

Diploma Programme subject outline—Group 2: language acquisition			
School name	Hganässkolan	School code	
Name of the DP subject <i>(indicate the language)</i>	Swedish: AB initio SL		
Level <i>(indicate with X)</i>	Higher <input type="checkbox"/> <i>(not applicable for languages ab initio)</i>	Standard completed in two years <input checked="" type="checkbox"/>	Standard completed in one year * <input type="checkbox"/> <i>(not applicable for languages ab initio)</i>
Name of the teacher who completed this outline	Manuel Lindberg	Date of IB training	November 14 – 17, 2019
Date when outline was completed	June 9, 2020	Name of workshop <i>(indicate name of subject and workshop category)</i>	Language ab initio (Generic) – DP – Category 2

\* All Diploma Programme courses are designed as two-year learning experiences. However, up to two standard level subjects, excluding languages ab initio and pilot subjects, can be completed in one year, according to conditions established in the *Handbook of procedures for the Diploma Programme*.

### 1. Course outline

Topic (as identified in the IB subject guide) <i>State the topics in the order you are planning to teach them.</i>	Contents	Allocated time		Assessment instruments to be used	Resources <i>List the main resources to be used, including information technology if applicable.</i>	ATL Explicit teaching Where Applicable <i>(communication, social, self management-organization, self management-affective skills, self-management-reflection, research-info and media literacy, thinking-critical thinking, thinking-transfer thinking)</i>
		# classes per week	#hours per week			
		2 h				
		15 m				
Identities (Temaområde: identiteter)	<p><b>Personal attributes</b></p> <ul style="list-style-type: none"> <li>• Introduce yourself</li> <li>• Nationalities</li> <li>• Language</li> <li>• Age</li> <li>• Interests</li> <li>• Clothes</li> </ul> <p><b>Personal relationships</b></p> <ul style="list-style-type: none"> <li>• Family</li> <li>• Friends</li> </ul> <p><b>Eat and drink</b></p> <ul style="list-style-type: none"> <li>• Food products</li> <li>• Food preparation (recepies etc.)</li> <li>• Restaurants / cafés and menus</li> <li>• Culinary traditions</li> </ul> <p><b>Healty lifestyle</b></p> <ul style="list-style-type: none"> <li>• The human body</li> </ul> <p><b>Linguistic elements</b></p> <ul style="list-style-type: none"> <li>• pronunciation and Swedish vowel-sounds</li> <li>• Fysical shapes of the mouth when pronouncing certain sounds</li> <li>• Intonation of words and reductions</li> <li>• Word order in main clauses and questions</li> <li>• Numbers</li> <li>• Personal pronouns</li> <li>• Possessive pronouns</li> <li>• Reflective pronouns + reflexive verbs</li> <li>• Verb in present and infinitive</li> <li>Nouns and articles</li> </ul> <ul style="list-style-type: none"> <li>• <i>Strategies for understanding of written and spoken Swedish</i></li> <li>• <i>Strategies for communication</i></li> </ul>	25 h	<p><b>External assessment (75 %)</b></p> <p><b>Paper 1 25%</b></p> <p>Productive skills—writing</p> <p>Two written tasks of 70–150</p> <p><b>Paper 2 (50 %)</b></p> <p>Receptive skills—separate sections for listening and reading</p> <p><b>Internal assessment (25 %)</b></p> <p>A conversation with the teacher, based on a visual stimulus and at least one additional course theme</p> <p>Formative assessments:</p> <p>Written assignments and oral presentations of subjects connected to each theme. Reading- and listening comprehension</p>	<p>Eriksson, Daniel (2008). <i>Swedish vocabulary: a quick guide to a basic Swedish vocabulary : svenska</i>. Göteborg: Gidrapid®</p> <p>Hallström, Anna (1996). <i>Svenska till vardags</i>. Stockholm: Natur och kultur</p> <p>Svensson, Lasse (2015). <i>Forma svenskan Grammatiska övningar i svenska som andraspråk</i>. 1. uppl. Stockholm: Studentlitteratur</p> <p>Althén, Anette &amp; Magnell, Kristoffer (2016). <i>Vardagssvenska: grundkurs i svenska språket</i>. 1. uppl. Stockholm: Natur &amp; kultur</p> <p>Zara, Jan (2019). <i>Svenska dag för dag: allt-i-ett-bok : sfi kurs B (GERS A1/A1+)</i>. Första upplagan Lund: Folkuniversitetets förlag</p> <p>Zara, Jan (2017). <i>Svenska dag för dag: allt-i-ett-bok : sfi kurs C (GERS A2/A2+)</i>. Första upplagan Lund: Folkuniversitetets förlag</p> <p>Zara, Jan (2018). <i>Svenska dag för dag: Allt-i-ett-bok : sfi kurs D (GERS B1/B1+)</i>. Första upplagan Lund: Folkuniversitetets förlag</p> <p>Ne.se (N.D.). <i>E-språk</i> (online) <a href="https://www.ne.se/e-spr%C3%A5k/lang/swedish/">https://www.ne.se/e-spr%C3%A5k/lang/swedish/</a></p> <p>åttasidor (N.D.). (online) <a href="https://8sidor.se/">https://8sidor.se/</a></p>		

	Experiences (Temaområde: erfarenheter)	<p><b>Daily routines</b></p> <ul style="list-style-type: none"> <li>• Social interaction: greeting phrases, norms and condition in different social situations</li> <li>• Weekend activities</li> <li>• Days, weeks, months</li> <li>• To tell time</li> </ul> <p><b>Free time</b></p> <ul style="list-style-type: none"> <li>• Interests and leisure activities</li> </ul> <p>School-breaks, holidays, tourism</p> <ul style="list-style-type: none"> <li>• Local customs</li> </ul> <p>Celebrations, celebrations, events</p> <ul style="list-style-type: none"> <li>• Holidays and traditions (Christmas, Midsummer, Valborg, Lucia etc.)</li> </ul> <p><b>Linguistic elements</b></p> <ul style="list-style-type: none"> <li>• Pronunciation of Consonant clusters</li> <li>• Verb tenses (perfect- and pluperfect tense)</li> <li>• Some particle verbs</li> <li>• Adjective placement and comparison</li> <li>• prepositions with time</li> <li>• Prepositions with emotions</li> <li>• “Tycka, tänka, tro”</li> </ul> <p>Nouns – deinite and indefinite forms</p> <ul style="list-style-type: none"> <li>• <i>Stratetgies for description of pictures</i></li> <li>• <i>Stretegies for understanding of written and spoken Swedish</i></li> </ul>	20 h	exercises. Classroom discussions and individual discussions with the teacher.		
	Human ingenuity (Temaområde mänsklig kreativitet)	<p><b>Entertainment</b></p> <ul style="list-style-type: none"> <li>• Famous Swedish people (The people on the bills (Nobel, Astrid Lindgren, etc.))</li> <li>• Music and concerts (famous Swedish singers and songs)</li> </ul> <p><b>Linguistic elements</b></p> <ul style="list-style-type: none"> <li>• Swedish Prosody and intonation in sentences and phrases</li> <li>• Verb tenses (preterite tense)</li> <li>• Relationship between past tenses</li> <li>• The S-forms of the verbs (reciprocal verbs etc.)</li> </ul> <ul style="list-style-type: none"> <li>• <i>Stratetgies for description of pictures</i></li> <li>• <i>Stretegies for understanding of written and spoken Swedish</i></li> <li>• <i>Strategies for communication</i></li> </ul>	10 h			

	<p>Social organization (Temaområde: samhällsorientering)</p>	<p><b>Education and Work Life</b></p> <ul style="list-style-type: none"> <li>• Different careers and education (what do you want to be when you grow up)</li> </ul> <p><b>Social matters</b></p> <ul style="list-style-type: none"> <li>• Civil status and family</li> </ul> <p><b>Linguistic elements</b></p> <ul style="list-style-type: none"> <li>• Vocabulary connected to the specific theme</li> <li>• phrasal verbs use and pronunciation</li> <li>• Basic conditional construction</li> <li>• Verb tenses (future tense)</li> <li>• some idiomatic expressions</li> </ul> <ul style="list-style-type: none"> <li>• <i>Stratetgies for description of pictures</i></li> <li>• <i>Stretegies for understanding of written and spoken Swedish</i></li> <li>• <i>Strategies for communication</i></li> <li>• <i>Different types of text</i></li> </ul>	10 h			
	<p>Sharing the planet (Temaområde: gemensam planet)</p>	<p><b>Climate</b></p> <ul style="list-style-type: none"> <li>• Seasons of the year</li> <li>• Weather</li> </ul> <p><b>Linguistic elements</b></p> <ul style="list-style-type: none"> <li>• Vocabulary connected to the specific theme</li> <li>• Basic conditional construction</li> <li>• Introduce de idea of P.P.F.O.C. (past, present, future, opinion, condition)</li> </ul> <ul style="list-style-type: none"> <li>• <i>Stratetgies for description of pictures</i></li> <li>• <i>Stretegies for understanding of written and spoken Swedish</i></li> <li>• <i>Strategies for communication</i></li> <li>• <i>Different types of text</i></li> </ul>	10 h			

<p>Year 2</p>	<p>Identities (Temaområde: identiteter)</p>	<p><b>Personal attributes</b></p> <ul style="list-style-type: none"> <li>• Personality</li> <li>• Appearance</li> </ul> <p>Personal relationships</p> <ul style="list-style-type: none"> <li>• Neighbours</li> <li>• Workmates / schoolmates</li> <li>• Pets</li> </ul> <p><b>Eat and drink</b></p> <ul style="list-style-type: none"> <li>• Healthy food, junk food, food allergies, dietary restrictions</li> </ul> <p><b>Healthy lifestyle</b></p> <ul style="list-style-type: none"> <li>• Health: lifestyle, training, stress</li> <li>• Health care: staff categories (nurses, doctors, pharmacists) , buildings, appointment</li> <li>• Medicines: pharmacy, prescription, treatments</li> <li>• Diseases</li> </ul> <p><b>Linguistic elements</b></p> <ul style="list-style-type: none"> <li>• Vocabulary connected to the specific theme</li> <li>• Subordinating conjunctions</li> <li>• Word order in subordinated clauses</li> <li>• Repetition from year one</li> </ul>	<p>15 h</p>			
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	Experiences (Temaområde: erfarenheter)	<p><b>Daily routines</b></p> <ul style="list-style-type: none"> <li>• At home, in school, at work</li> <li>• Shopping</li> </ul> <p>Free time</p> <ul style="list-style-type: none"> <li>• Facilities and sports venues</li> <li>• Computer games and television</li> </ul> <p><b>School-breaks, vacations, tourism</b></p> <ul style="list-style-type: none"> <li>• Accommodations</li> <li>• Activities and excursions</li> <li>• Travel arrangements</li> </ul> <p><b>Celebrations, holidays, events</b></p> <ul style="list-style-type: none"> <li>• Family celebrations and traditions (weddings, baptisms, birthdays, etc.)</li> <li>• Festivals and events</li> </ul> <p><b>Linguistic elements</b></p> <ul style="list-style-type: none"> <li>• Vocabulary connected to the specific theme</li> <li>• Quantity</li> <li>• Measurements</li> <li>• Adverbs of place</li> <li>• Adverbs of degree</li> <li>• Adverbs of manner</li> <li>• Placment of clousal adverb</li> <li>• "ja/ jo"</li> </ul> <ul style="list-style-type: none"> <li>• <i>Stratetgies for description of pictures</i></li> <li>• <i>Stretegies for understanding of written and spoken Swedish</i></li> <li>• <i>Strategies for communication</i></li> <li>• <i>Different types of text</i></li> </ul>	15 h			
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	<p>Human ingenuity (Temaområde: mänsklig kreativitet)</p>	<p><b>Transport</b></p> <ul style="list-style-type: none"> <li>• Directions</li> <li>• means of conveyance and public transport</li> <li>• Flight and airport</li> </ul> <p><b>Entertainment</b></p> <ul style="list-style-type: none"> <li>• Art</li> <li>• Film</li> <li>• Commercial Entertainment</li> </ul> <p><b>Media and communication</b></p> <ul style="list-style-type: none"> <li>• Social media</li> <li>• News, press, television and radio</li> <li>• Source criticism</li> </ul> <p><b>Technology</b></p> <ul style="list-style-type: none"> <li>• gaming</li> <li>• Relations online (personal integrity, piracy etc.)</li> <li>• Use of technology</li> </ul> <p><b>Linguistic elements</b></p> <ul style="list-style-type: none"> <li>• Vocabulary connected to the specific theme</li> <li>• Adverbs of direction</li> <li>• Conjunctions and other connective words and phrases to add information, express a consequence of something or conclude something</li> </ul> <ul style="list-style-type: none"> <li>• <i>Strategies for description of pictures</i></li> <li>• <i>Strategies for understanding of written and spoken Swedish</i></li> <li>• <i>Strategies for communication</i></li> <li>• <i>Different types of text</i></li> </ul>	15 h			
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	<p>Social organization (Temaområde: samhällsorientering)</p>	<p><b>Surroundings</b></p> <ul style="list-style-type: none"> <li>• Different types of accommodations</li> <li>• Various facilities in the community</li> <li>• Organisation of society</li> <li>• General communications</li> </ul> <p><b>Education</b></p> <ul style="list-style-type: none"> <li>• Different types of schools and educational levels</li> <li>• School subject</li> <li>• Rules and code of conduct in school</li> </ul> <p><b>Work</b></p> <ul style="list-style-type: none"> <li>• Job application and Curriculum</li> </ul> <p><b>Social matters</b></p> <ul style="list-style-type: none"> <li>• Equality, discrimination and prejudice</li> <li>• steering and legal system</li> <li>• Drugs and addictions</li> </ul> <p><b>Linguistic elements</b></p> <ul style="list-style-type: none"> <li>• Vocabulary connected to the specific theme</li> <li>• Repetition from previous themes</li> </ul> <ul style="list-style-type: none"> <li>• <i>Stratetgies for description of pictures</i></li> <li>• <i>Stretegies for understanding of written and spoken Swedish</i></li> <li>• <i>Strategies for communication</i></li> <li>• <i>Different types of text</i></li> </ul>	15 h			
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	Sharing the planet (Temaområde: gemensam planet)	<b>Climate</b> <ul style="list-style-type: none"> <li>• climate change</li> </ul> <b>Geography</b> <ul style="list-style-type: none"> <li>• Geographical concepts</li> <li>• Countryside</li> <li>• City</li> </ul> <b>Environment</b> <ul style="list-style-type: none"> <li>• Ecology</li> <li>• Sustainability</li> <li>• Recycling and reuse</li> </ul> <b>Global issues</b> <ul style="list-style-type: none"> <li>• Charities</li> <li>• Human Rights</li> <li>• Population</li> <li>• poverty</li> <li>• Energy sources</li> </ul> <b>Linguistic elements</b> <ul style="list-style-type: none"> <li>• Vocabulary connected to the specific theme</li> <li>• Repetition from previous themes</li> </ul> <ul style="list-style-type: none"> <li>• <i>Strategies for description of pictures</i></li> <li>• <i>Strategies for understanding of written and spoken Swedish</i></li> <li>• <i>Strategies for communication</i></li> <li>• <i>Different types of text</i></li> </ul>	15 h			
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**2. IB Internal and external assessment requirements to be completed during the course**

Briefly explain how and when you will work on them. Include the date when you will first introduce the internal and external assessment requirements, when they will be due and how students will be prepared to complete them.

Date IA is introduced : Begning of Spring Term DP 2 but officially starts March 2	Date IA draft for comments due : A week before final deadline	Date final IA is due : April 1st
Date EA requirements introduced : The entire course leads to being able to fulfill the EA	Date students will be prepared to complete EAs : April 15th	

To be updated later :

**3. Links to TOK**

You are expected to explore links between the topics of your subject and TOK. As an example of how you would do this, choose one topic from your course outline that would allow your students to make links with TOK. Describe how you would plan the lesson/courses.

Topic	Link with TOK (including description of lesson plan)
	Within the course we explore the language as a culture bearer from different cultural perspectives. In the third unit during the second year (Human ingenuity (Temaområde: mänsklig kreativitet)) we explore subjects as social media, news, press, television and radio, and source criticism which is clearly linked to critical thinking.

**6. International mindedness**

Every IB course should contribute to the development of international-mindedness in students. As an example of how you would do this, choose one topic from your outline that would allow your students to analyse it from different cultural perspectives. Briefly explain the reason for your choice and what resources you will use to achieve this goal.

Topic	Contribution to the development of international mindedness (including resources you will use)
	International-mindedness is developed through the study of the language, and the cultures, in the countries where the language is used through the perspectives of the students and their own cultural background. In unit two, year one, (Experiences (Temaområde: erfarenheter)) we explore traditions and celebrations but also how the students may continue to express their own traditions within the Swedish culture.

**7. Development of the IB learner profile**

Through the course it is also expected that students will develop the attributes of the IB learner profile. As an example of how you would do this, choose one topic from your course outline and explain how the contents and related skills would pursue the development of any attribute(s) of the IB learner profile that you will identify.

Topic	Contribution to the development of the attribute(s) of the IB learner profile
	The students are expected to use the target language continuously during the course. This requires that the students can overcome the fear of making mistakes and talk in a foreign language in front of others. This is important for several reasons and clearly linked to the learner profile of <i>Risktakers</i> since the students will understand the importance of daring to use their newly earned skills and what they might gain from doing so.

**8. Resources**

Are instructional materials and other resources available in sufficient quality, quantity and variety to give effective support to the aims and methods of the courses? Briefly describe what plans are in place if changes are needed.

We have books and internet resources to aid in learning.