



**Viking International School**

**Danish as a Second Language Curriculum**

# CURRICULUM INTENT

Viking International School's curriculum aligns with the Danish *Fællesmål* and meets the standards of the British National Curriculum, leading to GCSE-level outcomes.

We focus on developing critical thinking, creativity, and problem-solving, encouraging students to apply knowledge across subjects through inquiry-based and real-world learning. Collaboration, communication, and cultural understanding are central to our approach. Students learn to work effectively with others, respect diverse perspectives, and develop as responsible global citizens.

Digital literacy and responsible technology use are integrated throughout all subjects to prepare students for the modern world. We promote a growth mindset and lifelong learning, ensuring that our curriculum provides the knowledge, skills, and values students need to succeed in further education—whether in Denmark or internationally—and to contribute positively to society. Each child is supported to reach their full potential through personalized teaching.

The purpose of Danish teaching at VIS is to develop students' ability to understand and use the Danish language confidently in speech and writing, and to engage with Danish literature, culture, and society. Danish supports students in becoming active, reflective participants in a democratic Danish community by strengthening their communication skills, cultural understanding, and knowledge of Danish traditions and values. Through meaningful work with texts, language, and expression, students build the foundation they need to thrive socially, academically, and as future contributors to life in Denmark.

Students' progress in Danish is assessed continuously through classroom participation, practical application, and formative feedback. Summative assessments and self-reflection are used to evaluate understanding and development in relation to the *Fællesmål* sub-goals.

Learning connects naturally to other areas of the curriculum, supporting a holistic educational experience that encourages students to make connections across disciplines and apply their knowledge in diverse contexts.

Teaching is adapted to meet individual learning needs, ensuring accessibility and inclusion for all learners. Students who require additional support, such as those with dyslexia or other learning differences, benefit from personalized instruction, assistive technology, and tailored strategies that help them thrive within the classroom.

# YEARGROUP ALIGNMENT

<b>Danish</b>	<b>VIS</b>	<b>Key Stage (KS)</b>
0 Klase	IC 1	KS 1
1 Klase	IC 2	KS 1
2 Klase	IC 3	KS 1
3 Klase	IC 4	KS 2
4 Klase	IC 5	KS 2
5 Klase	IC 6	KS 2
6 Klase	IC 7	KS 3
7 Klase	IC 8	KS 3
8 Klase	IC 9	KS 4
9 Klase	IC 10	KS 4
10 Klase	IC 11	KS 4

# OVERVIEW

## **Requirement (Friskoleloven §1a)**

## **How VIS meets this**

Final Goals

Defined through Fælles Mål competence objectives for each subject area.

Sub-goals

Described in the “Skill” and “Knowledge” columns per Key Stage.

Teaching Plan

This document outlines how goals are taught, sequenced, and assessed through each phase.

## Common Goals Outcomes Expected to be reached by end of each Key Stage (KS)

Competence Area	After KS 1	After KS 2	After KS3	After KS 4
<b>Speaking and Listening</b> 'Students can...'	Can understand and respond to everyday Danish phrases, ask and answer simple questions, and participate in short conversations using clear pronunciation and appropriate intonation.	Can participate confidently in discussions and problem-solving, express opinions clearly, and deliver well-structured oral presentations using appropriate language and tone.	can engage confidently in academic discussions and debates, present well-structured arguments and multimedia presentations, and adapt language and tone for different audiences and contexts.	Final I can statements
<b>Reading and Comprehension</b> 'Students can...'	Can read and understand simple Danish words, sentences, and short texts, recognize high-frequency words, and show comprehension by retelling or responding to stories.	Can read and understand a range of narratives and informational texts fluently, identify main ideas and details, make inferences, and summarise information accurately using text and visual features.	can read and critically analyse complex scientific and literary texts, identify themes and perspectives, evaluate arguments and evidence, and interpret nuanced meanings across multiple sources.	Final I can statements
<b>Writing and Grammar</b> 'Students can...'	Can write my name and familiar words, form simple sentences with correct spelling and letter case, and organize short texts to share ideas or information.	Can write clear, well-organised multi-paragraph texts for different purposes, using varied sentence structures, correct spelling and punctuation, and cohesive devices to link ideas logically.	Can produce well-crafted persuasive, analytical, and reflective texts with clear structure, strong arguments, accurate referencing, and varied sentence structures for precision and style.	Final I can statements
<b>Cultural and Linguistic Awareness</b> 'Students can...'	Can describe familiar aspects of Danish culture and traditions, compare them with my own, and use polite expressions and greetings appropriately in social contexts.	Can explain and reflect on Danish traditions and cultural values, compare them thoughtfully with global perspectives, and analyse how language and storytelling express cultural identity and beliefs.	Can analyse global issues and cultural perspectives critically, compare Danish and international viewpoints, and demonstrate intercultural empathy and civic responsibility in discussions and projects.	



	<p><b>IC 5</b> Participate actively in group problem-solving, explain ideas clearly, and present short reports with logical order and relevant details and begin to recognize tone and intent in spoken language.</p>	<p>Vocabulary for discussions, sentence structures for explanations, and presentation phrases and markers of tone and intent.</p>	<p>Read short chapter books and informational texts, identify main ideas and supporting details, and make simple inferences.</p>	<p>Strategies for inferring meaning, subject-specific vocabulary (science, math), and understanding of text features (headings, diagrams).</p>	<p>Write clear paragraphs with topic sentences and supporting details, using conjunctions (og, men, fordi) and basic cohesive devices.</p>	<p>Paragraph structure, spelling rules, punctuation, and editing strategies for clarity.</p>	<p>Compare Danish and international folk tales, explain cultural values in stories, and reflect on similarities and differences.</p>	<p>Vocabulary for storytelling (character, setting, moral), cultural traditions, and comparative language and awareness of values expressed in narratives.</p>
	<p><b>IC 6</b> Engage in structured debates, present well-organized oral reports, adapt tone and vocabulary for different audiences and reflect on strategies for improving Danish.</p>	<p>Debate language (agree/disagree phrases), formal and informal registers, academic vocabulary for explanations, and metalinguistic terms for learning strategies.</p>	<p>Read non-fiction texts and online articles independently, summarize main ideas, and distinguish fact from opinion. Can evaluate reliability of sources. Criteria for source reliability.</p>	<p>Strategies for summarizing and paraphrasing, vocabulary for science and health topics, and text analysis skills.</p>	<p>Write multi-paragraph texts (reports, letters) with logical sequencing, varied sentence structures, and accurate punctuation.</p>	<p>Advanced conjunctions (fordi, derfor, men, dog), paragraph organization, spelling strategies, and referencing basics.</p>	<p>Explain Danish traditions and global lifestyle differences, reflect on cultural perspectives, and show awareness of diversity.</p>	<p>Vocabulary for health, traditions, and global issues, comparative and analytical language, and polite conversational norms.</p>

Area of competence		After KS3							
Danish as an Additional	Competency goals Can communicate effectively in academic and social contexts by engaging in structured debates and discussions, critically analysing and synthesising complex texts,	Speaking and Listening		Reading and Comprehension		Writing and Grammar		Cultural and Linguistic Awareness	
		Skill (Students can...)	Knowledge	Skill (Students can...)	Knowledge	Skill (Students can...)	Knowledge	Skill (Students can...)	Knowledge

<b>Language Skills</b>	producing well-organised persuasive and analytical writing, and demonstrating intercultural understanding through thoughtful reflection on global issues and cultural perspectives	<b>IC 7</b>	Follow complex academic explanations, participate effectively in debates, ask probing questions, and deliver structured presentations using appropriate register and subject vocabulary, and adapt speech with confidence, shifting register and style.	Debate language (arguments, rebuttals, conclusions). Formal and academic vocabulary. Presentation structure (introduction, body, conclusion). Strategies for notetaking and interpreting visuals. Strategies for notetaking and interpreting visuals.	Analyze scientific articles and biographies, explain how structure supports meaning, infer nuanced vocabulary, and evaluate reliability and bias in sources. Can evaluate reliability and bias in sources.	Text structure (background, method, results). Vocabulary for science and biography. Strategies for inference and critical evaluation. Criteria for source reliability. Source evaluation criteria.	Write detailed reports and essays with clear introductions, supporting arguments, and conclusions, using accurate referencing and cohesive devices.	Essay/report structure. Advanced conjunctions and cohesive devices. Referencing basics. Editing and revision strategies for clarity and flow	Explain cultural contributions to innovation, discuss sustainability practices, and analyze how science and culture influence each other.	Vocabulary for inventions, sustainability, and cultural practices. Comparative and analytical language. Understanding of cultural factors shaping science and technology.
		<b>IC 8</b>	Engage confidently in academic discussions and debates, evaluate arguments critically, and deliver polished multimedia presentations with clear structure and audience awareness. and analyze nuanced implicit meaning, bias, viewpoint, and intent across different speakers and contexts.	Persuasive and analytical language. Multimedia presentation skills. Strategies for summarising and synthesising oral information. Vocabulary for formal and informal registers	Critically analyze complex scientific and literary texts, evaluate author choices and perspectives, and interpret implicit meaning, bias, and tone.	Literary and scientific text analysis techniques. Vocabulary for themes, tone, and perspective. Strategies for comparing viewpoints. Skills for summarising and synthesising information.	Produce well-crafted persuasive, analytical, and reflective texts with strong arguments, coherent structure, accurate citations, and varied sentence structures for style and precision. Can use accurate citations and referencing consistently.	Advanced writing structures (essays, research reports). Citation and referencing conventions. Stylistic devices for clarity and impact. Editing for precision and tone.	Analyze global issues critically, compare multiple cultural perspectives, and demonstrate intercultural empathy and civic responsibility in discussions and projects. Can demonstrate intercultural empathy and civic responsibility in discussions and projects.	Vocabulary for global issues and cultural perspectives. Analytical and evaluative language. Understanding of intercultural communication principles. Skills for role-based and collaborative problem-solving.