students to make connections between Spanish and other curriculum areas.
- Teach students about the nature of the language by comparing English and Spanish.
- Encourage students to use Spanish in local and global communities.

Students will be able to:

- Converse about a variety of activities, hobbies, and family.
- Greet each other.
- Create skits and oral dialogues.
- Compare American and Hispanic cultures, holidays, and customs.
- Participate in culturally authentic music, media, and arts.
- Relate to other subjects taught (sports, art, weather, cuisine, history, geography and mathematics).
- Identify cognates, idiomatic expressions, and grammatical gender.
- Use formal and informal forms of language, expressing respect for the other culture.
- Learn grammar in a lexical and contextual way.

**ACTFL PROFICIENCY TARGETS**

Interpretive Listening	Novice Low – I can recognize a few memorized words and phrases when I hear them spoken.
Interpretive Reading	Novice Low – I can recognize a few letters or words. I can identify a few memorized words and phrases when I read.
Interpersonal Speaking	Novice Low – I can communicate on some very familiar topics using single words and phrases that I have practiced and memorized

Presentational Speaking	Novice Low – I can present information about myself and some other very familiar topics using single words or memorized phrases.
Presentational Writing	Novice Low – I can copy some familiar words or phrases. Novice Mid – I can write lists and memorized phrases on familiar topics.

## **RESOURCES AND REFERENCES**

- *Español 1*, Santillana
- On-line ancillary materials: workbook, listening and speaking activities, review exercises

## **INSTRUCTIONAL MODEL**

The main goal of foreign language courses is to enable students to communicate in the target language. To work towards this goal, a variety of instructional techniques are employed. These include but are not limited to paired and small group communicative activities, language lab exercises, whole class discussions and debates, reading activities, listening activities, and individual practice. Students will strengthen their linguistic skills and gain a deeper understanding of the target culture with authentic and adapted readings and media presentations, and will learn to express themselves in both interpersonal and presentational writing and speaking. Students will use the language laboratory once every other cycle.

## **ASSESSMENT**

Students are assessed in a variety of ways. They present activities orally and perform written assessments on quizzes and tests. Proficiency testing is done for each of the four skills: listening, speaking, reading, and writing. Short projects are assigned throughout the term to enhance topics learned in class. Students are expected to keep a Spanish notebook in class and attend the regularly scheduled language lab classes to assess listening comprehension and speaking skills. Student folders containing assessment items and portfolio samples are maintained in the classroom by the teacher.



**HINGHAM MIDDLE SCHOOL  
CURRICULUM SUMMARY  
FOREIGN LANGUAGE  
2017**

**Course #320M - SPANISH 1A 7th GRADE**

**DESCRIPTIVE OVERVIEW**

This course is open to all 7th grade students. Students work together to create dialogues, complete interactive tasks such as fact-finding, interviews, seeking directions, explaining problems and making requests. Our interactive textbook is introduced in the 6th grade and continued in 7th grade covering lessons 2-5. It blends the underlying principles of the five Cs (Communication, Cultures, Connections, Comparisons, and Communities) with features and strategies tailored specifically to build student speaking, listening, reading, and writing skills.

Students are given the tools to express themselves articulately, interact meaningfully with others, and become competent communicators in Spanish. Students work regularly with technology to enhance language learning. Students continue to write simple dialogues, sentences and paragraphs in Spanish. More complex grammatical structures are taught in order to expand communication skills. When possible, authentic literature, music, and art are brought into the classroom.

**GOALS AND OBJECTIVES**

Students will be able to:

- Converse about a variety of activities, hobbies and family.
- Greet each other and ask questions.
- Create skits and oral dialogues.
- Compare American and Hispanic holidays and customs.
- Participate in culturally authentic music, media and arts.
- Relate to other subjects taught (sports, art, weather, cuisine, history, geography and mathematics).
- Identify cognates, idiomatic expressions and grammatical gender.
- Use formal and informal forms of language, expressing respect for the other cultures.
- Learn grammar in lexical and contextual way.

**ACTFL PROFICIENCY TARGETS**

Interpretive Listening	Novice Mid – I can recognize some familiar words and phrases when I hear them spoken.
Interpretive Reading	Novice Mid – I can recognize some letters or words. I can understand some learned or memorized words and phrases when I read.
Interpersonal Speaking	Novice Mid- I can communicate on very familiar topics using a variety of words and phrases that I have practiced and memorized.
Presentational Speaking	Novice Mid – I can present information about myself and some other very familiar topics, using a variety of words, phrases, and memorized expressions.
Presentational Writing	Novice Mid - I can write lists and memorized phrases on familiar topics. Novice High – I can write short messages and notes on familiar topics related to everyday life.

## **RESOURCES AND REFERENCES**

- *Español I*, Santillana
- On-line ancillary materials: workbook, listening and speaking activities, review exercises

## **INSTRUCTIONAL MODEL**

The main goal of foreign language courses is to enable students to communicate in the target language. To work towards this goal, a variety of instructional techniques are employed. These include but are not limited to paired and small group communicative activities, language lab exercises, whole class discussions and debates, reading activities, listening activities, and individual practice. Students will strengthen their linguistic skills and gain a deeper understanding of the target culture with authentic and adapted readings and media presentations, and will learn to express themselves in both interpersonal and presentational writing and speaking. Students will use the language laboratory once every other cycle.

## **ASSESSMENT**

Students are assessed in a variety of ways. They present activities orally and perform written assessments on quizzes and tests. Proficiency testing is done for each of the five skills: listening, speaking, reading, and writing and cultural appreciation. Short projects are assigned throughout the year to enhance topics learned in class. Students are expected to maintain a Spanish notebook and to practice Spanish at home. Student folders containing assessment items and portfolio samples are maintained by the teacher.

**HINGHAM MIDDLE SCHOOL  
CURRICULUM SUMMARY  
FOREIGN LANGUAGE  
2017**

**Course #327M (L2)/Course #321M (L3) - SPANISH IB 8th GRADE (2/3)**

**DESCRIPTIVE OVERVIEW**

This course is a continuation of Grade 7, Level 1A Spanish. Students continue to develop listening, reading, writing, and speaking skills. Students also further develop their knowledge of Hispanic culture through readings, projects, and videos. Students are expected to communicate in the target language in both oral and written forms. This course fosters the five Cs of foreign language learning: Communication, Cultures, Connections, Comparisons, and Communities. In addition to the requirements in school, students use the textbook website as well as additional online sources selected by the teacher outside of school in order to complete online assignments.

**GOALS AND OBJECTIVES**

Students will be able to:

- Engage in interpersonal communication to provide and maintain information, express feelings and emotions, exchange opinions, and present concepts and ideas.
- Complete writing assignments, such as essays, emails, and letters in order to further develop their vocabulary use and grammar.
- Develop beginner reading skills through short stories, children books, and cultural readings that include level appropriate vocabulary and grammar.
- Demonstrate general knowledge of specific Spanish speaking countries and traditions as presented in the textbook along with ancillary materials.
- Engage in activities that require them to think critically and interpret spoken and written Spanish.

**ACTFL PROFICIENCY TARGETS**

Interpretive Listening	Novice High – I can often understand words, phrases, and simple sentences related to everyday life. I can recognize pieces of information and sometimes understand the main topic of what is being said.
Interpretive Reading	Novice High – I can understand familiar words, phrases, and sentences within short and simple texts related to everyday life. I can sometimes understand the main idea of what I have read.
Interpersonal Speaking	Novice High – I can communicate and exchange information about familiar topics using phrases and simple sentences, sometimes supported by memorized language. I can usually handle short social interactions in everyday situations by asking and answering simple questions.
Presentational Speaking	Novice High- I can present basic information on familiar topics using language I have practiced using phrases and simple sentences.
Presentational Writing	Novice High – I can write short messages and notes on familiar topics related to everyday life. Intermediate Low- I can write briefly about most familiar topics and present information using a series of simple sentences

**RESOURCES AND REFERENCES**

- *Espanol I*, Santillana

## **INSTRUCTIONAL MODEL**

The main goal of foreign language courses is to enable students to communicate in the target language. To work towards this goal, a variety of instructional techniques are employed. These include but are not limited to paired and small group communicative activities, language lab exercises, whole class discussions and debates, reading activities, listening activities, and individual practice. Students will strengthen their linguistic skills and gain a deeper understanding of the target culture with authentic and adapted readings and media presentations, and will learn to express themselves in both interpersonal and presentational writing and speaking. Students will use the language laboratory once every other cycle.

## **ASSESSMENT**

Student progress is measured daily in a variety of ways. Both formal and informal assessment is important. Different forms of assessment allow for every type of student to succeed. It is extremely important to utilize the results of both formal and informal assessment in order to plan future lessons. For each lesson students are given a variety of assessment such as written quizzes and tests, essays, dialogues and individual speaking presentations, group projects, online activities, cultural assignments and listening assignments. The goal of assessment is to encourage students to succeed and become life-long language learners.

Advanced students will learn at an accelerated pace, be required to sharpen writing and problem solving skills, study in greater detail, and develop study skills for tackling rigorous course work.

**HINGHAM MIDDLE SCHOOL  
CURRICULUM SUMMARY  
FOREIGN LANGUAGE  
2017**

**Course #337M - SPANISH 1A 8th GRADE**

**DESCRIPTIVE OVERVIEW**

This course is open to all eighth grade students who have not taken Spanish before or who need to review the material of sixth and seventh grade Spanish. Throughout the course, students develop their listening, reading, writing, and speaking skills as well as their knowledge of Hispanic culture. This course fosters the five Cs of foreign language learning: Communication, Cultures, Connections, Comparisons, and Communities. Students are given the tools to express themselves articulately, interact meaningfully with others in both spoken and written forms, and become competent communicators in Spanish. Students work regularly with technology to enhance language learning while continuing to write simple dialogues, sentences, and paragraphs in Spanish. More complex grammatical structures are taught in order to expand the student's written and communication skills. When possible, authentic literature, music, and art are brought into the classroom.

**GOALS AND OBJECTIVES**

Students will be able to:

- Converse about a variety of activities, hobbies, and family.
- Greet each other and ask questions.
- Create conversations and individual speaking presentations.
- Compare American and Hispanic cultures, holidays, and customs.
- Participate in culturally authentic music, media, and arts.
- Relate what they learn in Spanish to other subjects they are learning.
- Identify cognates, idiomatic expressions, and grammatical gender.
- Use formal and informal forms of language.
- Learn and use grammar in a lexical and contextual way.
- Write short passages incorporating learned vocabulary and grammar.
- Demonstrate an understanding of aural passages in Spanish.
- Demonstrate what they have learned through various forms of technology.

**ACTFL PROFICIENCY TARGETS**

Interpretive Listening	Novice Mid – I can recognize some familiar words and phrases when I hear them spoken.
Interpretive Reading	Novice Mid – I can recognize some letters or words. I can understand some learned or memorized words and phrases when I read.
Interpersonal Speaking	Novice Mid- I can communicate on very familiar topics using a variety of words and phrases that I have practiced and memorized.
Presentational Speaking	Novice Mid – I can present information about myself and some other very familiar topics, using a variety of words, phrases, and memorized expressions.
Presentational Writing	Novice Mid - I can write lists and memorized phrases on familiar topics. Novice High – I can write short messages and notes on familiar topics related to everyday life.

## **RESOURCES AND REFERENCES**

- *Español I*, Santillana
- On-line ancillary materials: workbook, listening and speaking activities, review exercises

## **INSTRUCTIONAL MODEL**

The main goal of foreign language courses is to enable students to communicate in the target language. To work towards this goal, a variety of instructional techniques are employed. These include but are not limited to paired and small group communicative activities, language lab exercises, whole class discussions and debates, reading activities, listening activities, and individual practice. Students will strengthen their linguistic skills and gain a deeper understanding of the target culture with authentic and adapted readings and media presentations, and will learn to express themselves in both interpersonal and presentational writing and speaking. Students will use the language laboratory once every other cycle.

## **ASSESSMENTS**

Students are assessed in a variety of ways. They present activities orally and perform written assessments on quizzes and tests. Proficiency testing is done for each of the five skills: listening, speaking, reading, writing, and cultural appreciation. Many of the listening and speaking assessments will be conducted in the language laboratory, giving the student a more focused environment to perform assigned tasks. Short projects are assigned throughout the term to enhance topics learned in class. Additionally, online activities and assessments assigned through the text's website will be completed regularly, either in class or at home.