

**First Semester German – Spring 2020**

**GER 101 12233/12733**

**Instructor: Christiane Reves, Ph.D**

**Classrooms:**[PSH 552](#)

**Office: LL 649 D**

**Class meetings: T\_TH 12:00-1:15/1:30-2:45**

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**Hallo und Willkommen!**  
**Welcome to German 101 Hybrid Course**

German 101 is a first semester course for students with

- a) no prior knowledge of German, or
- b) no more than one year of high school German, or
- c) authorization from the German section.

See your instructor if you are in this course for any other reason.

**Course Description**

In this course you will learn to speak and understand German, as well as read and write at an introductory level. The primary goal of GER 101 is to help you develop your ability to **communicate** in German using a variety of tools. You will learn to ask and answer questions; name and describe people, things, places, and events; negotiate everyday situations; narrate orally and in writing; write letters and postcards; fill out forms; and comprehend short texts. You will also expand your knowledge of the different cultures of the German-speaking countries. If you have prior knowledge of the language and culture, we hope you will contribute frequently to class activities and share your knowledge with all.

German 101 is a four-credit hybrid course that meets for 75 minutes on Tuesdays and Thursdays in the classroom. Additional class time will be taught through exercises/projects/reviews on our textbook's online platform: VHL supersite. Links will be posted on Canvas.

Expect to spend at least 1-2 hours each day studying German outside the classroom completing hybrid exercises, reviewing grammar structures, reading, and building your vocabulary as well as homework.

**Goals and Methods:**

Our approach to teaching and learning a foreign language and culture is guided by the main goal: achieving proficiency for communication with German speakers in oral and written form using a holistic approach. Hence, you will be taught vocabulary, grammar, culture, pragmatics, etc. simultaneously. You will be engaged into communicating in German by way of stories, role-plays, reading texts and audio material, etc. You will be using German constantly from day one in oral and written form. This requires group and partner work and communicative exercises in the classroom and beyond to create a student-centered learning environment.

We are committed to the

### **World-Readiness Standards for Learning Languages**

<https://www.actfl.org/publications/all/world-readiness-standards-learning-languages/standards-summary>

#### **COMMUNICATION**

Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes

- **Interpersonal Communication:** Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.
- **Interpretive Communication:** Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.
- **Presentational Communication:** Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.

#### **CULTURES**

Interact with cultural competence and understanding

- **Relating Cultural Practices to Perspectives:** Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.
- **Relating Cultural Products to Perspectives:** Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.

#### **CONNECTIONS**

Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations

- **Making Connections:** Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.
- **Acquiring Information and Diverse Perspectives:** Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.

## COMPARISONS

Develop insight into the nature of language and culture in order to interact with cultural competence

- **Language Comparisons:** Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.
- **Cultural Comparisons:** Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.

## COMMUNITIES

Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world

- **School and Global Communities:** Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.
- **Lifelong Learning:** Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.

**Learning Objectives for language acquisition at the GER 101 Level are (in alignment with the ACTFL Proficiency Guidelines 2012)**

**<https://www.actfl.org/publications/guidelines-and-manuals/actfl-proficiency-guidelines-2012/english/speaking#novice>**

***Speaking (novice low-novice mid):*** Students will be able to:

- communicate short messages on everyday topics using isolated words phrases they have encountered in role plays, partner work, and group work
- ask and respond to simple questions, which have been covered in the course, by interviewing classmates, creating role plays, etc.

***Writing (novice low-novice mid):*** Students will be able to:

- produce lists and notes using words and phrases by writing shopping lists, short ads, etc.
- provide limited information, such as biographic information, on simple forms and documents
- reproduce practiced material to convey short messages, by writing short journal-like paragraphs
- exhibit a high degree of accuracy when writing on well-practiced, familiar topics in journal-like entries

***Listening (novice low-novice mid):*** Students will be able to:

- recognize and understand isolated key words, cognates, and high-frequency phrases that are contextualized and predictable (e.g. introductions) in short audio and video interviews and clips
- recognize and understand words and phrases from questions, statements, and commands from their instructor, classmates and audio recordings and video clips

- *Reading* (novice low-novice mid): Students will be able to:
- understand and recognize key words, cognates, and phrases within appropriate context through short readings
- understand predictable language and messages looking at short simple charts, street signs, grocery receipts, short bios, etc.

### **Required Materials**

#### **my.asu.edu (Canvas)**

This class will be taught in ASU's platform Canvas. In case you have any questions on how to navigate it, please contact the helpdesk. The course outline, the modules, the hybrid elements, class materials, homework and announcements will be posted on our canvas class shell. Finished assignments need to be submitted on Canvas at specific weekly deadlines. Make sure to check regularly for updates.

#### **An ASU email account**

I will send information to your ASU email through Canvas regularly. Make sure to check on a daily basis. If you do not have an ASU email account yet, you need to activate it. Go to the Computing Commons east of the MU before or by the second day of class to get it set up. If you don't use your ASU account, please make sure you link your personal email to the ASU email account. Otherwise you will miss emails from your instructor.

#### **Access to google docs via your ASU email account**

We will also be working with google docs. In order to gain access to these documents without prior permission, please make sure you are always logged in with your asu account. If you cannot open documents, you need to log yourself out of all other platforms where you use your own private gmail account, sometimes you might need to restart your computer and reset the login.

### **Textbook and Online Platform "VHL Supersite":**

Anton, Christine, Barske, Tobias, McKinstry, Megan: Sag mal, 2nd Edition. An introduction to German language and culture. Vista Higher Learning 2017. You will find the information on how to sign into your "Supersite account" when you purchase your book and on the Canvas class page. Additional materials will be provided in class. **The book and platform will be used for both, GER 101, GER 102 and GER 201.** You will have the option to purchase the textbook either as a hard copy or an online version. Both works for this class and comes at different prices. You can purchase the required course material package at the ASU bookstore or **at the best price directly** from Vista Higher Learning via this link: <http://vistahigherlearning.com/store/asu.htm/> \*Shipping from VHL is free and you will receive your required access code immediately via a purchase confirmation.

For your reference, here are the options for your required course materials – choose one:

1. Hardback Student Textbook + Supersite Plus Code (w/ WebSAM + vText)

ISBN:978-1-68004-417-1

2. Loose-leaf Student Textbook + Supersite Plus Code (w/ WebSAM + vText)

ISBN:978-1-68004-428-7

3. Code Only including online version of the text: Sag mal 2e SupersitePlus(vText) + webSAM (36M) ISBN 978-1-68004-402-7

**Grading:**

All GER 101 students are evaluated according to the same criteria for speaking, listening, reading and writing as well as cultural learning. Rubrics will be posted on the class page.

A. Oral Proficiency in Class	20%
B. Partner Oral Proficiency Conversation	10%
C. Hybrid Component, Class Prep, Homework on VHL and Projects	20%
D. Chapter Writing/Reading/Listening Performance Evaluations	20 %
E. Vocabulary Tests	10%
F. Projects/German Portfolio/Tutoring/Aktuelles	20 %
<b>Total</b>	<b>100%</b>

**Grading Scale:** The letter grades will be broken down according to the following scale:

A+	97 – 100 %	A	93 – 96 %	A-	90 – 92 %
B+	87 – 89 %	B	84 – 86 %	B-	80 – 83 %
C+	77 – 79 %	C	70 – 76 %		
		D	60 – 69 %		
		E	0 – 59 %		

**Assignment Details**

**A. Oral Proficiency 20%**

Your oral proficiency grade will consist of your participation and proficiency during in-class communicative activities. Proficiency means your ability to interact in German contexts with the means you were provided by the instructor, such as context, grammar, vocabulary. The focus will not be on accuracy but rather how well you are able to function in various scenarios with the means you were provided relating to the topic. Among these activities are role-plays, scenarios, presentations, etc. Your proficiency will be assessed cumulatively according to a rubric provided on Canvas. Unexcused absences will result in 0% for that day's oral proficiency. It will be up to you and your fellow students to make the most of your individual speaking time and to make it fun. Even if the main focus will be on oral proficiency, some of the class time will be spent on writing, reading, listening and grammar explanations. Active participation in those is also mandatory and will be part of the participation part of your assessment.

### **B. Partner Oral Proficiency Conversation 10 %**

Mid semester you will be able to show your oral proficiency in a conversation with one partner. The instructor will be present and evaluate your oral proficiency. General topics will be provided ahead of time, individual conversations can vary in content and assignments. 10 minute slots will be available for sign up. Sign up sheets will be provided ahead of time. Based on this interview, your instructor can make suggestions on how you can improve your oral proficiency and give feedback on your overall progress.

### **C. Class Preparation, Hybrid Component and Homework (Reading, Listening, Writing, Speaking Practice) 20 %**

The requirement for a GER 101 class are **200 minutes of instruction time** each week. Since this is a hybrid class, of these 200 minutes, **75 minutes will be taught in person, the remaining 50 minutes will be online**. Online class time is comprised of online exercises that directly relate to the content of each chapter. Exercises are provided through the **Vista Higher Learning Supersite**. **In addition, there are homework assignments, most of them online. For each hour taught, the expectation is to study/do homework 1-2 hours.**

### **D. Chapter Writing/Reading/Listening Performance Evaluations**

**20 %**

There will be 75 minute in-class evaluations of reading, listening, and writing proficiency at the end of each chapter (part A and B combined). All tasks will be presented in context and represent what was covered in class. There will be no final exam due to the cumulative nature of Content/Reading/Listening Performance Evaluations.

### **E. Vocabulary Quizzes**

**10%**

At the beginning of each chapter (part A and B) there will be a short vocabulary quiz based on the vocabulary given in the "Content" part of each chapter (first page of the chapter). The vocabulary words in the picture are included. There are 8 vocabulary quizzes in total, the lowest vocab quiz will be dropped..

### **F. Projects, German Portfolio, "Aktuelles" and Tutoring**

**20%**

Every week there will be a project or submission for your German Portfolio posted on Canvas. The projects can either be video recordings on Flipgrid or cultural research. Portfolio submissions are longer free writing exercises based on each chapter's topic. There will always be a first draft - handwritten, and a second (final draft) to be submitted on google sites. The portfolio will be used every semester of your German studies. There will also be a weekly discussion board called "Aktuelles", where you discuss recent topics on German culture, politics, arts and music on a Canvas discussion board. Twice a semester you are required to attend our FREE German tutoring. Sessions are 15 minutes each and are available online as well as in person.

## **Deadlines**

**Class Preparation and Cultural Project: Sundays, Midnight**

**Hybrid Component/Homework: Thursdays, Midnight**

**Cultural Activities and Extra Credit:** Throughout the semester, a number of cultural activities will take place. Your participation is strongly encouraged!. You are allowed up to two (4) Extra Credit Opportunities (such as attending ASU German Club events or events organized by the German program) per semester. 2 Extra Credits will make up 1 unexcused absence or can be used to replace a missing homework. You need to self report your participation and write a short summary. Sign up on Facebook for updates: ASU German Club

## **Use of google translate etc.**

**Important: For a language class, unpermitted use of google translate or other translation devices are considered cheating and will have the respective consequences. The instructor will give out guidelines on how to use those tools on a case by case basis.**

## **Attendance**

REGULAR ATTENDANCE, frequent and ACTIVE PARTICIPATION and PREPARATION in all aspects of the course are mandatory because they are essential in building language proficiency. They will make up 30 % of your grade (Oral Proficiency and Preparation). If you are absent, not only will you miss important information but will also earn 0% on your Oral Proficiency Grade as well as scheduled evaluations. No make up unless valid documentation is provided. You are allowed 2 absences per semester **on days where there are no scheduled tests or quizzes** without affecting the grade. If you have to miss class, please let your instructor know as soon as possible. You must arrange with a peer to pick up handouts from class and find out what was covered in the lesson. Punctual class attendance is mandatory as well. 2 late arrivals will count as one absence.

Absences for college activities, illness (documented by the health center) or family emergencies need proper documentation and need to be announced ahead of time. The document must state the date and time of your appointment explicitly, as well as the duration of your absence and contact information of the issuing body. In case of serious illness, hospitalization, chronic disease, death in the family, severe mental health problems, among other concerns, your instructor will evaluate the situation on an individual basis.

If you require accommodations on assignments for a university event, or religious holiday, you must let your instructor know in advance. See the links below for the accommodations the university provides and that this class follows:

- Religious accommodations: <http://www.asu.edu/aad/manuals/acd/acd304-04.html>
- University-sanctioned activities: <http://www.asu.edu/aad/manuals/acd/acd304-02.html>

Make-up work will only be allowed in exceptional cases, e.g. documented medical illnesses, observance of religious holidays, military service, and family emergencies. Please notify your instructor in writing as soon as possible to arrange for the make-up, and provide written documentation promptly.

## **Cell phones and other electronic devices**

The use of cell phones and other electronic devices are not permitted unless directed otherwise by the instructor. In case of an emergency, please let me know before class.

## **Student code of conduct**

Students are expected to act in accordance to the Student Code of Conduct. For detailed information about the Student Code of Conduct and Student Disciplinary Procedures, please refer to:

<http://www.asu.edu/aad/manuals/ssm/ssm104-01.html>

**Academic honesty** Academic honesty is expected of all students in all examinations, papers, laboratory work, academic transactions and records. Possible sanctions include, but are not limited to, appropriate grade penalties, course failure (indicated on the transcript as a grade of E), course failure due to academic dishonesty (indicated on the transcript as a grade of XE), loss of registration privileges, disqualification, and dismissal. For more information, see

<http://provost.asu.edu/academicintegrity>.

**Disability accommodations:** Qualified students with disabilities who will require disability accommodations in this class are encouraged to make their requests to the instructor at the beginning of the semester either during office hours or by appointment. Note: Prior to receiving disability accommodations, verification of eligibility from the Disability Resource Center (DRC) is required. Disability information is confidential. Please make these arrangements during the first two weeks of class to ensure your accommodation. Establishing Eligibility for Disability Accommodations: Students who feel they will need disability accommodations in this class but have not registered with the Disability Resource Center (DRC) should contact DRC immediately. The office is located on the first floor of the Matthews Center Building. DRC staff can also be reached at: 480-965-1234 (V), 480-965-9000 (TTY). For additional information, visit: [www.asu.edu/studentaffairs/ed/drc](http://www.asu.edu/studentaffairs/ed/drc). Their hours are 8:00 AM to 5:00 PM, Monday through Friday.

#### Title IX

Title IX is a federal law that provides that no person be excluded on the basis of sex from participation in, be denied benefits of, or be subjected to discrimination under any education program or activity. Both Title IX and university policy make clear that sexual violence and harassment based on sex is prohibited. An individual who believes they have been subjected to sexual violence or harassed on the basis of sex can seek support, including counseling and academic support, from the university. If you or someone you know has been harassed on the basis of sex or sexually assaulted, you can find information and resources at (<https://sexualviolenceprevention.asu.edu/faqs>).

As a mandated reporters, we are obligated to report any information we become aware of regarding alleged acts of sexual discrimination, including sexual violence and dating violence. ASU Counseling Services, <https://eoss.asu.edu/counseling>, is available if you wish discuss any concerns confidentially and privately.

**Audit policy:** Students auditing the course will meet one-on-one with the instructor to agree upon the grading criteria. Audit students must choose two of the following grading categories and complete a total score of 70% or higher in two chosen categories to earn a successful audit for a passing grade "X". In order to audit, you have to make this agreement by the first week of classes.

I agree that my audit grade is based on two of the following categories:

1. \_\_\_\_\_ 2. \_\_\_\_\_

\_\_\_\_\_  
print name

\_\_\_\_\_  
sign name

Mission Statement



The German program at ASU challenges all learners to achieve their personal best through a rigorous, engaging, innovative sequence of classes that develop skills and knowledge for life-long linguistic and cultural learning. We measure success one student at a time!

Please note: This syllabus is subject to change

**Stundenplan Frühling 2020**

**TOPICS WILL BE FROM “Sag Mal” Chapter 1-4 and schedule will be organized accordingly**

Woche	Datum	Dienstag	Donnerstag
0			
1	12. -19. Januar <b>Lektion 1 A</b> Wie geht's? Grammatik: Gender, Article Nouns Subject Pronouns, Nominative Case	Lektion 1 A 1 <sup>st</sup> day of class – Syllabus, Introduction	Lektion 1 A  <b>Hausaufgabe:</b> <b>Due on Thursday:</b> VHL Syllabus quiz, ACTFL Entrance, Personal Info
2	19. - 26. Januar <b>Lektion 1 B</b> <b>In der Schule</b> Grammatik: The german vowels “Haben” Accusative case	Lektion 1 AB <b>VOCAB QUIZ 1A IN CLASS</b> <b>Hausaufgabe: Sunday</b> 1. Flipgrid Video 2. Weekly course prep on VHL 3. “Aktuelles” Discussion Board 4. “I can” survey 1 A	Lektion 1 B  <b>Hausaufgabe</b> <b>Due on Thursday:</b> VHL
3	26. Januar - 2. Februar <b>Lektion 1 B</b> In der Schule! <b>Grammatik:</b> Accusative Case	Lektion 1 B <b>VOCAB QUIZ 1B IN CLASS</b> <b>Hausaufgabe:</b> <b>Sunday,</b> 1. Writing Assignment 1st draft	Lektion 1 B  <b>Hausaufgabe:</b> <b>Due on Thursday:</b> VHL

	Word order Numbers	2. "Aktuelles" Discussion Board 3. Weekly course prep on VHL	
4	2. - 9. Februar <b>Lektion 2 A</b> An der Universität Regular verbs Interrogative words	Lektion 2 A  <b>Hausaufgabe:</b> <b>Sunday,</b> 1. Writing Assignment <b>2nd draft</b> 2. Weekly course prep on VHL 3. "Aktuelles" Discussion Board 4. "I can" survey 1B <b>Reading, Listening, Writing Chapter Test, Lektion 1</b>	Lektion 2 A <b>VOKAB QUIZ 2A</b> Hausaufgabe <b>Hausaufgabe:</b> <b>Due on Thursday: VHL</b>
5	9. - 16. Februar <b>Lektion 2 A</b> An der Universität Talking about time and dates	Lektion 2 A <b>Hausaufgabe:</b> <b>Sunday</b> 1. Weekly course prep on VHL 2. "Aktuelles" Discussion Board	Lektion 2 A <b>Hausaufgabe:</b> <b>Due on Thursday: VHL</b>
6	16. - 23. Februar <b>Lektion 2 B</b> Sport und Freizeit Stem-changing verbs Negation	Lektion 2 B <b>VOKAB QUIZ 2 B</b> <b>Hausaufgabe:</b> <b>Sunday</b> 1. Flipgrid video 2. Weekly course prep on VHL 3. "Aktuelles" Discussion Board 4. "I can" survey 2 A	Lektion 2 B <b>Hausaufgabe:</b> <b>Due on Thursday: VHL</b>
7	23. Februar - 1. März	Lektion 2 B <b>Hausaufgabe:</b> <b>Sunday</b>	Lektion 2 B <b>Hausaufgabe:</b> 1. <b>Due on Thursday: VHL</b>

		<ol style="list-style-type: none"> <li>1. Deutschportfolio 1st draft</li> <li>2. Weekly course prep on VHL</li> <li>3. "Aktuelles" Discussion Board</li> <li>4. Sign up for Oral Proficiency Time Slot</li> </ol>	<p>2. Oral Proficiency Assessment questionnaire</p> <p><b>Reading, Listening, Writing</b> <b>Chapter Test, Lektion 2</b></p>
8	<p>1.-8. März</p> <p><b>Lektion 3 A</b></p> <p>Familie</p> <p>Possessive</p> <p>Adjectives</p>	<p><b>Lektion 3 A</b></p> <p><b>Partner Oral Proficiency Evaluations</b></p> <p><b>NO CLASS</b></p> <p><b>Hausaufgaben</b></p> <p><b>Sonntag</b></p> <ol style="list-style-type: none"> <li>1. VHL Homework</li> <li>2. Deutschportfolio 2nd Draft</li> <li>3. "Aktuelles" Discussion Board</li> <li>4. I Can 2 B</li> </ol>	<p><b>Partner Oral Proficiency Evaluations</b></p> <p><b>NO CLASS</b></p>
0	<p>8. - 15. März</p> <p>Spring Break</p>	<p><b>NO CLASS</b></p> <p><b>SPRING BREAK</b></p>	<p><b>NO CLASS</b></p> <p><b>SPRING BREAK</b></p>
9	<p>15. - 22. März</p> <p><b>Lektion 3 A</b></p> <p>Familie</p> <p>Possessive</p> <p>Adjectives</p> <p>Descriptive</p> <p>adjectives</p>	<p><b>Lektion 3 A</b></p> <p><b>VOKAB QUIZ 3A</b></p> <p><b>Hausaufgabe:</b></p> <p><b>Sunday</b></p> <ol style="list-style-type: none"> <li>1. Weekly course prep on VHL</li> <li>2. "Aktuelles" Discussion Board</li> <li>3. Film Project</li> </ol>	<p><b>Lektion 3 A</b></p> <p><b>Hausaufgabe:</b></p> <p><b>Due on Thursday: VHL</b></p>
10	<p>22 - 29. März</p> <p><b>Lektion 3 B</b></p>	<p><b>Lektion 3 B</b></p> <p><b>VOKAB QUIZ 3B</b></p>	<p><b>Lektion 3 B</b></p> <p><b>Hausaufgabe:</b></p>

	<b>Thema: Wie sind sie?</b> Wie sind sie? Modalverben Imperativ	<b>Hausaufgabe:</b> <b>Sunday</b> 1. Flipgrid video 3 2. "Aktuelles" Discussion Board 3. Weekly course prep on VHL 4. "I can" 3 A	<b>Due on Thursday: VHL</b>
11	29. März - 5. April <b>Lektion 3 B</b> Modalverben, Imperativ	<b>Lektion 3 B</b> <b>Hausaufgabe:</b> <b>Sunday,</b> 1. Mein Deutschportfolio 1st draft 2. Weekly course prep on VHL 3. "Aktuelles" Discussion Board	<b>Lektion 3 B</b> <b>Hausaufgabe:</b> <b>Due on Thursday: VHL</b>
12	5. - 12. April <b>Lektion 4 A</b> Lebensmittel und Essen Adverben, Modalverb "mögen" Separable and inseparable prefix verbs	<b>Hausaufgabe</b> <b>Reading, Listening, Writing Chapter Test, Lektion 3</b> <b>Sunday,</b> 1. Weekly course prep on VHL 2. Mein Deutschportfolio 2nd draft 3. "Aktuelles" Discussion Board 4. I Can, 3 B	<b>Lektion 4A</b> <b>VOKAB QUIZ 4A</b> <b>Hausaufgabe:</b> <b>Due on Thursday: VHL</b>
13	12. - 19. April <b>Lektion 4 A</b> Lebensmittel und Essen Adverben, Modalverb "mögen"	Lektion 4 A <b>Hausaufgabe:</b> <b>Sunday,</b> 1. Weekly course prep on VHL 2. "Aktuelles" Discussion Board	Lektion 4 A <b>Hausaufgabe:</b> <b>Due on Thursday: VHL</b>

	Separable and inseparable prefix verbs		
14	19. - 26. April <b>Lektion 4 B</b> Dativ case	<p>Lektion 4 B <b>Vokab Quiz 4 B</b> <b>Hausaufgabe:</b> <b>Sunday</b></p> <ol style="list-style-type: none"> <li>1. "Aktuelles" Discussion Board</li> <li>2. Flip Grid Video</li> <li>3. Weekly course prep on VHL</li> <li>4. "I can" Chapter 4A</li> </ol>	<p>Lektion 4 B <b>Hausaufgabe:</b> <b>Due on Thursday: VHL</b></p>
15	26. April - 1. Mai <b>Lektion 4 B</b> Prepositions with the Dative	<p>Lektion 4 B <b>Hausaufgabe:</b> <b>Sunday</b></p> <ol style="list-style-type: none"> <li>1. Mein Deutschportfolio, 1st draft</li> <li>2. "Aktuelles" Discussion Board</li> <li>3. Weekly course prep on VHL</li> </ol>	<p><b>Reading, Listening, Writing</b> <b>Chapter Test, Lektion 4</b> <b>Hausaufgabe:</b> <b>Due on Thursday:</b></p> <ol style="list-style-type: none"> <li>1. VHL</li> <li>2. "I can" chapter 4</li> <li>3. ACTFL exit evaluation</li> <li>4. Mein Deutschportfolio 2nd draft (optional for extra credit!)</li> </ol>