

Concordia Language Villages

Four-Week High School Credit Programs 2018 Catalogue

Accredited by AdvancEd

Concordia Language Villages offers high school students a variety of summer language and cultural immersion programs in 14 world languages for high school and college credit. Programs meet a variety of objectives related to linguistic proficiency, cultural competency, and positive engagement in local and global communities. The four-week high school credit programs are the equivalent of one year of high school language instruction. Students who are 18 years of age or younger and are entering grade 9, 10, 11, or 12 are eligible to enroll. A student who has graduated from high school and is still 18 years of age or younger, but who has not yet fully matriculated into college, is also eligible to register.

High school credit programs support students' learning needs in public and private schools, homeschooling environments, IB diploma programs, language immersion schools, and those seeking alternative learning environments and credentials, such as the Seal of Biliteracy and Global Education Achievement Certificate. The programs also boost skills beneficial for AP courses and exams.

A minimum of 180 hours of direct instruction, along with significant language and culture practice, takes place within the context of a residential immersion setting. Participants learn in small groups that typically range in size from four to eight students. The credit program faculty and staff are native speakers or highly-proficient speakers in the target language, and all have teaching and leadership expertise with immersion methodology at the secondary and/or post-secondary levels.

The high school credit programs are accredited by [AdvancEd](#), a non-profit organization that conducts rigorous, on-site reviews of educational institutions to ensure all learners reach their full potential. A four-week [college-level language course](#) for advanced speakers is offered in German, French and Spanish (not listed here) with one-semester college credit granted by [Concordia College](#) in Moorhead, Minn.

The Concordia Language Villages mission and the ACTFL World-Readiness Standards guide the design and implementation of the credit programs. A summary of the alignment with these standards is available on [our website](#). Final evaluations in the high school credit programs focus on proficiency gains in interpretive, presentational, and interpersonal communication modes.

All high school credit instruction serves broader institutional goals such as the Concordia Language Villages mission. The Concordia Language Villages mission is to inspire courageous global citizens. A courageous global citizen lives responsibly by:

- appreciating and seeking to understand diverse cultural perspectives;
- communicating with confidence and cultural sensitivity in multiple languages;
- respecting human dignity and cultivating compassion;
- engaging critically and creatively with issues that transcend boundaries; and
- advancing a more just, peaceful, and sustainable world for all.

[The CLVway](#) reflects the Asian concept of 道 or the "way" to excellence through practice. Four precepts frame the Language Village experience and effect our mission of responsible, global citizenship:

1. **Grand Simulation:** Students become citizens of a Village, or "villagers." We intentionally construct a nurturing environment that evokes the look, feel, sounds, and tastes of the lands where the target language is spoken.
2. **Community-Based Learning:** We are all about community. Our Village setting gives us exceptional opportunities to build a purposeful residential community in which villagers and staff from across the country and around the world engage in daily activities that facilitate natural use of language and greater cultural fluency.
3. **Lived Language and Culture:** Villagers learn by doing. They need and want to use the target language in a wide variety of culturally authentic activities and linguistically meaningful settings.
4. **Outdoor Learning:** No learner should be left indoors. We embrace our natural setting in the Minnesota North Woods to strengthen our bonds with nature and to incorporate appropriate cultural perspectives and environmental practices into our learner-centered activities.

For further details on program structure and philosophy, please see:

- High School Credit Program Syllabus
- [Introductions to the Six Guiding Principles of Concordia Language Villages Programming](#)

Arabic

***Al-Waha* Four-Week High School Credit Program**

Prerequisites: none (proficiency level determined on arrival)
Credit: one year of high school Arabic: beginner to advanced
Recommended Grade Level: entering grade 9, 10, 11, or 12
Session Dates: AB74: July 23 - August 18

Program Description: The program at *Al-Waha* offers instruction in Modern Standard Arabic within a setting that reflects the diversity of the Arab world. By way of listening, speaking, reading, and writing, villagers are quickly on their way to improving their knowledge of Arabic. In addition to covering specific language topics in Modern Standard Arabic and various Arabic dialects, villagers have the opportunity to learn about topics such as the history of Arab countries, the modern Arab world, Arab identity, and environmental awareness by participating in Village-wide activities. Assessment at *Al-Waha* is in the form of a portfolio and participation in credit classes and activities in the Village throughout the day. The curriculum is based on themes that pertain specifically to life at *Al-Waha* and more generally to life in the Arab world.

[Arabic Program Syllabus](#)

Chinese (Mandarin)

***Sēn Lín Hú* Four-Week High School Credit Program**

Prerequisites: none (proficiency level determined on arrival)
Credit: one year of high school Mandarin: beginner to advanced
Recommended Grade Level: entering grade 9, 10, 11, or 12
Session Dates: CC24: June 18 - July 14; CC64: July 16 - August 11

Program Description: The program balances speaking, reading, listening comprehension, and writing skills, along with cultural knowledge and competency. As an in-depth experience learning the Chinese language and culture, the emphasis is on using Chinese in real-life contexts. This immersion experience is embedded in daily life, featuring a variety of cultural activities as well as formal study and assessment, which may include a creative project, journaling, serving as a teacher's assistant, or completing "Chinese Expert" language challenges.

[Chinese Program Syllabus](#)

Danish

***Skovsøen* Four-Week High School Credit Program**

Prerequisites: none (proficiency level determined on arrival)
Credit: one year of high school Danish: beginner to advanced
Recommended Grade Level: entering grade 9, 10, 11, or 12
Session Dates: DB24: June 18 - July 14

Program Description: The program focuses on the key skills of language acquisition, i.e. speaking, writing, listening, and reading. The most important aspect of learning a new language is using the language; therefore, the Danish credit program centers on the communicative language teaching approach and immersion. This means villagers speak Danish as much as possible. Vocabulary and grammar are taught in formal class periods, with language practice embedded in engaging activities such as presentations on Denmark and Danish culture, Danish films and TV shows, Danish songs, and a daily journal. Active participation and use of oral Danish in the program is a critical part of the evaluation process. Villagers are assessed on their use of Danish not only in the classroom, but also during meals and through self-designed projects and journals, evening programs, and other activities.

[Danish Program Syllabus](#)

Finnish

***Salolampi* Four-Week High School Credit Program**

Prerequisites: none (proficiency level determined on arrival)
Credit: one year of high school Finnish: beginner to advanced
Recommended Grade Level: entering grade 9, 10, 11, or 12
Session Dates: IB24: June 18 - July 14

Program Description: The program focuses on all four skills of language acquisition, i.e. speaking, writing, listening, and reading and the three modalities (interpretive, interpersonal, presentational). The communicative approach especially hones listening and speaking skills in a variety of formal and informal settings throughout each day. Villagers learn and apply the language in real-life scenarios and situations. Formal class periods emphasize language acquisition, vocabulary building, and grammar through engaging exercises such as describing objects and situations, telling stories, sharing opinions, and debating topics of interest. Culturally authentic materials, such as Finnish films, TV shows, music, books, and news media provide the content and context for learning. Active participation and use of oral Finnish comprise a critical part of the program's evaluation process. Villagers are assessed on their interactions in Finnish not only during formal class time, but also during meals, through self-designed projects and journals, evening programs, and other hands-on activities, which all focus on Finnish history and contemporary culture.

[Finnish Program Syllabus](#)

French

Lac du Bois, Bemidji Four-Week High School Credit Program

Prerequisites: none (proficiency level determined on arrival)

Credit: one year of high school French: beginner to advanced

Recommended Grade Level: entering grade 9, 10, 11, or 12

Session Dates: FB 34: June 25 - July 21; FB 74: July 23 - August 18

Program Description: The credit program offers learning in an immersion environment, engaging villagers in an active daily schedule of a variety of outdoor, sporting, cultural, and arts activities and Village life. The villagers learn in courses led by experienced teachers and through participation in experiences simulating French-speaking cultures. Villagers are assigned to leveled courses designed around themes that blend francophone cultural content with grammar and vocabulary development. The program emphasizes learning in natural situations, like eating meals family style, going to *Chez Henri*, (the store), ordering food at *Cafe Danielle*, or acting in *Plaisirs d'Amour* (our soap opera) for the rest of the Village. Project-based learning is incorporated as part of each class and in elective courses. All credit villagers at *Lac du Bois* Bemidji also participate in a one-night camping program, *La Belle Étoile*, incorporating outdoor learning into the curriculum. Villagers are assessed on their participation in language-level classes and Village activities, group and individual projects, and their learning portfolio and reflection.

[French Bemidji Program Syllabus](#)

Lac du Bois, Hackensack Four-Week High School Credit Program

Prerequisites: none (proficiency level determined on arrival)

Credit: one year of high school French: beginner to advanced

Recommended Grade Level: entering grade 9, 10, 11, or 12; following grade 12

Session Dates: FH24: June 18 - July 14

Program Description: At *Lac du Bois*, Hackensack, villagers are immersed in a) French language and francophone cultures, b) a diverse and close-knit community, and c) a natural, pristine wilderness environment. These three immersions complement each other and provide a setting in which learning occurs both naturally, driven by curiosity and a sense of play, and intentionally, driven by the language course curriculum centered on these themes. A typical day includes direct instruction through cultural activities, simulated Village life, intensive courses focused on grammar and vocabulary development in the context of global and cultural themes, interpretive and conversational practice throughout with native and proficient counselors and teachers, and projects designed by villagers and their teachers to meet their individual goals. Villagers are assessed in the areas of participation in class and Village activities, progress in French skills addressed in class and tutoring, engagement in mealtime conversations and cabin life, four individualized projects, and an ACTFL standards-based portfolio and self-reflection.

[French Hackensack Program Syllabus](#)

Lac du Bois Four-Week High School Credit Abroad Program

Prerequisites: at least one year of high-school level French or equivalent

Credit: one year of high school French: intermediate to advanced

Recommended Grade Level: entering grade 11 or 12; following grade 12

Session Dates: FAH44: July 2 - July 29

Program Description: During the first half of this program, villagers live and learn in the immersive setting of *Lac du Bois* Hackensack, with a focus on French language and francophone cultures, participation in a vibrant, supportive community and a natural, pristine wilderness environment. Class time in the context of Village immersion is designed to develop grammar and vocabulary relevant to the opportunities and challenges villagers face in their travels and time with host families in France - the focus of the second two weeks of the program. Villagers are assessed in the areas of class

individual portfolio and self-reflection. Highlights while in France include an extended family stay, excursions to historic and cultural sites, and authentic linguistic and cultural exchanges. [French Program Syllabus](#)

Les Voyageurs Four-Week High School Credit Program

Prerequisites: none (proficiency level determined on arrival)

Credit: one year of high school French: beginner to advanced

Recommended Grade Level: entering grade 9, 10, 11, or 12

Session Dates: FZ 24: June 18 - July 14; FZ 64: July 16 - August 11

Program Description: *Les Voyageurs* credit villagers are immersed in French while living in the outdoors. The curriculum focuses on speaking French, living in the forest, building community, and learning about the history of the North American fur trade. While developing proficiency in French, villagers learn to build a campsite, split firewood, cook over an open fire, identify flora and fauna of the North Woods, and successfully paddle long distances together in *brigades*. Staff help villagers set learning goals while developing their trekking and leadership skills. They visit a historical, interactive museum in Canada, trek the path of the French fur traders, and read historical accounts and folklore of the period. They are assessed on their participation in small learning groups, Village activities, villager-led projects and individual projects related to the literature, campsite building, and participation in their *brigade*.

[French *Les Voyageurs* Program Syllabus](#)

German

Waldsee Four-Week High School Credit Program

Prerequisites: none (proficiency level determined on arrival)

Credit: one year of high school German: beginner to advanced

Recommended Grade Level: entering grade 9, 10, 11, or 12

Session Dates: GB24: June 18 - July 14; GB64: July 16 - August 11; GB84: July 30 - August 25

Program Description: The credit program emphasizes active learning—drawing on all of the resources *Waldsee* has to offer, including the rich natural surroundings, a variety of outdoor and sporting activities, and Village life. Leveled courses are theme-based, blending cultural content with grammar lessons. The program practices learning in natural situations that one would encounter in a German-speaking country. Assessments include a multi-modal portfolio, daily informal speaking, and projects. [German Program Syllabus](#)

Waldsee Four-Week High School Credit Abroad Program

Prerequisites: at least one year of high-school level German or equivalent

Credit: one year of high school German: intermediate to advanced

Recommended Grade Level: entering grade 11 or 12

Session Dates: GAH44: July 2 - July 29

Program Description: The credit abroad program emphasizes active learning, drawing on all of the resources that *Waldsee* has to offer for the first two weeks, including the rich natural surroundings, a variety of outdoor and sporting activities, and Village life. Villagers are immersed in the German language using a theme-based curriculum that melds cultural content with grammar lessons. Themes include modern German society, German history, and the environment. Following two weeks in the Village, participants continue formal instruction while traveling throughout Germany for an additional two weeks. While in Germany, highlights include Berlin, an extended family stay, and authentic linguistic and cultural exchanges. Assessment includes daily speaking situations, blogging and v-blogging, a portfolio, and presentations on sites of interest while traveling in Germany. [German Program Syllabus](#)

Waldsee Stem-D Four-Week High School Credit Program

Prerequisites: none (proficiency level determined on arrival)

Credit: one year of high school German: beginner to advanced

Recommended Grade Level: entering grade 9, 10, 11, or 12

Session Dates: GB63: July 16 - August 11

Program Description: This specialty credit program combines German with STEM skills. In *Waldsee's* STEM-D high school credit program, villagers create a portfolio of projects that develop skills in Science, Technology, Engineering, and Math (STEM), along with the requisite language skills to conduct these activities in German. Language instruction is designed to support comprehension of written materials about science, technology, math and engineering; and aural-oral activities support villagers' ability to discuss topics relevant to the STEM curriculum. Assessments include hands-on projects that are geared to each villager's own level and background, both in German and in each of the STEM skill areas. [German Program Syllabus](#)

Waldsee die Grüne Welle Four-Week High School Credit Program

Prerequisites: none (proficiency level determined on arrival)

Credit: one year of high school German: beginner to advanced

Recommended Grade Level: entering grade 9, 10, 11, or 12

Session Dates: GB83: July 30 - August 25

Program Description: This specialty credit program focuses on environmental science, conservation, energy, chemistry, and forestry. Villagers use German to discover the beautiful natural surroundings of the Village property and to develop

wilderness skills. They plan and execute a one-week canoe trip down the Mississippi and across the great Northern Minnesota landscape, camp and sleep in/outside of a tent, build a fire and cook over it, enjoy the sunsets as the loons call out in the distance, and learn about plants and animals—all in German. Language classes develop villagers' ability to converse and write about these topics in German. Villagers also carry out experiments and learn about sustainable living in the *Waldsee BioHaus*, a certified passive house designed to use 85 percent less energy than a comparable American building. Assessments include using German to document energy use in the *BioHaus*, exploring Germany's *Energiewende* geared to low-energy sustainable living, journaling about the group's Mississippi canoe adventure, maintaining a green roof, and making a video about the team's involvement in the annual Bemidji Dragon Boat Race. [German Program Syllabus](#)

***Waldsee der Märchenwald* Four-Week High School Credit Program**

Prerequisites: none (proficiency level determined on arrival)

Credit: one year of high school German: beginner to advanced

Recommended Grade Level: entering grade 9, 10, 11, or 12

Session Dates: GB85: July 30 - August 25

Program Description: This credit program takes participants back in time to experience a unique combination of the Middle Ages and theater. *Der Märchenwald* challenges its participants to create a kingdom from a path through the woods, a theater in a forest clearing, and authentic medieval persons in themselves. Class time blends language, history, arts and crafts, music, creative writing, literature, ongoing role-playing, teamwork, and, finally, a formal knighting ceremony. Villagers also live in the German Language Village, using German all day during meals, cabin life, the Village store, etc. Assessments include class discussion conducted in German, research projects on various aspects of the stage production, and the final performances. [German Program Syllabus](#)

Italian

***Lago del Bosco* Four-Week High School Credit Program**

Prerequisites: none (proficiency level determined on arrival)

Credit: one year of high school Italian: beginner to advanced

Recommended Grade Level: entering grade 9, 10, 11, or 12

Session Dates: LH 64: July 16 - August 11

Program Description: The credit program draws on all of the resources that *Lago del Bosco* has to offer, including the rich natural surroundings, a variety of outdoor and sporting activities, and Village life. Courses feature a theme-based curriculum that blends cultural content with grammar lessons. For example, in some years villagers have learned about Milan's fashion and sewn their own clothes. Others have studied Leonardo DaVinci's inventions and recreated some of them - all while learning new Italian grammar and vocabulary. Villagers are immersed in an active, playful Village environment where they can live in Italian culture and practice the language in natural situations found in a typical Italian town. Villagers are assessed on their participation in language-level classes and Village activities, group and individual projects, and their learning portfolio and reflection. [Italian Program Syllabus](#)

Japanese

***Mori no Ike* Four-Week High School Credit Program**

Prerequisites: none (proficiency level determined on arrival)

Credit: one year of high school Japanese: beginner to advanced

Recommended Grade Level: entering grade 9, 10, 11, or 12

Session Dates: JD24: June 18 - July 14; JD64: July 16 - August 11

Program Description: Credit villagers at *Mori no Ike* participate in a project- and task-based curriculum, built around communication tasks (e.g., inviting someone to an event) rather than grammar topics. In addition to daily language classes using one of three leveled curricula, villagers complete a project together with their classmates during the first two weeks. In the second half of the session, villagers complete an individual or small-group project and present it to their peers in Japanese. Villagers develop literacy skills in hiragana, katakana, and kanji characters. In addition to projects, assessments include quizzes, informal conversations, short essays, and a portfolio. Villagers at *Mori no Ike* naturally become strongly supportive of one another and enjoy helping each other learn. [Japanese Program Syllabus](#)

Korean

***Sup sogŭi Hosu* Four-Week High School Credit Program**

Prerequisites: none (proficiency level determined on arrival)

Credit: one year of high school Korean: beginner to advanced

Recommended Grade Level: entering grade 9, 10, 11, or 12

Session Dates: KB24: June 18-July 14

Program Description: Villagers in four-week high school credit-bearing sessions at *Sup sogŭi Hosu* participate in small, intensive language-instruction classes. Course themes may include traditional clothing, modern architecture, literature, poetry, and Korean popular culture. In addition to formal language classes, villagers develop Korean language and culture skills during mealtime conversations, while playing sports, making crafts, and discussing historical re-enactments - all while using Korean. Pre- and post-arrival assessments include extemporaneous speaking, journaling, collaborative projects, and a portfolio with extensive artifacts reflecting the breadth and depth of the villager's work.

[Korean Program Syllabus](#)

Norwegian

Skogfjorden Four-Week High School Credit Program

Prerequisites: none (proficiency level determined on arrival)

Credit: one year of high school Norwegian: beginner to advanced

Recommended Grade Level: entering grade 9, 10, 11, or 12

Session Dates: NB34: June 25 - July 21

Program Description: Skogfjorden's *videregående* high school program is centered on cutting-edge, research- and community-based learning. The academic goals include learning and mastering new language and content and equipping villagers with strategies needed to continue learning Norwegian beyond *Skogfjorden*. Each class level is tailored to the needs of the villagers, building on previous knowledge and adding new aspects of language and culture. In addition to language classes, villagers participate in humanities courses about immigration, Vikings, the Sami people, Norway today, and nature and the environment. This is a dynamic and challenging program that fosters personal growth and reflection, in addition to deepening connections to Norway, the Norwegian language, and the Norwegian culture. Villagers are assessed on their active participation in level-specific and humanities classes, as well as through participation and reflection on theme-based activities, a legacy project, and other community building endeavors. Throughout the session, work is collected and organized in a portfolio, which features individual goal setting and reflection.

[Norwegian Program Syllabus](#)

Portuguese

Mar e Floresta Four-Week High School Credit Program

Prerequisites: none (proficiency level determined on arrival)

Credit: one year of high school Portuguese: beginner to advanced

Recommended Grade Level: entering grade 9, 10, 11, or 12

Session Dates: PL34: June 25 - July 21

Program Description: At *Mar e Floresta*, villagers are immersed in the Portuguese language and the cultures of Brazil and Portugal, as well as other Lusophone countries. Credit classes emphasize active learning and building proficiency in all communication skills. The program is adaptable to second language and heritage speakers alike. Villagers live in a diverse, vibrant community in rich, natural surroundings. They participate in a variety of outdoor and sport activities. Village life includes music and dance of the Lusophone cultures. A typical day includes direct instruction through cultural activities, simulated Village life, and an intensive thematic course featuring authentic texts from the Lusophone world. There is interpretive and conversational practice throughout the day with native and highly proficient counselors and teachers. Villagers are assessed on their participation in classes and Village activities, group and individual projects, and their learning portfolio and reflection. [Portuguese Program Syllabus](#)

Russian

Lesnoe Ozero Four-Week High School Credit Program

Prerequisites: none (proficiency level determined on arrival)

Credit: one year of high school Russian: beginner to advanced

Recommended Grade Level: entering grade 9, 10, 11, or 12

Session Dates: RB64: July 16 - August 11

Program Description: The credit program balances interactive, hands-on, and fun learning with serious study and practice. Because of the small classes (six to eight participants), villagers are able to progress from their current level of Russian through a year of coursework material in a month's time. Emphasis is on both the written and spoken language. Villagers use their Russian in many aspects of Village life outside the credit classroom. On any given day, they might participate in a mock fashion show, sharpen their negotiation skills while trying to convince the camp Babushka that they have eaten enough, or gather some oral history from staff who experienced the collapse of the Soviet Union.

Assessments include spontaneous conversation, prepared speeches, essays, projects, and participation in "Super Russian," opting to use only Russian for one or more 24-hour periods. [Russian Program Syllabus](#)

Spanish

El Lago del Bosque, Bemidji Four-Week High School Credit Program

Prerequisites: none

Credit: one year of high school Spanish: beginner to advanced

Recommended Grade Level: entering grade 9, 10, 11, or 12

Session Dates: SB24: June 18 - July 14; SB64 July 9 - August 11

Program Description: This program focuses on three key areas: 1) learning and using Spanish to engage with others; 2) having fun and enjoying the learning experience at a culturally authentic site; and 3) building a sense of community and belonging. The program includes direct instruction through cultural activities, simulated Village life, and intensive thematic courses. There is interpretive and conversational practice throughout with native and proficient counselors and teachers. Villagers design an individual project they develop throughout the month and present at the end of the session. Villagers are assessed in the areas of class and Village participation, mastery of course content, the individual writing project, and interviews, as well as creative and formal presentations. [Spanish Program Syllabus](#)

El Lago del Bosque, Cass Lake Four-Week High School Credit Program

Prerequisites: none

Credit: one year of high school Spanish: beginner to advanced

Recommended Grade Level: entering grade 9, 10, 11, or 12

Session Dates: SL 34: July 16 - August 1

Program Description: This program focuses on three key areas: 1) learning and using Spanish to engage with others; 2) having fun and enjoying the learning experience at a beautiful outdoor site; and 3) building a sense of community and belonging. The program includes direct instruction through cultural activities, simulated Village life, and intensive thematic courses. There is interpretive and conversational practice throughout with native and proficient counselors and teachers. Villagers design an individual project they develop throughout the month and present at the end of the session. Villagers are assessed in the areas of class and Village participation, mastery of course content, the individual writing project, and interviews, as well as creative and formal presentations. [Spanish Program Syllabus](#)

El Lago del Bosque Four-Week High School Credit Abroad Program

Prerequisites: at least one year of high-school level Spanish or equivalent

Credit: one year of high school Spanish: intermediate to advanced

Recommended Grade Level: entering grade 11 or 12

Session Dates: SAH44: July 9 - August 5

Program Description: The credit abroad program emphasizes active learning—drawing on all of the resources that *El Lago del Bosque* Cass Lake has to offer, including the rich natural surroundings, a variety of outdoor, sport, cultural, and arts activities and Village life. During the first two weeks, class time focuses on the culture of Costa Rica, and the upcoming experiences the participants have with host families and excursions to important cultural sites in the country. Following two weeks in the Village, participants spend two weeks traveling in Costa Rica where formal class time continues. Highlights include a week of living with host families, visiting the city of San Jose, exploring the Central Pacific Coast region, a service project and adventure in Dominical, and a visit to the Irazu volcano. Villagers are assessed in their participation in class and the Village, in-group activities in Minnesota and Costa Rica, mastery of course content, engagement in mealtime conversations, self-designed individual projects, and an individual portfolio and reflection. [Spanish Program Syllabus](#)

Swedish

Sjölunden, Four-Week High School Credit Program

Prerequisites: none

Credit: one year of high school Swedish: beginner to advanced

Recommended Grade Level: entering grade 9, 10, 11, or 12

Session Dates: WB64: July 16 - August 11

Program Description: The credit program at *Sjölunden* offers villagers the opportunity to explore Swedish language and culture through a variety of lessons and activities. All villagers have two main daily lessons. The first, *akademisklektion* (academic lesson), focuses on building vocabulary, sentence structure, and grammar through a topic. These lessons use the content-based instruction model to teach language through a focus on geography, Swedish history, culture, environmental studies -- or another topic as chosen by the teacher and villagers. The second daily lesson is *ämne*

(subject). Here, villagers explore cultural arts such as traditional crafts, theatre, music, and film. Other topics might include mythology, politics, science, or the age of the Vikings. In addition to these more formal learning times, villagers participate in other project-based activities throughout the day. During the course of the four-week session, villagers have the opportunity to experience several different subjects allowing them the opportunity to work with a variety of staff and explore many aspects of Swedish language and culture. Villagers are assessed on their active participation in class and other activities, as well as through a portfolio, daily journals, projects, and group and individual activities.

[Swedish Program Syllabus](#)