

Curricular Theme(s): *Entwerfen (Drafting)*

Waldsee Goal 2: To improve language proficiency skills in German, including interpersonal, interpretive, and presentational mores of communication.

Waldsee Goal 3: To improve understanding and knowledge of Germany-speaking countries' roles in the global community – historically, politically, economically, and artistically.

Teacher Name: Nicholas "Friedl" Besse

Session: GB63, 64, 83, 84, 85 (2019)

Waldsee Level: Intermediate to advanced

National Standards: 1.2, 2.1, 2.2, 3.2, 4.1, 4.2, 5.1, 5.2

Context	Communicative Function(s)	Language Structure(s)	Lexis: Word groups
<p>Overview: Villagers will learn about the basics of drafting and designing for engineering. Interactive examples help the villagers learn more quickly and homework helps them think alone. The project will be to draft 5 parts of a pen and write about the design process.</p> <p>Waldsee Setting(s) and Activities: Classroom</p> <p>Tasks:</p> <ul style="list-style-type: none"> Learn basics of drafting and design Learn to recognize symbols on a draft Draft an object Understand the basic differences between ANSI and ISO standard Recognize design issues in a product Learn about basic manufacturing processes 	<p>Interpersonal:</p> <ul style="list-style-type: none"> Collaborating with fellow villagers to ensure a successful project outcome Discussing design strategies with other students <p>Presentational</p> <ul style="list-style-type: none"> Demonstrating proper drafting techniques Begin presenting an idea with a draft and drawing <p>Interpretive:</p> <ul style="list-style-type: none"> Understanding directions from both instructor and other participants Analyzing technical drawings and drafts 	<ul style="list-style-type: none"> Verb conjugations Present, future and perfect tenses Sentence structure Spelling Nouns Verbs 	<p>In context:</p> <p>Verbs entwerfen, nachboren, versenken, Gewinde schneiden, fräsen, dreheln, druckgießen, walzen</p> <p>Nouns Das Ziehnungsblatt, Die Flachsenkung, Die Versenkung, Das Gewinde, Der Gewindegang, Der Diameter, Der Radius, Die Dimension, Der Schriftkopf, Die Oberflächenrauigkeit, Der Werkstoff, Die Oberflächenbehandlung, Die Einheit, Der Toleranzbereich, Die Ansicht, Die Vorderansicht, Die Seitenansicht, Die Unteransicht, Die Aufsicht, Die Rückansicht, Die isometrische Ansicht, Die Schnittansicht, Die Detailansicht, Die Hilfsansicht, Zeichnung Notizen, das Kalt/warmwalzen</p> <p>Adjectives</p>

Curricular Theme(s): Film

Waldsee Goal 2:

To improve language proficiency skills in German, including the interpersonal, interpretive, and presentational modes of communication.

Teacher Name: Melanie "Melanie" Henner

Session: GB64 (2019)

Waldsee Level: Advanced I

National Standards: 1.1, 1.3, 3.1, 4.2

Context	Communicative Function(s)	Language Structure(s)	Lexis: Word groups
<p>Overview: Students collaborate to write a script and film a movie.</p> <p>Waldsee Setting(s) and Activities:</p> <ul style="list-style-type: none"> • Turmzimmer • Berlin, Oberammergau • Bahnhof • Marktplatz <p>Tasks:</p> <ul style="list-style-type: none"> • Collect various types of television broadcasts • Discuss the nature and plot of the video • Write a script • Film a movie 	<p>Interpersonal:</p> <ul style="list-style-type: none"> • Discussing and presenting their knowledge about German movies • Write a script <p>Presentational:</p> <ul style="list-style-type: none"> • Participating in brainstorming activities: Mind map, Schneeball, etc. • Present ideas in small groups • Video <p>Interpretive:</p> <ul style="list-style-type: none"> • Reading background texts about jobs • interpreting characters 	<ul style="list-style-type: none"> • Past Perfect • Sentence structure • Cases: Nominative, Accusative, Dative 	<p>Nouns: das Drehbuch, die Umfrage, das Interview, die Beweise sammeln, die Werbung, der Zeichentrickfilm, die Handlung, der Handlungsablauf, der Blick, die Zeitraffer, die Decke</p> <p>Verbs: tuscheln, zeigen, einfügen</p> <p>Adjective/Adverbs: komisch, schüchtern, panisch</p>

Curricular Theme(s): "Rock AG" – Waldsee Rock Band

Waldsee Goal 2: To improve language proficiency skills in German, including the interpersonal, interpretive, and presentational modes of communication.

Waldsee Goal 4: To build our village community through communication, team building and stewardship.

Teacher Name: Anna Mumford (Zenzi)

Session: GB 64 (2019)

Waldsee Level: Mixed Levels

National Standards: 1.3, 5.1, 5.2

Context	Communicative Function(s)	Language Structure(s)	Lexis: Word groups
<p>Overview: The students performed a German song in a rock band and learned the mechanics and foundations of sound, specifically music performance. Furthermore, the students built vocabulary related to the domain of music performance and applied this knowledge to the actual performance of a song. Finally, they learned about the culture surrounding modern German music and simulated a concert, including promotion of the band.</p> <p>Waldsee Setting(s) and Activities:</p> <ul style="list-style-type: none"> • Band Practice Room • Berndt's Bühne • Waldsee Cafe <p>Tasks:</p> <ul style="list-style-type: none"> • Learn the vocabulary related to music performance • Work with the instruments and improve musical skills • Learn the lyrics to the song 	<p>Interpersonal:</p> <ul style="list-style-type: none"> • Asking questions • Giving instructions • Making group decisions <p>Interpretive:</p> <ul style="list-style-type: none"> • Guessing at meanings of new vocabulary • Speaking about personal preferences • Following instructions <p>Presentational:</p> <ul style="list-style-type: none"> • Presenting German songs to villagers in a rock concert • Repeating and singing German words with the correct pronunciation 	<ul style="list-style-type: none"> • Present tense, past tenses, future tense • Word order • Commands 	<p>Musical terminology and equipment.</p> <p>Terms and phrases for music technology, specifically:</p> <p>Performing phrases and verbs (wiederholen, auswendig lernen, üben, proben, vorspielen, verbessern, im Takt bleiben)</p> <p>Nouns related to music rehearsal and performance (e.g. der Verstärker, der Lautsprecher, das Kabel, der Text, das Mikrophon, die Gitarre, das Schlagzeug, das Klavier, der Takt, der Rhythmus, der Ton, die Tonlage)</p>

<ul style="list-style-type: none">● Perform the song in front of an audience of peers			
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Curricular Theme: Book Club	
<p>Waldsee Goal 1: To improve language proficiency skills in German, including the interpersonal, interpretive, and presentational modes of communication.</p> <p>Waldsee Goal 2: To improve understanding and knowledge of Germany's role in the global community – historically, politically, economically, and artistically.</p>	<p>Teacher Name: Elizabeth "Liseli" Kraatz, PhD Session: GB64 / 83 / 84 / 85 (2019) Waldsee Level: Mixed Levels National Standards: 1.2, 2.2, 3.2, 4.2</p>

Context	Communicative Function(s)	Language Structure(s)	Lexis: Word groups
<p>Overview: The book "Tschick" (Wolfgang Herrndorf, 2010) received the Deutscher Jugendliteratur Prize in 2011 and is frequently assigned reading in Literature classes in German secondary schools as well as in German Immersion High Schools in the US. The book introduces students to the vocabulary and expressions used in everyday life by German teenagers. The book also presents opportunities to discuss aspects of German culture that might otherwise be unfamiliar to students in the US (e.g., Bertold Brecht's Geschichten vom Herrn Keuner, Karl Mai's fictional Winnetou, and the nonfictional Graf von Luckner).</p> <p>Waldsee Setting(s) and Activities:</p> <p>Gasthof dining hall</p> <p>Tasks:</p> <ul style="list-style-type: none"> Students read the 254-page book while listening to the audiobook recording. 	<p>Interpersonal:</p> <ul style="list-style-type: none"> discuss how students' lives, experiences, or feelings mirrored or differed from those of teenagers in the book <p>Presentational:</p> <p>(Students were given the choice of three assignments, each suitable to students of mixed language abilities.)</p> <ul style="list-style-type: none"> Draw and narrate a comic strip describing a scene that was central to the book Imagine that Maik (the main character) was an LKT in Waldsee. Write a paragraph or short story about his reactions to Waldsee. Diagram and label the parts of a car in German. <p>Interpretive:</p> <ul style="list-style-type: none"> Read a book in German and discuss / interpret new vocabulary 	<p>Verb conjugations Imperfect Past Subjunctive</p>	<p>Verbs schnäuzen, abschminken, knallen, Nachdenken, Umbringen, tuscheln, Quieken, Umhauen, klauen, glotzen, Anschnallen)</p> <p>Nouns e.g., der Quatsch, Der Pappordner, Die Schweigepflicht, Der Spitzname, Der Bankrott, Der Fachmann, Die Entzugsklinik, Der Schriftsteller, Der Hochsprung, Der Trottel, Die Klamotten, Das Warnlämpchen, Der Zeugnis, Das Lenkrad, Das Armaturenbrett, Der Knast, Der/Die Rentner(in), Der Beifahrersitz, Die Tankstelle, Das Handschuhfach, Das Kopfsteinpflaster, Die Bö(e), Die Kühlerhaube, Der Depp, Der Wasserspiegel, Der Sicherheitsgurt</p> <p>Adjectives e.g., strafmündig, erschöpft, verzweifelt, kumpelhaft, albern, langweilig, versumpft, bescheuert, knapp, Lässig, Blöd, Schmutzdelig, Wahnsinnig, Sitzengeblieben, Pleite,</p>

<ul style="list-style-type: none"> • The students also viewed the film “Tschick” and compared the film and book for similarities and differences. • Pause for discussion and clarification between each (short) chapter and in the midst of chapters as necessary. • Each day the students were challenged to incorporate new vocabulary or expressions encountered in the book into their conversation at Waldsee; each day students reported vocabulary or expressions that they actually used on the prior day. • A car trip across Germany is central to the book; an actual VW car located on site in Waldsee was labeled as relevant vocabulary was encountered in the book. 			<p>peinlich, klapprig, holprig, Bergauf, Erlaubt, bekloppt</p> <p>Expressions e.g., die Klappe halten, sich kaputt lachen, zum Obst machen, Wir sind hier unter uns, Bescheid wissen, Im Nachhinein, die hellste Kerze im Leuchter, Ich packe das nicht, Mucksmäuschenstill, Zusammengezogenen Augenbrauen, Mir egal, Auf die Nerven gehen, Hätten Sie die Güte, Senkrecht and waagerecht, Auf Vordermann bringen, Wie Luft behandeln, es schüttete wie aus Eimern, Irgendwo da draußen/Walachei/ Dingenskirchen/JWD, zog mir komplett den Stecker, Im Stich lassen, Wie an der Schnur, Weiß der Geier</p> <p>Current slang e.g., Der Bringer, Mist bauen, geil, Bock haben, das ist mir Wurscht, Pillepalle</p>
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Curricular Theme(s): “Drachenboot Paddeln” (Dragon boat paddling)			
Waldsee Goal 2: To improve language proficiency skills in German, including the interpersonal, interpretive, and presentational mode of communication Waldsee Goal 4: To build our village community through communication, team building and stewardship.		Teacher Name: Hannah “Hermine” Schneeman, Lacy “Katja” Tooker-Kirkevold Session: GB64, GB84 (2019) Waldsee Level: Mixed level	
		National Standards: 1.1, 1.2, 2.2, 5.1, 5.2	
Context	Communicative Function(s)	Language Structure(s)	Lexis: Word groups
Overview: <ul style="list-style-type: none"> Students learned dragon boat paddling technique and terms and represented CLV by competing at a dragon boat race. They also completed a reflection on the races and created an advertisement for the Drachenboot AG. Waldsee Setting(s) and Activities: <ul style="list-style-type: none"> Strand (beach) and Boothaus (boat house) as well as the Bemidji Dragon Boat Festival downtown. Tasks: <ul style="list-style-type: none"> Learning accurate dragon boat technique Creating a team and community atmosphere Forming a race plan and working together in the boat Discussing our plans for the future and creating a video advertisement. 	Interpretive <ul style="list-style-type: none"> Guessing at the meaning of new vocabulary Interpersonal: <ul style="list-style-type: none"> Indicating understanding Asking for opinions Indicating agreement or disagreement Planning group actions Expressing one’s thoughts Presentational <ul style="list-style-type: none"> Creating race plan and strategy Creating an advertisement 	<ul style="list-style-type: none"> Present Tense Imperative Past Tense (Perfekt) Questions Pronunciation Modal verbs 	Word groups Parts of the boat and paddle, body parts, race terminology Words Verbs: <ul style="list-style-type: none"> paddeln konkurrieren gewinnen ziehen beugen eintauchen Nouns: <ul style="list-style-type: none"> das Paddel das Drachenboot das Dreieck der Paddelgriff das Paddelblatt die Hand das Bein der Arm der Steuermann/die Steuerfrau der Trommler

Curricular Theme(s): Fechten (Fencing)

Waldsee Goal 1: To improve language proficiency skills in German, including interpersonal, interpretive, and presentational mores of communication.

Waldsee Goal 2: To gain knowledge and understanding of one's self as a cultural being as well as the cultural practices, products, and perspectives of German speakers.

Teacher Name: Victor "Viktor" Symonette
Session: GB63/64, GB83/84/85 (2019)
Waldsee Level: Mixed
National Standards: 2.2, 5.1, 5.2

Context	Communicative Function(s)	Language Structure(s)	Lexis: Word groups
<p>Overview: Villagers learned the use of the foil. During the course of the two week activity, they learned the parts of the weapon and other equipment used in sport. They learned the vocabulary of use, the various stances, movements of attack and defense, forward and backward rapid action. They also learned about the sport worldwide and how it is practiced in Germany.</p> <p>Waldsee Setting(s) and Activities:</p> <ul style="list-style-type: none"> - Out of doors, at the Grill Platz. - Daily physical conditioning exercises. - Review of printed materials during study times. <p>Tasks:</p> <ul style="list-style-type: none"> • Demonstrate the correct use of the equipment, understand and use the correct German vocabulary associated with the sport. • Demonstrate the following: Fechtstellung, Ausfallschritt, Abwehrbewegung, Riposte, Angriff. • Continue development of the skills acquired and the associated vocabulary 	<p>Interpersonal:</p> <ul style="list-style-type: none"> • Agreement/disagreement • Asking/answering questions about the aspects and development of the sport. • Asking questions regarding the difference in the sport in the US and Germany. <p>Presentational:</p> <ul style="list-style-type: none"> • Presentation and short bouts to maître d'armes • Demonstration of parts of the weapon, and attire • Demonstration of learning to the camp. • Participation in a final tournament • Writing a description of the experience of learning this sport <p>Interpretive:</p> <ul style="list-style-type: none"> • Group activities • Following directions • Class activities and discussions about identities 	<ul style="list-style-type: none"> • Nouns associated with the sport • Verbs associated with the sport • Question formation using the given vocabulary • Sentence structure as continued from regular classroom instruction 	<p>Nouns:</p> <ul style="list-style-type: none"> • Unterziehweste, Fechtjacke, Brustschutz, Handschuh, Ausfallbein, Standbein, Waffe, Hand, Faust, Klinge, Spitze, Glocke, Schwertknauf, Griff, Schwert. Siehe Anhang. <p>Verbs:</p> <ul style="list-style-type: none"> • angreifen, verteidigen, bewegen, treten, ausfallen, heben, drehen, wenden, fallen lassen, strecken, grüßen, einladen, aufmachen, zumachen. <p>Adjectives/Adverbs:</p> <ul style="list-style-type: none"> • forwards, rückwärts, nach rechts/links/unten/oben, gerade, rechtwinklig,

Curricular Themes: Baking	
<p>Waldsee Goal 1: To gain knowledge and understanding of one's self as a cultural being as well as the cultural practices, products, and perspectives of German speakers.</p> <p>Waldsee Goal 2: To build our village community through communication, team building and stewardship.</p>	<p>Teacher Name: Amelia "Liesel" Scarbrough, Lacy "Katja" Tooker-Kirkevold</p> <p>Session: GB63, GB64 (2019)</p> <p>Waldsee Level: Mixed Levels</p> <p>National Standards: 1.1, 1.2, 3.1, 4.2, 5.1, 5.2</p>

Context	Communicative Function(s)	Language Structure(s)	Lexis: Word groups
<p>Overview:</p> <p>Participants discuss recipes and pastry-related cultural aspects of the German-speaking world, bake and prepare various chosen recipes, then create a recipe book.</p> <p>Waldsee Setting(s) and Activities:</p> <p>BioHaus BioHaus Küche Cafe Einbeck Deutschland</p> <p>Tasks:</p> <p>Choose recipes from cookbook Bake and cook using German recipes Interpret cultural materials Listen to German music Discuss opinions Design a cookbook</p>	<p>Interpersonal:</p> <p>Asking for information Agreeing or disagreeing Group decision making Planning group actions Asking for directions and instructions Making requests</p> <p>Interpretive:</p> <p>Comparing and contrasting Requesting and reporting facts Understanding descriptions Paraphrasing, summarizing, or translating Calculating and measuring given values</p> <p>Presentation:</p> <p>Reading out loud Explaining a category</p>	<p>Verb conjugation, present tense, modal verbs, pronunciation, nominative case, prepositions and case, interrogative, reading out loud, accusative case, negation with nicht, adverbs, time/frequency, numbers, infinitives, negation with kein, imperative</p>	<p>Nouns:</p> <p>das Ei, das Eiweiss, -gelb, die Milch, das Besteck (u.a.), das Brot, der Kuchen, die Kekse, der Backofen, der Schneebesen, der Teller, die Schüssel, die Backform, das Mischgerät, der Teig, die Waage, metric units of measurement, die Zitrone, der Rhabarber, das Mehl, das Salz, der Zucker, das Wasser, Erdbeere, Staub, der Pulver, der Pulverzucker, der Topf, die Pfanne, der Herd, die Schuhplatte, die Schokolade, Kürbis, Kürbiskern, Sesam, Silvester, eine Preise, das Gebäck, Schlagsahne/-obers, Mohn, Rosinen</p> <p>Verbs:</p> <p>eingeben, einrühren, (ein)mischen, backen, spülen, kochen, vorbereiten, warten, messen, waschen, spülen, schalen, einfetten, bestäuben, karamellisieren, trocknen, essen, schenken, schneiden, erhitzen, abkühlen lassen,</p> <p>Adjektive/Adverbs:</p> <p>saftig, knusprig, fruchtig, bestäubt, gefüllt, feucht, hart, weich, trocken, viel, wenig, gern/nicht gern/lieber, klumpig, restlich, warm, heiß, kalt, dick, kühl, dünn, gering, lauwarm, verrückt</p>

Curricular Theme(s): "Wir nähen einen Turnbeutel" (Sewing a bag)			
Waldsee Goal 2: To improve language proficiency skills in German, including the interpersonal, interpretive, and presentational mode of communication Waldsee Goal 4: To build our village community through communication, team building and stewardship.		Teacher Name: Veronika "Helene" Schabhueser Session: GB64, GB63 (2019) Waldsee Level: Mixed Levels	
		National Standards: 1.1, 1.2, 2.2, 5.1, 5.2	
Context	Communicative Function(s)	Language Structure(s)	Lexis: Word groups
Overview: <ul style="list-style-type: none"> Students sewed a bag of their choice, which included all the steps from choosing a fabric to finishing the garment. Waldsee Setting(s) and Activities: <ul style="list-style-type: none"> Worpswede (the art houses), classroom, Marktplatz Tasks: <ul style="list-style-type: none"> Choosing a fabric and pattern Discussing designs with each other Cutting the fabric according to pattern or plan Sewing the pieces, adding modifications according to personal taste 	Personal <ul style="list-style-type: none"> Expressing one's thoughts Guessing at the meaning of new vocabulary Interpersonal: <ul style="list-style-type: none"> Talking about personal preferences in fashion and clothing Indicating understanding Complimenting someone Asking for advice Referential <ul style="list-style-type: none"> Describing fabric, patterns and garments, and actions such as threading, sewing, etc. Comparing and contrasting things Interpretive <ul style="list-style-type: none"> Understanding and following directions in German Imaginative: <ul style="list-style-type: none"> Planning and creating one's own garment 	<ul style="list-style-type: none"> Present Tense Imperative Past Tense (Perfekt) Questions Pronunciation Modal verbs 	Word groups Sewing materials, Textiles, Dresses, Accessories Words Verbs: <ul style="list-style-type: none"> nähen schneiden stecken, abstecken wenden legen falten Nouns: <ul style="list-style-type: none"> der Nahtauftrenner die Stecknadel die Nähmaschine der Stoff der Faden die Schere die Nähnadel die Ziernaht der Unterfaden der Oberfaden