

Danish language learning in the PYP

In the PYP, Danish is taught in two ways:

- **Danish Language & Literature** (primarily for those students who have Danish as a home or family language), and
- **Danish Acquisition** (for those students who are learning Danish as an additional language).

Danish Language & Literature classes are for students who have a near-native level of fluency in Danish, and as such is concentrated less on learning the actual language and more on the interplay between learning through language and learning about language.

Danish Acquisition focuses on learning to communicate in Danish in written and spoken form. The PYP requires the acquisition of an additional language from the age of 7 to support the development of international-mindedness. Our aim is that they develop a respect for, and understanding of, the Danish language and culture, and likewise, that they develop a skills base to facilitate further language learning.

Given the two Danish subjects have quite specific and different objectives, they are not two 'levels', but instead two individual courses. In determining class placement, special consideration will be given in the following cases:

- Students who do not have Danish as a home language but demonstrate advanced proficiency in both spoken and written Danish in addition to a strong commitment to learning and using Danish outside of school. In these cases, parent support is paramount, as, without the authentic, everyday use of Danish, it is unlikely that the student's level of proficiency will naturally evolve to the level that is required in Danish Language and Literature classes.
- Students who have another Scandinavian language as their dominant home language.

Changing courses

While it is rare that a student would move from one Danish language class to the other (e.g. from Danish Acquisition to Danish Language & Literature or vice versa), it can occur. In order for a student to be placed, and remain, in the Danish Language & Literature class, the following evaluation criteria are used by the Danish language teachers:

While the school uses the PYP scope and sequence documents to develop understanding of the developmental continuum of conceptual understanding along with knowledge and skill acquisition, Danish Language and Literature learning goals are also drawn from the [Dansk Fælles Mål](#).

Danish Language & Literature

Objectives

1. Eleverne skal i faget dansk fremme deres oplevelse og forståelse af litteratur og andre æstetiske tekster, fagtekster, sprog og kommunikation som kilder til udvikling af personlig og kulturel identitet. Faget skal fremme elevernes indlevelsesevne og deres æstetiske, etiske og historiske forståelse.
2. Eleverne skal i faget dansk styrke deres beherskelse af sproget og fremme deres lyst til at bruge sproget personligt og alsidigt i samspil med andre. Eleverne skal udvikle en åben og analytisk indstilling til samtidens og andre perioders og kulturers udtryksformer. Eleverne skal i faget dansk udvikle deres udtryks og læseglæde og kvalificere deres indlevelse og indsigt i litteratur og andre æstetiske tekster, fagtekster, sprog og kommunikation.
3. Eleverne skal i faget dansk have adgang til de skandinaviske sprog og det nordiske kulturfællesskab.

In order that the Danish teachers can provide relevant support materials, resources and structures to promote student access and success in relation to the above objectives, students must demonstrate basic (and age-appropriate) competency in the following areas to be placed (and remain) in a Danish Language and Literature class.

Læsning (Reading)	Fremstilling (Writing)	Fortolkning (Interpretation)	Kommunikation (Communication)
Finde tekst (finding text)*	Håndskrift og layout* (handwriting and grammar)	Oplevelse og indlevelse* (comprehension)	Dialog (dialogue)
Forberedelse* (pre-reading)	Forberedelse* (pre-writing)	Undersøgelse* (investigation)	It og kommunikation (IT and communication)
Afkodning (decoding)	Fremstilling (conveying meaning through writing)	Fortolkning* (interpretation)	Sprog og kultur* (language and culture)
Sprogforståelse* (word awareness)	Respons* (responding)	Vurdering* (text analysis)	Sproglig bevidsthed (linguistic awareness)
Tekstforståelse (comprehension)	Korrektur* (proofreading)	Perspektivering* (developing perspectives)	
Sammenhæng* (text connections)	Præsentation og evaluering* (presenting and responding)		

*From P2 up.

The curriculum structure/learning goals continua for both Danish language courses can be found here:

[Danish Language and Literature](#)

[Danish Acquisition](#)

