

## Curricular Theme(s): Identity

**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.

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

**Teacher Name:** Lilly-Sophie "Mathilda" Hamann  
**Session:** GB64 (2019)  
**Waldsee Level:** Intermediate 2  
**National Standards:** 1.1, 1.3, 2.2, 4.2

Context	Communicative Function(s)	Language Structure(s)	Lexis: Word groups
<p><b>Overview:</b> The participants talk about their own identity as well as the identity of others. They express opinions, thoughts and desires and learn to talk in greater detail about their "ideal self."</p> <p><b>Waldsee Setting(s) and Activities:</b>            BioHaus, classroom, Baumhaus, Fußballplatz (soccer field)</p> <p><b>Tasks:</b></p> <p><u>In-class activities</u></p> <p>Interpret cultural material (videos and songs)</p> <p>Discuss opinions</p> <p>Create a personal profile</p> <p>Create a family tree</p> <p>Create a collage about their first week in Waldsee</p> <p>Write short texts about themselves or other people</p> <p>Maintain a journal</p> <p><u>Final Project</u></p> <p>1. Participants write a short essay</p>	<p><b>Interpersonal:</b></p> <ul style="list-style-type: none"> <li>express and explain interests and preferences</li> <li>describe character traits of themselves and others</li> <li>express emotions and feelings</li> <li>talk about one's own desired self-image, strengths, and weaknesses.</li> </ul> <p><b>Presentational:</b></p> <ul style="list-style-type: none"> <li>introduce oneself to the group by means of a 'Steckbrief' (personal profile)</li> <li>give a short presentation about a dream job</li> <li>present a 'Steckbrief' of family members and their professions</li> <li>present a collage describing past activities (during the first week in Waldsee).</li> </ul>	<ul style="list-style-type: none"> <li>Verb conjugation in present tense</li> <li>Short revision of verb conjugation in the present perfect</li> <li>Subordinated conjunctions (Ich finde, dass... / Wenn .... dann ... / Ich wäre ...., weil...)</li> <li>Subjunctive in first person singular</li> </ul>	<p><b>Nouns: Professions</b>            (Bürofachkraft, Krankenpfleger/in, Architekt/in, Regisseur/in, Schauspieler/in, Musiker/in, Lehrer/in, Professor/in, Raumpfleger/in, Werbetexter/in, Arzt/Ärztin, Apotheker/in, Kindergärtner/in, Psychologe/Psychologin, Verkäufer/in, Buchhalter/in, Automechaniker/in, Gärtner/in, Flugbegleiter/in, Bademeister/in, Kellner/in, Anwalt/Anwältin, Richter/in, Politiker/in, Ingenieur/in etc.)</p> <p><b>Verbs: Freetime activities</b>            (singen, tanzen, laufen, Schach spielen, malen, basteln, nähen, stricken, in die Sauna gehen, massieren, Kaffee trinken gehen, backen, kochen, trainieren, Kanu fahren gehen, Gitarre spielen, Filme drehen, fotografieren, töpfern, Yoga machen, gärtner, Angeln, reiten, musizieren, Tagebuch schreiben, schminken, frisieren, ein Buch lesen,</p>
Interpretive:			

<p>about their desired self.</p> <p>(They should answer the following questions in German: Welche Hobbies und Aktivitäten würdest du als dein „ideales Ich“ praktizieren? Wie würdest du dich als dein „ideales Ich“ verhalten? Welche Charaktereigenschaften hättest du? Wie würdest du dich als dein „ideales Ich“ fühlen? Welchen Beruf würdest du haben? Warum? Mit welchen Personen wärst du befreundet? Wie wäre deine Familie?)</p> <p>2. Participants create a Photo-Collage, presenting their ‘ideal self’ in Waldsee.</p>	<p>• watch short videos about different people living in Germany</p> <p>• interpret characters’ habits, interests, character traits, preferences, etc.</p> <p>• listen to German songs (e.g. ‘Ich lass für dich das Licht an’ – Revolverheld) and interpret their meanings</p>
<p><b>Adjektive/Adverbs: Character traits</b></p> <p>(schüchtern, mutig, chaotisch, ordentlich, selbstbewusst, fröhlich, ambitioniert, gesellig, naturnah, liebevoll, egoistisch, emotional, optimistisch, pessimistisch, modebewusst, musikalisch, ehrgeizig, zufrieden, enthusiastisch, ernst, respektlos, vernünftig, verlässlich, großzügig, geizig, faul, sportlich, kreativ, ironisch, witzig, verantwortungsbewusst, langweilig)</p> <p><b>Feelings and Emotions</b></p> <p>(geborgen, sicher, geliebt, unsorgt, glücklich, fröhlich, energetisiert, traurig, wütend, zornig, müde, hilflos, verstanden, verwirrt, einsam, etc.)</p>	<p>Briefe schreiben, ein Nickerchen machen, Blumen pflücken, schwimmen gehen, picknicken, einen Ausflug machen, einkaufen gehen, zelten, etc.)</p> <p><b>Adjektive/Adverbs: Character traits</b></p> <p>(schüchtern, mutig, chaotisch, ordentlich, selbstbewusst, fröhlich, ambitioniert, gesellig, naturnah, liebevoll, egoistisch, emotional, optimistisch, pessimistisch, modebewusst, musikalisch, ehrgeizig, zufrieden, enthusiastisch, ernst, respektlos, vernünftig, verlässlich, großzügig, geizig, faul, sportlich, kreativ, ironisch, witzig, verantwortungsbewusst, langweilig)</p> <p><b>Feelings and Emotions</b></p> <p>(geborgen, sicher, geliebt, unsorgt, glücklich, fröhlich, energetisiert, traurig, wütend, zornig, müde, hilflos, verstanden, verwirrt, einsam, etc.)</p>

## Curricular Theme(s): *Sustainability*

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

**Waldsee Goal 3:** To improve understanding and knowledge of Germany's role in the global community – historically, politically, economically, and artistically.

Context	Communicative Function(s)	Language Structure(s)	Lexis: Word groups
<p><b>Overview:</b> The participants learn about the topic of sustainability and its importance in Germany (including 4 main sub topics: transportation, housing, consumption, and nutrition). Students interpret authentic materials, primarily newspaper articles as well as videos (news, documentaries, etc.) regarding the topic. Students express their opinions on current events and give advice on how to pursue a more sustainable lifestyle. They learn about different newspaper types and can write their own newspaper article.</p> <p><b>Waldsee Setting(s) and Activities:</b> Biohaus, classroom, Café Einbeck</p> <p><b>Tasks:</b></p> <p>In-class activities</p> <ul style="list-style-type: none"> <li>Interpret cultural material (newspapers and videos) about the theme of sustainability</li> <li>Discuss opinions</li> <li>Write a newspaper article</li> <li>Calculate an individual 'Ökologischer Fußabdruck' (ecological footprint)</li> <li>Maintain a journal</li> <li>create DIY toothpaste and lip balm</li> <li>Participate in a tour of the Biohaus, followed by in-class discussion</li> </ul>	<p><b>Interpersonal:</b></p> <ul style="list-style-type: none"> <li>express opinions about issues and current events</li> <li>summarize newspaper articles and other texts they have read</li> <li>give instructions and requests on how to live a more sustainable lifestyle.</li> </ul> <p><b>Presentational:</b></p> <ul style="list-style-type: none"> <li>summarizing the main points of a written text</li> <li>write a newspaper article</li> </ul> <p><b>Interpretive:</b></p> <ul style="list-style-type: none"> <li>interpret how the Biohaus (as a Passivhaus) functions</li> <li>watch short videos about current topics in German</li> <li>read various newspaper articles</li> </ul>	<p><b>Imperative</b></p> <ul style="list-style-type: none"> <li>verb conjugation in the present perfect</li> <li>subordinated conjunctions to express opinions (Ich finde es gut, dass... / Ich stimme dir zu, dass... / Ich sehe das genauso, wie... / ich sehe das anders, als...)</li> </ul> <p><b>Nouns:</b> Erdüberlastungstag, natürliche Ressourcen, Treibhausgas, globale Erderwärmung, Klimawandel, Innovation, erneuerbare Energien, Verschattungsanlage, Luftzufuhr, Partnerschaft, Vorrat, Kohle, Strom, Erdboden, Nahrungsmittel, Rohstoffe, Umfrage, Fußabdruck, Berechnung, Vorrat</p> <p><b>Verbs:</b> Bäume fällen, verbrauchen, nutzen, erzeugen, anbauen, produzieren, schonen, wegwerfen, wiederverwenden, wiederverwertern, verzichten, konsumieren, verschwenden, verpacken</p> <p><b>Adjektive/Adverbs:</b> Aufgebraucht, nachhaltig, umweltbewusst, müllfrei, unverpackt, lose, verpackungsfrei,</p>	<p><b>Teacher Name:</b> Lilly-Sophie "Mathilda" Hamann  <b>Session:</b> GB64 (2019)  <b>Waldsee Level:</b> Intermediate 2  <b>National Standards:</b> 1.1, 1.2, 1.3, 2.1, 3.1, 4.2</p>
Final Project			

1. Participants write and design a newspaper article about the topic 'sustainability.' They are free to choose between writing a reportage, conducting and writing an interview, conducting a survey in Waldsee, etc. They are required to write about a topic that is relevant to Waldsee.

(GeoLino) and must analyze both content and form

- interpret the instructions of a recipe for DIY toothpaste and lip balm.

## 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.

Context	Communicative Function(s)	Language Structure(s)	Lexis: Word groups
<p><b>Overview:</b> 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><b>Waldsee Setting(s) and Activities:</b> Classroom</p> <p><b>Tasks:</b></p> <ul style="list-style-type: none"> <li>Learn basics of drafting and design</li> <li>Learn to recognize symbols on a draft</li> <li>Draft an object</li> <li>Understand the basic differences between ANSI and ISO standard</li> <li>Recognize design issues in a product</li> <li>Learn about basic manufacturing processes</li> </ul>	<p><b>Interpersonal:</b></p> <ul style="list-style-type: none"> <li>Collaborating with fellow villagers to ensure a successful project outcome</li> <li>Discussing design strategies with other students</li> </ul> <p><b>Presentational</b></p> <ul style="list-style-type: none"> <li>Demonstrating proper drafting techniques</li> <li>Begin presenting an idea with a draft and drawing</li> </ul> <p><b>Interpretive:</b></p> <ul style="list-style-type: none"> <li>Understanding directions from both instructor and other participants</li> <li>Analyzing technical drawings and drafts</li> </ul>	<ul style="list-style-type: none"> <li>Verb conjugations</li> <li>Present, future and perfect tenses</li> <li>Sentence structure</li> <li>Spelling</li> <li>Nouns</li> <li>Verbs</li> </ul>	<p><b>In context:</b></p> <ul style="list-style-type: none"> <li>Verbs</li> <li>entwerfen, nachboren, versenken, Gewinde schneiden, fräsen, drechseln, druckgießen, walzen</li> <li>Nouns</li> <li>Das Ziehungsblatt, Die Flächenenkung, Die Versenkung, Das Gewinde, Der Gewindegang, Der Diameter, Der Radius, Die Dimension, Der Schriftkopf, Die Oberflächenrauhigkeit, Der Werkstoff, Die Oberflächenbehandlung, Die Einheit, Der Toleranzbereich, Die Ansicht, Die Vorderansicht, Die Seiteansicht, Die Unteransicht, Die Aufsicht, Die Rückansicht, Die isometrische Ansicht, Die Schnittansicht, Die Detailansicht, Die Hilfsansicht, Zeichnung Notizen, das Kalt/warmwalzen</li> <li>Adjectives</li> </ul>
			<p><b>Teacher Name:</b> Nicholas "Friedl" Besse  <b>Session:</b> GB63, 64, 83, 84, 85 (2019)</p> <p><b>Waldsee Level:</b> Intermediate to advanced</p> <p><b>National Standards:</b> 1.2, 2.1, 2.2, 3.2, 4.1, 4.2, 5.1, 5.2</p>

## Curricular Theme(s): *Biking*

**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.

**Waldsee Goal 2:** To build our village community through communication, team building and stewardship.

**Teacher Name:** Seth "Dirk" Quam, Anika "Anika" Nollendorfs  
**Session:** GB64, GB66 (2019)  
**Waldsee Level:** Intermediate

**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><b>Overview:</b>  On the first day, villagers discussed what kind of kind of bike related activities they wanted to pursue, and the consensus was to build a new bike. Over the two weeks, starting with just a frame, they harvested parts of broken bikes and constructed an entirely new bike. Villagers also biked to Lake Bemidji State Park and camped there for one night. Villagers learned about bicycle-related vocabulary and practiced working as a team in stressful situations.</p> <p><b>Waldsee Setting(s) and Activities:</b>  Fahrradhaus, Lake Bemidji State Park, Biking</p> <p><b>Tasks:</b></p> <ul style="list-style-type: none"> <li>Learning vocabulary pertaining to a bike itself as well as tools needed to repair bikes.</li> <li>Starting with a frame, building a new bike from spare parts, working together as a team in the target language</li> </ul>	<p><b>Interpersonal:</b></p> <ul style="list-style-type: none"> <li>Establishing and communicating goals for the elective</li> <li>Working together in sometimes stressful situations and proposing solutions to problems</li> </ul> <p><b>Presentational</b></p> <ul style="list-style-type: none"> <li>Making an announcement at a meal</li> </ul> <p><b>Interpreting:</b></p> <ul style="list-style-type: none"> <li>Understanding directions from instructor and other participants</li> <li>Interpreting others' opinions and ideas for how to repair and/or replace different parts of our bike.</li> </ul>	<p><b>Verb conjugations</b></p> <p><b>Tenses</b></p> <p><b>Nominative, accusative</b></p> <p><b>Sentence structure</b></p> <p><b>Spelling</b></p> <p><b>Nouns</b></p> <p>die Handbremse, das Pedal, der Sattel, die Klingel, die Fahrradpumpe, der Gang, der Rahmen, der Sitz, der Lenker, der Stand, das Oberrohr, die Gangschaltung, das Werkzeug,</p>	<p><b>In context:</b></p> <p><b>Verbs</b></p> <p>drehen, drücken, fahren, schlafen, zelten, treten, geben, wechseln, nehmen, reparieren,</p>

- Biking to Bemidji State Park for an evening of camping.
- Making an announcement at a meal conveying the group's accomplishments

**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.

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

**Teacher Name:** Kathleen "Nata" Ibe  
**Session:** GB 64 (2019)  
**Waldsee Level:** Beginner, Intermediate

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

<p><b>Overview:</b>  The campers learned the German terms for the different Yoga positions. They also revised the body parts and important verbs for the Yoga practice. The campers got to know Vinyasa Yoga, Acro-Yoga and Aqu-Yoga. In the end, the campers needed to invent and lead their own Yoga session for the whole group.</p> <p><b>Waldsee Setting(s) and Activities:</b>  Waldbühne, Strand (Wasser)</p>	<p><b>Interpersonal:</b></p> <ul style="list-style-type: none"> <li>Practicing Yoga together and listening to each other</li> <li>Verbal and non-verbal communication between Yoga partners during Acro-Yoga sessions</li> <li>Discussion of the different Yoga positions to use for one's own Yoga session</li> </ul>	<p><b>In context:</b></p> <ul style="list-style-type: none"> <li>Imperatives</li> <li>Verb conjugations</li> <li>Prepositions</li> <li>Present, future</li> <li>Sentence structure</li> <li>Spelling</li> <li>Nouns</li> </ul> <p>Der Körper, die Arme, die Beine, die Füße, das Herz, die Yoga-Matte, der herabschauende Hund, die Kobra, der Yoga-Liegestütz, die Sonnengruß, die Taube, der Baum, der Krieger I-IV</p>
<p><b>Tasks:</b></p> <ul style="list-style-type: none"> <li>Name all the body parts and important verbs for the Yoga practice</li> <li>Follow the instructions given by the counselors while getting to know the Yoga positions</li> <li>Lead your own "Sonnengruß" at the beginning of class</li> <li>Create your own Yoga session by combining the different Yoga positions and lead it for the whole group</li> </ul>	<p><b>Presentational</b></p> <ul style="list-style-type: none"> <li>Lead "Sonnengruß" for the whole group</li> <li>Lead one's own Yoga session for the whole group</li> </ul>	<p><b>Interpretive:</b></p> <ul style="list-style-type: none"> <li>Understanding directives from instructor and other participants</li> <li>Interpreting others' opinions/movements and incorporating these into one's own routine</li> <li>Interpreting Yoga flows</li> </ul>

## Curricular Theme(s): Schweizer AG

**Waldsee Goal 1:** To improve understanding and knowledge of German-speaking countries' roles in the global community – historically, politically, economically, and artistically.

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

**Teacher Name:** Tim (Franz) Madler  
**Session:** GB 64 (2019)  
**Waldsee Level:** Intermediate  
**National Standards:** 1.2, 1.3, 3.2, 4.2

Context	Communicative Function(s)	Language Structure(s)	Lexis: Word groups
<p><b>Overview:</b>            Students are introduced to language, culture and traditions of Switzerland. Through the exploration of Switzerland, as well as health students will build on their knowledge of language structure and vocabulary in the target language.</p> <p><b>Waldsee Setting(s) and Activities:</b></p> <ul style="list-style-type: none"> <li>• Klassenzimmer</li> <li>• Marktplatz</li> <li>• Gasthof</li> <li>• Gasthof (oben)</li> </ul> <p><b>Tasks:</b></p> <ul style="list-style-type: none"> <li>• Dialogue about health</li> <li>• Reading passage on Switzerland</li> <li>• Swiss geography</li> </ul>	<p><b>Interpersonal:</b></p> <ul style="list-style-type: none"> <li>• Indicating health</li> <li>• Discussing cultural values</li> <li>• Asking for personal information</li> <li>• Brainstorming</li> <li>• Identifying Swiss greetings</li> </ul> <p><b>Presentational</b></p> <ul style="list-style-type: none"> <li>• Giving information about a particular Swiss region/place</li> <li>• Sentences with direct objects</li> <li>• Speaking about personal interests &amp; health</li> </ul> <p><b>Interpretive:</b></p> <ul style="list-style-type: none"> <li>• Understanding songs and simple stories</li> <li>• Watching a video and explaining geography</li> <li>• Actively participating in group-activities.</li> <li>• Listening to and following directions</li> </ul>	<ul style="list-style-type: none"> <li>• Verb conjugation</li> <li>• Present tense</li> <li>• Gender</li> <li>• Sentence structure</li> <li>• Word order</li> <li>• Pronunciation</li> <li>• Spelling</li> </ul>	<p><b>Nouns:</b>            Switzerland: Cantons and major cities, Bern, Geneva, Zurich, usw            Grüetzi, Gruesse wohl, Merci            vielmehr, usw</p>

## Curricular Theme(s): *History 1919-1939 in Europe - Zwischenkriegszeit in Europa*

**Waldsee Goal 2:** To improve language proficiency skills in German, including interpersonal, interpretive, and presentational modes 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:** Heiko Volkmann (Jürgen)  
**Session:** GB64 (2019)  
**Waldsee Level:** Intermediate

**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><b>Overview:</b>  Villagers learn about the historical background of the European countries during the Zwischenkriegszeit (1919-1939), with a focus on Russian and German politics.</p> <p><b>Waldsee Setting(s) and Activities:</b>  Classroom, Outdoors, Indoors</p> <p><b>Tasks:</b></p> <ul style="list-style-type: none"> <li>Practice discussing the characteristics of another culture without relying on prejudice and common stereotypes</li> <li>Learn and use the essential vocabulary to speak about the historical background of a country</li> <li>Design and paint a painting about the political situation in Europe during the period under discussion</li> <li>Learn the essential vocabulary to express one's feelings and opinions</li> </ul>	<p><b>Interpersonal:</b></p> <ul style="list-style-type: none"> <li>Discussing cultural values</li> <li>Comparing and contrasting the politics of the Zwischenkriegszeit to those of today</li> </ul> <p><b>Presentational</b></p> <ul style="list-style-type: none"> <li>Designing and drawing a painting of the political situation in Europe during the years from 1919-1939</li> </ul> <p><b>Interpretive:</b></p> <ul style="list-style-type: none"> <li>Understanding coordinated and slightly more complicated sentences</li> <li>Actively participating in group-activities in class</li> <li>Listening to and following directions</li> </ul>	<ul style="list-style-type: none"> <li>Verb conjugations</li> <li>Present, future and perfect tenses</li> <li>Nominative, accusative and dative cases</li> <li>Sentence structure</li> <li>Word order (focus on verbs)</li> <li>Intensive pronunciation training</li> <li>Spelling</li> <li>Past tenses</li> </ul>	<p><b>In context:</b></p> <p>Most new words that the Villagers learned were connected with politics and history</p> <p>Verbs vergleichen, beschreiben, vorschreiben, präsentieren, konjugieren, glauben, abstammen, herkommen, verändern, verdoppeln</p> <p>Nouns Menschen, Faschismus, Propaganda, Kommunismus, Kriegswirtschaft, Stadt, Staaten, Krieg, Tod, Nationalismus, Manipulation, Putsch, Armut, Unsicherheit,</p> <p>Adjectives konservativ, progressiv, verständlich, sprachlich, religiös, fromm, verwandt</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><b>Overview:</b> 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><b>Waldsee Setting(s) and Activities:</b></p> <ul style="list-style-type: none"> <li>Band Practice Room</li> <li>Berndt's Bühne</li> <li>Waldsee Cafe</li> </ul> <p><b>Tasks:</b></p> <ul style="list-style-type: none"> <li>Learn the vocabulary related to music performance</li> <li>Work with the instruments and improve musical skills</li> <li>Learn the lyrics to the song</li> </ul>	<p><b>Interpersonal:</b></p> <ul style="list-style-type: none"> <li>Asking questions</li> <li>Giving instructions</li> <li>Making group decisions</li> </ul> <p><b>Interpretive:</b></p> <ul style="list-style-type: none"> <li>Guessing at meanings of new vocabulary</li> <li>Speaking about personal preferences</li> <li>Following instructions</li> </ul> <p><b>Presentational:</b></p> <ul style="list-style-type: none"> <li>Presenting German songs to villagers in a rock concert</li> <li>Repeating and singing German words with the correct pronunciation</li> </ul>	<ul style="list-style-type: none"> <li>Present tense, past tenses, future tense</li> <li>Word order</li> <li>Commands</li> </ul> <p><b>Performing phrases and verbs</b> (wiederholen, auswendig lernen, üben proben, vorspielen, verbessern, im Takt bleiben)</p> <p><b>Nouns related to music rehearsals and performance</b> (e.g. der Verstärker, der Lautsprecher, das Kabel, der Text, das Mikrofon, die Gitarre, das Schlagzeug, das Klavier, der Takt, der Rhythmus, der Ton, die Tonlage)</p>	<p>Musical terminology and equipment.</p> <p>Terms and phrases for music technology, specifically:</p> <p>Musical terminology and equipment.</p> <p>Terms and phrases for music technology, specifically:</p>

- Perform the song in front of an audience of peers

Curricular Theme: Book Club			
Context	Communicative Function(s)	Language Structure(s)	Lexis: Word groups
<p><b>Overview:</b> 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 Wimmeton, and the nonfictional Graf von Luckner).</p> <p><b>Waldsee Setting(s) and Activities:</b></p> <p>Gasthof dining hall</p> <p><b>Tasks:</b></p> <ul style="list-style-type: none"> <li>Students read the 254-page book while listening to the audiobook recording.</li> </ul>	<p><b>Interpersonal:</b></p> <ul style="list-style-type: none"> <li>discuss how students' lives, experiences, or feelings mirrored or differed from those of teenagers in the book</li> </ul> <p><b>Presentational:</b></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"> <li>Draw and narrate a comic strip describing a scene that was central to the book</li> <li>Imagine that Maik (the main character) was an LKT in Waldsee. Write a paragraph or short story about his reactions to Waldsee.</li> <li>Diagram and label the parts of a car in German.</li> </ul>	<p><b>Verb conjugations</b> <b>Imperfect Past</b> <b>Subjunctive</b></p> <p><b>Nouns</b> 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><b>Adjectives</b> e.g., strafmündig, erschöpft, verzweifelt, kumpelhaft, albern, langweilig, versumpt, beschweert, knapp, Lässig, Blöd, Schmuddelig, Wahnsinnig, Sitzengeblieben, Pleite,</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> <p><b>Waldsee Goal 1:</b> To improve language proficiency skills in German, including the interpersonal, interpretive, and presentational modes of communication.</p> <p><b>Waldsee Goal 2:</b> To improve understanding and knowledge of Germany's role in the global community – historically, politically, economically, and artistically.</p>

<ul style="list-style-type: none"> <li>The students also viewed the film "Tschick" and compared the film and book for similarities and differences.</li> <li>Pause for discussion and clarification between each (short) chapter and in the midst of chapters as necessary.</li> <li>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.</li> <li>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.</li> </ul>	<p>peinlich, klapprig, holprig, Bergauf, Erlaubt, bekloppt</p> <p><b>Expressions</b></p> <p>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, Mucksmauschenstill, Zusammengezogenen Augenbrauen, Mir egal, Auf die Nerven gehen, Hätten Sie die Güte, Senkrechtn und waagerrecht, 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><b>Current slang</b></p> <p>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.

Context	Communicative Function(s)	Language Structure(s)	Lexis: Word groups
<p><b>Overview:</b></p> <ul style="list-style-type: none"> <li>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.</li> </ul> <p><b>Waldsee Setting(s) and Activities:</b></p> <ul style="list-style-type: none"> <li>Strand (beach) and Bootshaus (boat house) as well as the Bemidji Dragon Boat Festival downtown.</li> </ul> <p><b>Tasks:</b></p> <ul style="list-style-type: none"> <li>Learning accurate dragon boat technique</li> <li>Creating a team and community atmosphere</li> <li>Forming a race plan and working together in the boat</li> <li>Discussing our plans for the future and creating a video advertisement.</li> </ul>	<p><b>Interpretive</b></p> <ul style="list-style-type: none"> <li>Guessing at the meaning of new vocabulary</li> </ul> <p><b>Interpersonal:</b></p> <ul style="list-style-type: none"> <li>Indicating understanding</li> <li>Asking for opinions</li> <li>Indicating agreement or disagreement</li> <li>Planning group actions</li> <li>Expressing one's thoughts</li> </ul> <p><b>Presentational</b></p> <ul style="list-style-type: none"> <li>Creating race plan and strategy</li> <li>Creating an advertisement</li> </ul>	<p><b>Present Tense</b></p> <p><b>Imperative</b></p> <p><b>Past Tense (Perfekt)</b></p> <p><b>Questions</b></p> <p><b>Pronunciation</b></p> <p><b>Modal verbs</b></p>	<p><b>Word groups</b></p> <p>Parts of the boat and paddle, body parts, race terminology</p> <p><b>Words</b></p> <p><b>Verbs:</b></p> <ul style="list-style-type: none"> <li>paddeln</li> <li>konkurrieren</li> <li>gewinnen</li> <li>ziehen</li> <li>beugen</li> <li>eintauchen</li> </ul> <p><b>Nouns:</b></p> <ul style="list-style-type: none"> <li>das Paddel</li> <li>das Drachenboot</li> <li>das Dreieck</li> <li>der Paddelgriff</li> <li>das Paddelblatt</li> <li>die Hand</li> <li>das Bein</li> <li>der Arm</li> <li>der Steuermann/die Steuerfrau</li> <li>der Trommler</li> </ul>
			<p><b>National Standards:</b> 1.1, 1.2, 2.2, 5.1, 5.2</p>

Teacher Name: Hannah “Hermine” Schneeman, Lacy “Katja” Tooker-Kirkeyvold

Session: GB64, GB84 (2019)

Waldsee Level: Mixed level

## 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><b>Overview:</b> 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><b>Waldsee Setting(s) and Activities:</b></p> <ul style="list-style-type: none"> <li>- Out of doors, at the Grill Platz.</li> <li>- Daily physical conditioning exercises.</li> <li>- Review of printed materials during study times.</li> </ul> <p><b>Tasks:</b></p> <ul style="list-style-type: none"> <li>• Demonstrate the correct use of the equipment, understand and use the correct German vocabulary associated with the sport.</li> <li>• Demonstrate the following: Fechstellung, Ausfallschritt, Abwärtsbewegung, Riposte, Angriff.</li> <li>• Continue development of the skills acquired and the associated vocabulary</li> </ul>	<p><b>Interpersonal:</b></p> <ul style="list-style-type: none"> <li>• Agreement/disagreement</li> <li>• Asking/answering questions about the aspects and development of the sport</li> <li>• Asking questions regarding the difference in the sport in the US and Germany.</li> </ul> <p><b>Presentational:</b></p> <ul style="list-style-type: none"> <li>• Presentation and short bouts to maître d' armes</li> <li>• Demonstration of parts of the weapon, and attire</li> <li>• Demonstration of learning to the camp.</li> <li>• Participation in a final tournament</li> <li>• Writing a description of the experience of learning this sport</li> </ul> <p><b>Interpretive:</b></p> <ul style="list-style-type: none"> <li>• Group activities</li> <li>• Following directions</li> <li>• Class activities and discussions about identities</li> </ul>	<p><b>Nouns:</b></p> <ul style="list-style-type: none"> <li>• Nouns associated with the sport</li> <li>• Verbs associated with the sport vocabulary</li> <li>• Question formation using the given sentence structure as continued from regular classroom instruction</li> </ul> <p><b>Verbs:</b></p> <ul style="list-style-type: none"> <li>• angreifen, verteidigen, bewegen, treten, ausfallen, heben, drehen, wenden, fallen lassen, strecken, grüßen, einladen, aufmachen, zumachen.</li> </ul> <p><b>Adjectives/Adverbs:</b></p> <ul style="list-style-type: none"> <li>• forwärts, rückwärts, nach rechts/links/unten/oben, gerade, rechtwinklig,</li> </ul>	<p><b>Nouns:</b></p> <ul style="list-style-type: none"> <li>• Unterziehweste, Fechtiacke, Brustschutz, Handschuh, Ausfallbein, Standbein, Waffe, Hand, Faust, Klinge, Spitze, Glocke, Schwertknauf, Griff, Schwert, Siehe Anhang.</li> </ul>

## Curricular Themes: Baking

**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.

**Waldsee Goal 2:** To build our village community through communication, team building and stewardship.

Context	Communicative Function(s)	Language Structure(s)	Lexis: Word groups
<p><b>Overview:</b> 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><b>Waldsee Setting(s) and Activities:</b> BioHaus BioHaus Küche Cafe Einbeck Deutschland</p> <p><b>Tasks:</b> Choose recipes from cookbook Bake and cook using German recipes Interpret cultural materials Listen to German music Discuss opinions Design a cookbook</p>	<p><b>Interpersonal:</b> Asking for information Agreeing or disagreeing Group decision making Planning group actions Asking for directions and instructions Making requests</p> <p><b>Interpretive:</b> Comparing and contrasting Requesting and reporting facts Understanding descriptions Paraphrasing, summarizing, or translating Calculating and measuring given values</p> <p><b>Presentational:</b> Reading out loud Explaining a category</p>	<p><b>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</b></p> <p><b>Nouns:</b> 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, das Mehl, der Pulver, der Pulverzucker, der Topf, die Pfanne, der Herd, die Schuhplatte, die Schokolade, Kübis, Kübiskern, Sesam, Silvester, eine Preise, das Gebäck, Schlagsahne/-obers, Mohn, Rosinen</p> <p><b>Verbs:</b> eingeben, einrühren, (ein)mischen, backen, spülen, kochen, vorbereiten, warten, messen, waschen, spülen, schälen, einfüllen, bestäuben, karamellisieren, trocknen, essen, schenken, schneiden, erhitzen, abkühlen lassen,</p> <p><b>Adjektive/Adverbs:</b> saftig, knusprig, fruchtig, bestäubt, gefüllt, feucht, hart, weich, trocken, viel, wenig, gern/nicht gern/lieber, klumpig, restlich, warm, heiß, kalt, dick, kühl, dünn, gering, lawarm, verrückt</p>	<p><b>Teacher Name:</b> Amelia "Liesel" Scarbrough, Lacy "Katja" Tooker- <b>Kirkevold</b></p> <p><b>Session:</b> GB63, GB64 (2019)</p> <p><b>Waldsee Level:</b> Mixed Levels</p> <p><b>National Standards:</b> 1.1, 1.2, 3.1, 4.2, 5.1, 5.2</p>

<p><b>Curricular Theme(s):</b> "Wir nähen einen Turnebutel" (Sewing a bag)</p> <p><b>Waldsee Goal 2:</b> To improve language proficiency skills in German, including the interpersonal, interpretive, and presentational mode of communication</p> <p><b>Waldsee Goal 4:</b> To build our village community through communication, team building and stewardship.</p>	<p><b>Teacher Name:</b> Veronika "Helene" Schabhuesser</p> <p><b>Session:</b> GB64, GB63 (2019)</p> <p><b>Waldsee Level:</b> Mixed Levels</p>
<p><b>Context</b></p> <p><b>Communicative Function(s)</b></p> <p><b>Language Structure(s)</b></p> <p><b>Lexis: Word groups</b></p>	<p><b>Overview:</b></p> <ul style="list-style-type: none"> <li>Students sewed a bag of their choice, which included all the steps from choosing a fabric to finishing the gammant.</li> </ul> <p><b>Waldsee Setting(s) and Activities:</b></p> <ul style="list-style-type: none"> <li>Worpswede (the art houses), classroom, Marktplatz</li> </ul> <p><b>Tasks:</b></p> <ul style="list-style-type: none"> <li>Choosing a fabric and pattern</li> <li>Discussing designs with each other</li> <li>Cutting the fabric according to pattern or plan</li> <li>Sewing the pieces, adding modifications according to personal taste</li> </ul> <p><b>Referential</b></p> <ul style="list-style-type: none"> <li>Describing fabric, patterns and garments, and actions such as threading, sewing, etc.</li> <li>Comparing and contrasting things</li> </ul> <p><b>Interpretive</b></p> <ul style="list-style-type: none"> <li>Understanding and following directions in German</li> </ul> <p><b>Imaginative:</b></p> <ul style="list-style-type: none"> <li>Planning and creating one's own gammant</li> </ul>