



Danish as Foreign Language Curriculum

Aims

Language is considered a tool for understanding another culture and another way of thinking and feeling. Language teaching must support and open up a positive attitude towards other cultures and a different way of seeing the world. Learning a foreign language requires students to practice listening, not only to the actual words, but also to what is "unsaid" in tone of voice and gestures.

The purpose of Danish lessons is for the students to acquire knowledge and skills to express themselves orally and in writing in Danish.

The students must experience the dimension of language that goes beyond the language's function as information dissemination. Knowledge of cultural and societal conditions must be included in the teaching. Through a comparison between Danish and other languages, the understanding of both the mother tongue and the foreign language must be strengthened, and the ability to observe linguistic phenomena and their meaning must be sharpened. The subject must be part of an interdisciplinary collaboration with English, Danish, and history to strengthen the pupils' understanding of the grammatical structures and the historical contexts.

Byens Steinerskole / Waldorf International School Copenhagen

Otto Busses Vej 47, 2450 København SV
kontor@byenssteinerskole.dk +45 71 96 70 52

www.byenssteinerskole.dk



Objectives and Final Goals of the Subject

Oral Danish (OG)

The student can participate in longer, spontaneous conversations and argue for his own Danish views, including skill and knowledge targets for listening, conversation, presentation, and language focus.

Written Danish (WG)

The student can understand and write longer, coherent texts with different purposes in Danish, and includes skill and knowledge targets for reading, writing, text and media as well as language focus.

Culture and society (CS)

The student can act independently in international cultural meetings based on an understanding of cultural and societal conditions and includes skill and knowledge goals for cultural understanding, cultural meetings, and Danish as access to the world.

At Byens Steinerskole, Danish are taught 2 lessons per week from Class. It is essential for teaching at school that it is based on the spoken word. Through this, students at the smallest grade levels get an experience of the language's character and its special inherent powers and qualities. The different languages have developed varying ways of expressing themselves and thus also varying experience of reality. This develops the student's ability to understand in a general sense and creates a feeling for another culture and for the social forces that it carries with it. The teaching must give students insight into the culture, history, and social conditions of Danish-speaking countries. This strengthens their international understanding and understanding of their own culture.

In the youngest classes, work is done with intonation, rhythm, timbre, and sounds from the foreign language. The intellectual material is initially subordinate, but much emphasis is placed on the mood and emotional experience of the language. This is largely achieved through play and movement and the many possibilities and variations that lie in verses, strips, songs, games, dynamics, tempo changes, etc. The students are at an age level where imitation is the basis for much learning. There is no writing or reading in the language classes in Classes 1 and 2.

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After Class 3, individual oral work becomes a larger part of the teaching. The elementary reading, writing, and spelling skills are started and made aware slowly through texts that the students partly know in advance. The handwritten text is now slowly being supplemented with printed texts. An important pedagogical goal is that new reading material is first presented by the teacher through narration of the content and reading aloud before the students start working on the material. There is not yet much emphasis on translation of the reading material, but a general understanding of the content. Students must experience progress in language learning, which happens by creating good rhythmic work habits. There must be trust and respect in teaching so that everyone dares to experiment with the language.

In Classes 7 to 9, the daily use of the language, both spoken and heard, is strengthened. The literature is expanded in line with the student's stage of development and parallel with the school's curriculum so that the narrative material is also included as themes in language teaching. The focus is on certain authors taken from the language circle's literature. The spoken language is still practiced through recitation and conversation. In these years, grammar gets a more logical explanation and is practiced through written exercises from a printed grammar book. An important work in writing is the transition from retelling to more independent Danish styles. The teacher must spend a lot of time in class preparing a theme so that the students have the necessary glosses and expressions, but they must express themselves freely and dare to write freely without fear of possible error. However, demands are made on their grammatical awareness. The current annual plans for the year supplement the teaching plans.



Development of the Subject		
Content and Focus	Objectives	Final Goals
<p>Class 1 Subjects are the immediate and recognizable surroundings, such as the classroom, colors, numbers, days of the week, months, clothes, body parts, the day's activities, family, and friends. Poems, rhymes and strips, Danish finger games and children's games, and Danish folk songs are used to strengthen the sense of language and to practice language phrases. In addition, there are simple conversations in fixed question-and-answer forms and exercises to respond to simple prompts. The class mostly speaks in unison, but the children must also practice individually. Grimm's fairy tales can be told.</p> <p>Class 2 The topics are expanded to include nature, plants, animals, and more about family, friends, and shopping. New children's games are introduced, where the ability to say something alone in front of the class is strengthened. It continues with age-appropriate poems, rhymes and cartoon strips, folk songs, and stories. Simple sentence structures and conversations must be practiced and</p>	<p>The skills of Oral Danish and Culture and Society are trained here.</p>	<p>Oral Danish Skill and Knowledge objectives: The teaching gives the student the opportunity to:</p> <ul style="list-style-type: none"> • master a vocabulary that includes word groups from everyday life • say simple things about themselves and can ask other students simple questions • memorize the verses and poems the teacher presents to the class. <p>Culture and Society Skill and Knowledge objectives: The teaching gives the student the opportunity to:</p> <ul style="list-style-type: none"> • know the Danish cultural treasure through stories.



<p>work on question and answer forms continued. Fables can be told. The basic numbers, days of the week and seasons are practiced.</p> <p>Class 3 Longer poems are rehearsed, and possibly dances or a little play may be used for instruction. Having students say something on their own is practiced more. The vocabulary is expanded to crafts, school road, modes of transport, and the surroundings in the city and in the countryside. The class practices simple conjugation forms of verbs and word classes. The singular and plural of nouns must be practiced. The written work begins small. Work is done in booklets. Smaller verses and songs are written down and illustrated with colorful drawings. The foreign letters from Danish are learned such as Æ, Ø and Å.</p>		
<p>Class 4 At this grade level, teaching is expanded with reading exercises and written Danish. The written work is expanded into small independent texts. The students practice writing something they already know from the oral teaching. The written text is read aloud in class, first in chorus and later individually. The rhythmic part of language teaching (with poems, songs, rhymes, and strips) continues, it just takes less time in the lesson. The grammar (definite/indefinite noun forms) the students have reviewed in the Danish</p>	<p>The skills of Oral Danish, Written Danish and Culture and Society are trained here.</p>	<p>Oral Danish Skill and Knowledge objectives: The teaching gives the student the opportunity to:</p> <ul style="list-style-type: none"> ● pronounce Danish. ● understand orally coherent sentences about a known area ● look up words independently and independently form sentences orally ● know the most important verb conjugations and modal verbs. ● use inflections correctly in simple sentences and grammar exercises.



<p>lessons in 3rd grade is made conscious in Danish in 4th grade. The students must start working more consciously with glosses.</p> <p>Class 5 Each lesson in Classes 5 and 6 is divided into 3 parts: an oral part with conversations and language games, a listening comprehension part with oral stories, and reading tasks. In all classes, the class begins with a recitation of a Danish poem appropriate to the grade level and the subject.</p> <p>Reading Danish literature and longer texts with a list number of 15 (+/-) are introduced. Students learn to find the answers to written questions in the texts. Grammatically, the class deals with verb conjugations in the present and past tense, as well as the conjugation of "to have" and "to become". We work with cases and prepositions. Pre-printed practice booklets are used. Poems, verses and songs are still part of the teaching. We continue with language games, word games and small dialogues in the teaching, including proverbs as well as listening exercises and drawing dictations.</p> <p>Class 6</p>		<ul style="list-style-type: none">• know the connection between sounds and spelling and apply their knowledge correctly.• master at least 10 questions in Danish that they can ask another person The Danish federal states/Danish geography are reviewed. <p>Written Danish Skills and Knowledge objectives: The teaching gives the student the opportunity to:</p> <ul style="list-style-type: none">• look up words independently and can independently form sentences in writing• know the most important verb conjugations and modal verbs.• use inflections correctly in simple sentences and grammar exercises.• know the connection between sounds and spelling and apply their knowledge correctly.• understand and translate age-appropriate reading texts. <p>Culture and Society Skills Knowledge objectives: The teaching gives the student the opportunity to:</p> <ul style="list-style-type: none">• expand his knowledge of Danish culture.
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<p>In Class 6 students start working with written translations. Vocabulary is now being systematically practiced for various everyday topics, such as furniture/apartment/house, leisure interests, shopping and other topics from everyday life. Language exercises, dialogues and dictations are expanded. In terms of grammar, Class 6 grammar is repeated. We work with irregular conjugations in the present, past tense and modal verbs.</p>		
<p>Class 7 Each lesson in Classes 7 to 9 is divided into 3 parts: an oral part with conversations and language games, a listening comprehension part with oral stories, and reading tasks. In all classes, the lessons begin with a recitation of a Danish poem appropriate to the grade level and the subject.</p> <p>The grammar is repeated and deepened as a new grammatical subject, case, and prepositions are treated.</p> <p>The vocabulary is deepened and expanded, especially with adjectives and comparatives. In writing, students practice being able to express themselves more freely. Reading texts are age-appropriate, but may now contain several unknown words. Students must learn</p>	<p>The skills of Oral Danish, Written Danish and Culture and Society are trained here.</p>	<p>Oral Danish Skills and Knowledge objectives: The teaching gives the student the opportunity to:</p> <ul style="list-style-type: none"> ● pronounce Danish correctly. ● use cases in grammar exercises and has knowledge of sentence structure ● understand the main content of an age-appropriate oral narrative without having to know all the idioms ● converse on familiar topics. ● improvise in verbally unknown, but still manageable situations ● develop their sense of the language so that they have become even more sure of what sounds right or wrong in Danish ● converse on familiar topics. ● improvise a conversation in a clear framework on an unknown topic.



<p>to understand the meaning of a text, even if they do not understand all the words. More is told in Danish, and again the task is to understand the main content of what is being said without being able to understand every single word.</p> <p>The students practice expressing themselves orally and more spontaneously on unfamiliar questions and situations,</p> <p>Various cultural topics are addressed, such as parties and traditions, the daily life of a Danish student, and the Danish school system.</p> <p>Class 8 Grammar is practiced as needed. If necessary, work is done on whether the past tense is formed with “to be” or “to have”. Teaching continues in the same way as Class 7. The texts and spoken Danish become more demanding. Conversations are practiced and the oral tasks provide more space for the individual student to improvise and test sentence formulations. The first essays in Danish are written as preparation for style writing in Class 9. Danish films are shown and historical subjects in connection with the films are dealt with.</p>		<ul style="list-style-type: none">• understand the essentials of oral narratives within known and unknown subjects.• present a prepared subject area alone or in collaboration with others• explain with reasonable precision, ease and spontaneity about their own experiences, feelings, attitudes, and knowledge in connection with conversations and debates.• have an active vocabulary that includes everyday life.• have knowledge of the main content as well as more specific information in narrated material on topics of personal, cultural, and societal relevance• know the correct sentence structure• know the regular/irregular inflections through the ages• use synonyms and paraphrases. <p>Written Danish Skills and Knowledge Objectives: The teaching gives the student the opportunity to:</p> <ul style="list-style-type: none">• write basic grammatically correct Danish, correct sentence structure, and use spelling and punctuation accurately• understand the main content of an age-appropriate reading text without having to know all the glossaries• express themselves intelligibly and coherently in writing and can transfer verb conjugations to their written assignments.
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<p>Class 9</p> <p>In Class 9, emphasis is placed on gathering the basic oral and written Danish skills that the students have practiced throughout lower school. At this age, it is important to repeat the basics of grammar. Emphasis is mainly placed on an understanding of the syntax, i.e. the relationships of the different clauses to each other. In addition, word classes and their conjugations are worked on, especially with the verb conjugations in all indicative-active tenses. It is important that the student gains an overview of the language's rule system, which can strengthen accuracy in both oral and written use.</p> <p>In the work with the texts, a basic understanding of simple literary texts is laid down. In particular, the work with glosses and vocabulary is at the center. Modern Danish authors are read, e.g. excerpt from "Das Idealpaar" by Leonhard Thoma. It is important that students build up their own vocabulary and practice answering questions about the texts. Here the path goes from being able to give short answers to being able to retell simple, shorter descriptions of plot events, partly to create a short picture description in Danish.</p> <p>In addition, work must be done with a general understanding of Danish culture, society and history in text and film. In order to train listening comprehension, current and socially relevant topics, equality, the</p>		<ul style="list-style-type: none">● use cases in grammar exercises and have knowledge of sentence structure● write a coherent text or story in Danish.● understand the essentials of a reading text within known and unknown topics.● use a sufficient and relatively precise vocabulary within known subject areas and use idiomatic expressions in writing● express oneself in writing with reasonable precision and in a coherent language adapted to selected genres and situations and adapt a written text with the recipient● be aware of your own Danish language strengths and weaknesses and work on these.● use the media, including digital media, in connection with searching for information, written assignments, and homework.● have knowledge of core grammatical areas, such as word classes, word order, forms and functions of verbs● have basic knowledge about the structure of common texts and use this when formulating own texts● have knowledge of tools within rhetoric and argumentation● have knowledge of aids for reading texts, including using dictionaries (both in printed and electronic
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<p>Danish school system, the Danish Labour market, democracy, and government with an overview of the political system and political parties as well as The Danish Parliament etc.</p> <p>The working methods are blackboard teaching, group work, and individual work, as well as reading and simple student presentations in Danish.</p> <p>We prepare our students to be able to pass the Danish 9th-grade exams (FP9), which consist of four individual tests; these are goals set by the Danish Ministry of Education.</p> <p>This makes it possible for students to continue with Danish A in the Danish Gymnasium.</p> <p>Non-native Danish students follow Language B Danish as required by Danish law until grade 9.</p>		<p>form), grammatical overviews, and using spell check appropriately.</p> <ul style="list-style-type: none">• have knowledge of text templates and models• have knowledge of note-taking techniques <p>Culture and Society Skills and Knowledge Objectives: The teaching gives the student the opportunity to:</p> <ul style="list-style-type: none">• compare examples from Danish culture with other culture• understand and refer to the content of texts within different genres on several different subjects,• apply knowledge from texts and other media types about daily life, living conditions, values, and norms of population groups in the Nordic countries• compare own and other cultures and apply knowledge of similarities and differences between Danish and other languages• gain knowledge about Danish historical conditions and societally current issues.• gain basic knowledge about values in Denmark with a background in working with fiction, non-fiction, music lyrics, magazines, films, TV, and the internet
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