

Implementing a Multi-threaded Instructional Design in Combined Advanced Foreign Language Class

CUE Conference - October 17-19, 1997

Robert A. Morrey
3404 Merrimac Drive
San Jose, CA 95117-3624
Telephone/fax: (408) 379-5944
E-mail: rmorrey@pacbell.net

Copyright ©1997 by Robert A. Morrey

Background Information. The following information describes the four-year language program at Cupertino High School in some detail so that the reader will more easily understand how the fourth year curriculum fits into the total program and what background students have already obtained before they enter the fourth year of instruction.

The Cupertino High School Program.

Over the last eighteen years an increasing amount of technology has been integrated into the German program at Cupertino High School. The increased use of the technology has provided the means for a dramatic redesign of the instructional program in the third and fourth years of the German sequence so that explicit daily assignments and a teacher-centered instructional program are very greatly reduced. Since 1979 when the first computer was acquired, the program has expanded so that there are now 17 or 18 networked computers with printer, a direct connection to the Internet, a VCR, a laser disk player, a CD ROM player, a stereo music system, an overhead projector and LCD projection panel, a presentation unit to connect the computer output to a large TV, and a tape recorder available in the classroom. In addition to this technology, a large variety of reading material and also audio and video listening material at all levels of difficulty exists in the room for student use.

The German program at Cupertino High School is a four-year sequence. During the first two years the students are in a fairly traditional teacher-centered program into which the use of computer-based practice work is gradually integrated. It is at this time that students learn how to use the computers and become familiar with the accuracy level required by the computer programs. When the students enter the German 3 program, the class

structure is greatly modified. The third year is based on the third book in a three-year text series, in which the material is presented in six enormous units. At Cupertino High School the author has expanded the number of lessons to ten for the same amount of material -- these ten units can be equated to units of credit in those few situations where a student needs a variable credit program. Each of the current ten units is designed to be completed in three to four weeks and consists of the following types of activities which are listed on an assignment sheet:

- vocabulary and grammar computer programs to be completed (4-6 programs);
- practice worksheets which are supposed to be written and checked (with answers which are available on the computer and in written form);
- material from the text which the students are to read (sometimes for group oral discussions);
- the oral activities which the students are to complete for each unit (a two-minute oral presentation to the teacher and/or other classroom speaking activities).
- listening practice and outside-the-class reading (which are recorded by the student for later submission as an element of the grade)

The computer programs at Cupertino High School-which are designed and produced by the instructor-allow students to practice writing new vocabulary words or to demonstrate proficiency with new grammar material. Students study at home and practice on the computers in the classroom, and a few students have purchased student versions of the classroom software for use at home. When a student feels competent, then that person takes a computer test over the material and prints out his or her best score for the teacher.

Since both German 3 and German 4 students are together in the same class, the teacher can spend only part of several days each week with the German 3 students, and, therefore, much less teacher-centered activity can be planned. During a normal week in the German 3 class new grammar material for German 3 might be discussed and practiced two to three times a week for fifteen to twenty minutes. About once a week parts of the class could meet with the teacher for oral language skill development. The class members usually watch a video or listen to a taped story at least once a week. The teacher can also spend some time on one-to-one activities with students who have additional questions, who want further assistance with new material, or who have to complete one of the two-minute oral presentations with the teacher. In the course of the first semester - in addition to the five units of work described above - German 3 students are expected to hear fifteen to twenty listening episodes, to complete a set of review computer programs (usually 12 to 14 programs) which are unique to each student and are based on that student's pretest from the first day of class, to speak individually with the teacher for at least two minutes five or six times, and to read at least 15 hours outside of class in individually selected reading materials. Since the material for the German 3 course is given in unit block assignments, students must also be given instruction in how to budget their time and

organize their work so that they will have completed all the required work at the end of the unit time block and will be ready for the unit exam.

One of the goals of the advanced program at Cupertino High School is that students would develop better time-management and independent learning skills, but, originally, the instructor had thought that this would happen automatically. Student comments on the June, 1993, survey indicated that several of the students who had had problems in the class felt that they had been unable to determine where they should have been on a daily or weekly basis. Therefore, actual instruction in what the goal of this program structure is and procedures for determining where one should be in the unit at what time during the unit time block is now provided during the first portion of the third year class:

- very early in the year the author discusses with the students how the structure of the third-year class differs from the previous two years¹
- the students are asked to read articles discussing the use of technology as a tool and the need for young people to develop skills needed for life-long learning
- the students do receive schedules of suggested in-class and home learning assignments for the first three units so that they can see how to plan their work, but the author does not check the daily assignments, only the results at the end of the unit
- strict deadlines for completion of the units with tough point penalties for late work have been instituted as a result of student comments
- those few students who do still have difficulty adjusting to the different structure are counseled individually and continually about what they should do to be successful in the course.

During the course of the year all students cover the same basic course content, but some students may take more time and have to put forth more effort than others to master the material. Students also exert strong control over the final result of their grade which is composed of the following elements in German 3:

- 40-50% of the grade for computer work on vocabulary and grammar
- 10-15% on written tests
- 10% on the amount of outside reading completed

¹ Several differences exist between the German 3 class structure and the class structure in German 1 and 2. Here there are no longer explicitly defined daily assignments and so students have much more flexibility in when they can do their German work -- they can skip a day or two of German if they need to concentrate on a big project or test for another class; they do, however, have the responsibility for completing the work within the time block. They are expected to learn how to manage their time to complete work which is now assigned in three to four week blocks, and they have to record their progress through the work on their assignment sheet which is turned in to the teacher at the end of the unit. They must record the outside reading and the listening work they complete, and they have to keep a record of all the review programs they finish and submit that record at the end of the first semester. The students are now given a much greater responsibility for their own learning than was the case in the first two years of instruction.

- ca 10% on graded oral work
- ca 10% for written and oral semester final exam
- 8-10% on review work (individualized computer-based review)
- 4-5% for the number of listening episodes completed
- ca 5% for miscellaneous items

Students have direct control over as much as 70-75% of the grade; they can redo the computer work as often as they wish, they control what they read and how much, and they determine how many listening episodes they will complete. As an incentive to read, additional credit is given to students who read more than the required five hours per six-week period. Students may also receive supplemental points for some additional listening activities beyond the six to seven that are required during each six-week grading period. Since the students have direct control over such a large portion of their grade, the biggest problem many students have is how to organize and study so that all the required work is completed. Those students who do poorly are often those who are unable to plan their work well and who do not submit material for some aspects of the grade. At the German 3 level students are required to begin to maintain some records of their individual work which is later submitted to the author as part of their grade:

- students must maintain a record of the review programs they complete and their scores on them
- students also fill out a list of the items to which they have listened during the six-week grading period,
- students also write down the number of hours of outside reading that they complete during the grading period

The German 4 program expands the flexible class structure which was begun in the German 3 year. A diagnostic test on the first day is still used to determine a set of unique review programs for each student. There are no daily assignments and the emphasis in the class shifts from developing mastery of new language material through study and use of the language to using the language in various ways with in depth review and study of selected aspects of the language. In contrast to German 3 no required curriculum path is presented for all students. In the past several years students have been asked to use certain guidelines and design their own individual learning plan. The guidelines for this plan require that students do work in at least the first seven topical areas:

- | | | |
|---|---|--------------------|
| - review work on grammar | } | passive activities |
| - outside reading | | |
| - listening | | |
| - graded speaking activities | } | active |
| - graded writing selections | | |
| - expanded study of selected grammar topics (new grammar) | | |
| - vocabulary expansion | | |
| - reports or Internet work | | |

The individually designed set of review programs becomes the grammatical review work for each student. Each student is asked to do some outside reading, but the student selects the material to be read and the amount above the minimum that he/she wishes to read. Usually, the students listen/watch together for their listening work, but students also borrow video tapes for viewing at home or with some friends. The graded speaking activities must be a minimum of five minutes in length and may consist of a retold story or personal event, a description of pictures, or a summary of a movie or part of a movie. In German 4 students are required to produce graded written selections (150 words equals one selection) which vary a great deal in content and design: some students have produced original short stories 1000 to 1500 words in length, another very talented and somewhat eccentric student translated American science fiction into German, other students tell of past travel or provide a kind of personal journal for a day of their lives, students have also written about personal difficulties and individual concerns, and some topics are provided by the teacher. Since the students have been exposed to all the various elements of grammar prior to German 4, the new grammar material consists of further in-depth study of a topic and its exceptions; 'new grammar' is presented on a weekly or biweekly basis during the regular class for those students who need and want such material. The seventh topic is vocabulary expansion; students are asked to select from a variety of options to continue learning new words and reviewing older ones, and sometimes students will choose to learn vocabulary for a relatively easy German novel. This year it is also possible to earn review credit for assisting German 3 students with their new grammar material. In addition to these categories, certain weekly activities are done during the class time; for example, in a few of the last several years it has been possible to find a fluent German speaking aide (parent or visiting German student) who would come to the German 4 class on a regular basis and speak with the students during a period to help with the development of oral language skills. To improve oral skills the German 4 class has also met as a group once a week to discuss chapters in the easy German novel mentioned earlier; here the students and the teacher discuss the content of the story as well as some of the author's writing devices. It is also possible to 'browse the web' from the computer in the classroom and read German material in some of the many sites world-wide. In this program the students are now also given additional responsibility for maintaining their own records; they:

- record the listening and outside reading they do
- maintain a list of the review grammar computer programs they complete
- list the new grammar and vocabulary material they have finished
- compile their written pieces into a notebook which grows throughout the year
- submit a summary of their work to the author at the end of each six-week grading period

A German 4 plan is composed of 450 or more units calculated as follows:

Review or passive learning:

- One review grammar test of 20 items on the computer = 10 points
- One hour of outside reading = 10 points
- One listening episode (10-20 minutes) = 3 points
- One hour of listening = 10 points

New or active learning:

- One five-minute graded speaking activity = 20 points
- One 150-word graded written selection = 20 points
- One 20-item computer test on new grammar = 20 points
- One 20-item vocabulary test (usually on the computer) = 20 points

Optional reports or Internet work (variable points depending on the amount of work involved, and sometimes this work results in written or oral activities which are considered above.

This type of program for German 3 and German 4 is possible only because of the extensive use of the various elements of technology that are available in the classroom. The review work, practice with new grammar, and the learning and practice of new vocabulary are all done in the classroom (or, in a few cases, at home) using the computers or student partners, and tests on these elements are given, corrected, and printed out for the instructor usually through the computer system. The German 4 students can also listen to audio tapes and watch video or laser disk material using headphones either individually or in a group so that the German 3 students are not disturbed. Often in German 3 and occasionally in German 4 when students complete practice worksheets produced by the instructor, the answers to these exercises are available at any time to individual students on the computer. German 4 students are asked to produce their written selections on the computer and computers for their use are available in the classroom for that purpose. Access to a variety of German materials on the Internet is also provided in the classroom. The computer system is used to keep the individual student grades to which the German 4 students have regular access to determine what they have done and still need to do in their individual plans.

Multiple Pathways at the Fourth Level and Beyond

The redesigned German 3 and German 4 classes have been very successful from several points of view, and not the least of these is the ability of the instructor to be able to provide instructional materials and guidance to students whose needs and interests vary quite dramatically. In the last few years the range and quality of students who are finding success in the German 4 program has encouraged the instructor to begin to define more clearly a variety of 'tracks' or 'pathways' that students could select as an area of focus or emphasis; currently ten focus areas have been defined and they are:

- Reading Novels
- Speaking
- Listening
- Creative Writing
- Vocabulary Expansion
- Reports
- The Internet
- Review Grammar
- Advanced Grammar
- Advanced Placement

Reading Novels. The materials for this focus area consist of four simplified novels. To assist the students in reading the first and second novels, the author has prepared extensive lists of vocabulary which are also available on the computer system. For the first novel the author has compiled a detailed list of questions to help students focus on various elements of content and style in the story. A third and a fourth simplified novel are also available, each with some supplementary material to help the student understand more easily. The story line also provides ideas and material about which the student can write or which can be retold by the student. Skilled readers may move beyond these four novels and read many of the other stories available in the classroom.

Speaking. After many years of practice with the computer grammar programs it is clear to the author that the better the student's grammar background is the better a student can learn to speak. At Cupertino High School the speaking skill is developed through many activities: class discussion of a new grammar concept and intensive practice of individual grammar items on the computer, oral practice exercises of these grammar items in isolated sentences and then in face-to-face discussions with the instructor or at the fourth level with a native-speaker aide on a variety of topics. At the first level a great deal of question and answer practice is provided and each student must answer five questions spoken by the teacher in an oral interview at the end of each unit. At the second level the question and answer practice and the oral interview questions continue, but now the students must also speak for up to a minute to retell all or part of a story which they have read. At the third level the students speak at least two minutes during the first semester and up to four minutes in the latter part of the year. By the fourth level the students are expected to speak for over five minutes with the teacher and to participate in other activities to help develop their speaking skill. Interestingly enough, even though students continually state on year-end surveys that speaking is an important skill, some students really do not want to speak German at all, and they do as few speaking activities as possible in the fourth year. Other students take every opportunity to practice speaking, including speaking with German persons they meet outside of the school setting. Pictures, scenes on video tapes or laser disks are also used, on occasion, as stimuli for oral

practice. To speak well requires a solid preparation in the grammar of the language, and then a great deal of practical speaking experience.

Listening. With listening just as with speaking, the students who have a stronger grammar background and also a broader vocabulary invariably understand the spoken language better. In addition to intensive vocabulary and grammar work at all levels, the author employs six different commercial series of videos from the very beginning of level 1 through level 3 to help develop listening acuity, and the author's current text provides dialog and pattern practice tapes with the first year book and dialog tapes for the second year. At the fourth level the author has compiled a wide variety of listening materials which include several mystery series on audio tape, 12 taped fairy tale stories with illustrated texts, stories on CD's, 30+ PBS video tapes in German and several operas. Good listening and viewing material has been available over the years from publishers such as the National Textbook Company, EMC, International Film Bureau, PICS (The Project for International Communication Studies at the University of Iowa), Gessler, and for German things from Langenscheidt and the Goethe Institute.

Creative Writing. Very little expository writing is attempted before the fourth level since the students still have limited grammar skills and invariably employ English patterns. By the fourth level the students have been exposed to the basic grammar and also have had more extensive experience through the English program in the techniques for writing and proofing longer writing samples. At the fourth level one writing unit is about 150 words worth up to 20 points. Students are asked to collect their writing assignments in a folder throughout the year so that they can follow their progress and pay attention to their own particular problem areas. A variety of writing assignments can be undertaken and the ease and correctness of the writing can be facilitated with a word processor equipped with a dictionary for the appropriate language. Examples of the types of writing assignments which students might produce include such things as 'a day in the life of ...', the events of the past summer, plans for the future, a summary of a story or video, individually created stories of any length, and teacher-designed assignments. Some students enjoy writing and create writing assignments several units in length while others only do the bare minimum.

Vocabulary Expansion. A key element in any language program is vocabulary. About 1800 words are presented in the basic material for levels one through three and another 200 words for the level two reading materials and all are available on the computer system. For students beyond the second level several avenues for vocabulary expansion are available: a computer-based frequency list of 2500 words, several children's books for the first 1000 words, a CD program with pictures and spoken and written words, a text for vocabulary learning, and text with vocabulary by topics for speaking practice, as well as self-selected words from one's own reading, and words on the computer system for

several of the fourth level reading texts. Students at the fourth level are still encouraged to work on vocabulary expansion.²

Reports and projects. At the fourth level students have occasionally asked for information on the history of the country under study or about its music, art or literature. Three or four operas (available on video tape or laser disk) and material on several composers (both in books and on CD's) is available in the classroom for students to use for reports. Biographies and other books on historical persons of German origin who were important in the United States or in Germany are in the classroom. A variety of guidebooks for cities or monuments in Germany are also in the classroom and could provide materials for reports, and, of course, information from the Internet on cities and other landmarks can be used to supplement the materials available in the classroom.

The Internet. One of the newer areas of technology is the Internet. The Internet offers an unbelievable amount of current material in a huge variety of languages, but due to the fairly high level of language skill required, it is less useful for students below the fourth level. Most of the major magazines and newspapers worldwide have web sites and readable material, and the author has obtained spoken versions of daily news programs in German and French through the Internet. Cities throughout the world are placing their own web sites on the Internet; these sites are valuable sources of information about the individual cities, the cultural events important to them, and places of interest to visitors to the city. E-mail connections to writers in other countries are also possible and very successful for some teachers. The Internet can be useful for German 4 students who might be interested in the worldwide events, such as the reaction to political happenings in the United States, or in other topics where up-to-date news would be valuable. The students would locate and read (or listen to) material on the Internet and then report about it in some fashion to other students or to the teacher. Currently, the author has available on the Internet web sites for more than half a dozen German magazines and newspapers, the spoken version of daily news from Deutsche Welle, and certain city sites.

Review Grammar. If review materials are available on a computer network and cover all the grammar for the entire language sequence, students can be given review assignments and later encouraged to select their own review materials. From the beginning of German 1 through the end of German 3 at Cupertino High School at least 150 vocabulary and

² In recent years several students have been in the advanced class who have had extensive exposure to German: German students on an exchange program, an American student who spent a year in the German Gymnasium school, a Swedish student who has studied German for many years, an Asian immigrant student to Germany who is on an exchange program to the US after six years in the German school system. Since the students are able to design their own curriculum at the fourth level, these students generally focus their efforts on other aspects of the program.

grammar programs are available on the computer system for review work. Each data program for an individual grammar topic consists of twenty to forty items for practice on the computer. Students may use these data programs in conjunction with one of the main computer programs: a learning/ practice program, three games, or a test program, and this practice can be done completely independently of the instructor unless the student needs to review one of the one-page written grammar summaries which the author has developed for many of the specific grammar concepts. At the third level at Cupertino High School students are provided with an individually tailored set of required review programs, while the fourth level students are encouraged to select material which they feel they need to review.

Advanced Grammar. By the fourth level students have been introduced to all the major elements of grammar, but many details and some specialized topics have not been presented or only mentioned briefly. These topics form the core of the grammar presented during the year. There are approximately 50 grammar data and vocabulary programs available with more being added regularly. Together with the grammar summary sheets, textbook references, and review grammar references in various other texts, these items provide a substantial set of references for students who wish to progress through a wide variety of advanced grammar topics. Some students find grammar fascinating and will complete as much work in this area as possible.

Advanced Placement. The Advanced Placement program requires a balanced study of several of the above areas with particular emphasis on the development of an extensive vocabulary plus specific practice in timed essay writing and in techniques required to produce the speaking sample. At Cupertino High School few students take the AP examination in German at the end of the fourth year of study because they have not developed a large enough vocabulary to be able to easily understand the spoken materials or the written texts. This pathway would be appropriate for students who enter Cupertino High School as a freshman at the second year of language instruction, for very high aptitude students who complete German 1 and German 2 in their first at Cupertino High School, or for those few students who are extremely talented language learners who wish to work a bit harder in their junior and senior years to acquire the skills needed to be successful on the Advanced Placement exam.

The Classroom Program Using Focus Areas

Once the focus areas are fully developed the will more easily be able to select the pathway and kind of material they wish to use. In most situations the class will continue to run in a manner similar to the current German 4 class. The teacher must still be heavily involved in all activities in which speaking the language is the main focus, e.g. the five-minute graded speaking activities, small group or individual discussion about material

which the student(s) have read, heard, or seen, and all general 'talk' in the classroom. The teacher will also need to locate, summarize, or create specialized materials for students who have unique needs, e.g. additional grammar resources for students who demonstrate deficiencies, or instructional materials for students who might have an interest in a specialized topic such as business or archeology. The teacher will need to be able to provide guidance to the students as to how to locate and use the material provided for the different focus areas and will be able to help individual or small groups of students comprehend some of the new ideas. Many of the focus areas require the use of technology, some of the students will require instruction in the use and care of the equipment. The author also notes an increasing interest among talented students to do more or progress faster than has traditionally been possible, or to learn in a manner not previously possible, e.g. last year for the first time the author had a student at the German 4 level who was enrolled in German two periods each day, and another student in German 4 who took classes four days a week at a junior college and only came to German for two periods one day a week - this student acquired a set of computer programs with which he practiced at home during the week.

Procedures for Monitoring Student Progress

As was indicated in the discussion about the German 3 class, students are already required at that level to record their listening and reading activities and to keep a list of the review grammar program scores provided by the computer; all other grades are maintained by the instructor on spreadsheet pages with one sheet per student. Students in German 4 have an even greater responsibility to record their progress and maintain records showing the work they have completed. German 4 students first prepare a six-week plan of study (and future plans will show the focus areas in which a student is working.) The plan is somewhat flexible, but it does show what the students intend to complete, e.g. as a minimum how many review or new grammar computer programs, the number of hours of outside reading and listening, how many writing and speaking activities, and the number of vocabulary learning activities. Below are two actual student plans:

Student 1				Student 2			
<i>Category</i>	<i>Quantity</i>	<i>Pts/Item</i>	<i>Total Pts</i>	<i>Category</i>	<i>Quantity</i>	<i>Pts/Item</i>	<i>Total Pts</i>
Old Grammar	3	10	30	Old Grammar	2	10	20
New Grammar	3	20	60	New Grammar	5	20	100
New Vocab.	4	20	80	New Vocab.	10	20	200
Reading	8	10	80	Reading	3	10	30
Listening	7	3	21	Listening	10	3	30
Speaking	2	20	40	Speaking	2	20	40
Writing	7	20	140	Writing	4	20	80
<i>Total</i>			451	<i>Total</i>			500

The instructor grades the writing and the graded oral activities, but the students have control of the rest of their grades. At the end of the six-week grading period each German 4 student provides the instructor with a detailed listing of all the work completed during the grading period and the scores for that work. This descriptive list is, in effect, the student's grade for the six-week period. Two summaries of such a list are shown below and copies of two actual detailed student lists are appended to the article:

First 6 weeks				Name: Student 1			
<i>Review Prog.</i>	<i>Date</i>	<i>Points</i>	<i>Poss.</i>	<i>Vocabulary</i>	<i>Date</i>	<i>Points</i>	<i>Poss.</i>
Als, ob, wann,		10	10	LSP 4		20	20
Wk Adj Ein 1		10	10	LSP 5		20	20
Coord Conj 1		10	10	LSP 3		19.5	20
				LSP2		20	20
<u>Total</u>		30	30			79.5	80
<i>New Gram.</i>	<i>Date</i>	<i>Points</i>	<i>Poss.</i>	<i>Other</i>	<i>Date</i>	<i>Points</i>	<i>Poss.</i>
'to know'		20	20	Essay		136	140
Nomen mit -en		20	20	Speech	10/2	18	20
Zeitausdruck		20	20	Speech	10/3	17	20
				Reading- 8.25		82.5	80
				Listening		21	21
		60	60			274.5	281
<u>Grade</u>	98					444	451
						98.4478	

First 6 weeks				Name: Student 2			
<i>Review Prog.</i>	<i>Date</i>	<i>Points</i>	<i>Poss.</i>	<i>Vocabulary</i>	<i>Date</i>	<i>Points</i>	<i>Poss.</i>
Wk Adj Ein 1	10/3	10	10	Emil 1-2,3		40	40
Wk Adj Der 1	10/3	10	10	LSP2-4		60	60
				Freq L1-5		100	100
<u>Total</u>		20	20			200	200
<i>New Gram.</i>	<i>Date</i>	<i>Points</i>	<i>Poss.</i>	<i>Other</i>	<i>Date</i>	<i>Points</i>	<i>Poss.</i>
'to know'	10/6	20	20	Speech	10/7	18	20
Zeitausdrücke	10/6	20	20	Speech	10/8	19	20
Nomen mit-en	10/6	20	20	Reading		30	30
Verben u. 'ZU'		20	20	Listening		30	30
Noch nicht neg		20	20	4 Essays		68	80
		100	100			165	180
<u>Grade</u>	97					485	500
						97	

Indications of Student Success

The success of the program at Cupertino High School is ascertained through yearly student surveys, by observing the high percentage of students who continue, and in the scores on the National German Exam. On yearly surveys students continually express their satisfaction with the course structure and content, but they have also provided suggestions for changes in succeeding years. Quite a high percentage of eligible students continue on to the next level of language instruction even at the advanced levels including students with greatly differing language skills. One of the great strengths of this type of program is the fact that students with different language skills can find language learning opportunities at their level of achievement. In past years the poorer students could not keep up and dropped out and the very good students were not challenged and also dropped out; now there is something for everyone. Since 1984 - shortly after the first computer programs were developed - about ten percent of the students with no prior background in German who take the National German Exam obtain a score over the ninetieth percentile each year and there were no such students in the preceding ten years. In eight of the last 14 years students have placed from second to twelfth in Northern California.

Conclusion

The availability of a broad range of technology and the widening diversity of student backgrounds and interests has led to the development at Cupertino High School of an expanding variety of curriculum options for the advanced students. The emergence of the pathway options will provide advanced students with a more structured set of choices from which to develop their learning plan, and it will allow the author to handle better the needs of the advanced students. In an age when it is possible to buy a computer configured to your specifications or to order a car directly from the factory built with the options you desire, should we not also take advantage of technology and provide our students with a variety of learning pathways?

Author's school: Cupertino High School
Cupertino, CA 95014
Fax: (408) 255-8460
E-mail: ramorrey@fuhd.org
Web site: <http://www.chs.fuhd.org> (under 'Departments' and then 'German')

Deutsch Plan für Alex D
Erste sechs Wochen
Erste Semester

Kategorie	Quantität	Punkte Pro	Total	Was ich habe
Alte Grammatik	2 programmen	10	20	20
Neue Grammatik	5 programmen	20	100	100
Neue Vocab	10 liste	20	200	200
-Freq Liste	5 liste			
-Geschichte Liste	5 liste			
Lesen	3x stunden	10	30 30	30
Hören	10 episoden	3	30	30
Sprechen	2 mal	20	40	18/19
Schreiben	4x aufätzen	20	80 80	68
			500	485 = 97%

Wenn ich für die AP test praktizieren, mache ich alle die oben. Ich mache eine falsch Prüfung diese sechs Wochen.

97%
 A+

Neue Grammatik

- 1 "to know" - 20/20
- 2 Nomen mit "en" - 20/20
- 3 Zeitansdrücke - 20/20
- 4 Verben mit ZU - 20/20
- 5 Noch / Nicht Neg - 20/20

Freq Liste

- 1 Vocab Freq L 01 - 20/20
- 2 Vocab Freq L 02 - 20/20
- 3 Vocab Freq L 03 - 20/20
- 4 Vocab Freq L 04 - 20/20
- 5 Vocab Freq L 05 - 20/20

Alte Grammatik

- 1 Wk Adj Ein 1 20/20
- 2 Wk Adj Der 1 20/20

Geschichte Liste

- 1 LSP 2 - 20/20
- 2 LSP 3 - 20/20
- 3 LSP 4 - 20/20
- 4 Emiel 1 + 2 - 20/20
- 5 Emiel 3 - 20/20