



# Kindergarten to Senior 4 Ukrainian Language Arts

Manitoba Curriculum  
Framework of Outcomes

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***KINDERGARTEN TO SENIOR 4  
UKRAINIAN LANGUAGE ARTS***

*Manitoba Curriculum  
Framework of Outcomes*

***2005***

Manitoba Education, Citizenship and Youth

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***UKRAINIAN LANGUAGE ARTS  
KINDERGARTEN TO SENIOR 4***

***INTRODUCTION***

## Introduction

### Background

*Kindergarten to Senior 4 Ukrainian Language Arts: Manitoba Curriculum Framework of Outcomes* is the product of a collaborative effort to develop common curricula for international and heritage languages involving the provinces of Alberta, Saskatchewan, and Manitoba.

Under the auspices of the Western and Northern Canadian Protocol for Collaboration in Basic Education<sup>1</sup> (WNCP), a number of collaborative projects were launched, one of which resulted in the 1999 *Common Curriculum Framework for Bilingual Programming in International Languages: Kindergarten to Grade 12: Western Canadian Protocol for Collaboration in Basic Education*. Subsequently, the three provinces agreed to collaborate in the development of curricula for Ukrainian-English bilingual programming, using the aforementioned common curriculum framework as a basis for the development of the Ukrainian-specific curriculum framework, with Alberta as the lead province. This initiative resulted in the *Common Curriculum Framework for Ukrainian Language Arts: Kindergarten to Grade 12: Western Canadian Protocol* (2003).

*Kindergarten to Senior 4 Ukrainian Language Arts: Manitoba Curriculum Framework of Outcomes* has been shaped by these two collaborative initiatives. Material from four related resources was utilized and adapted for use in Manitoba. These were:

- *Common Curriculum Framework for Bilingual Programming in International Languages: Kindergarten to Grade 12: Western Canadian Protocol for Collaboration in Basic Education* (1999)
- *Ukrainian Language Arts: Kindergarten to Grade 9*. Alberta Learning (2003)
- *Ukrainian Language Arts 10-20-30, Interim*. Alberta Learning (2004)
- *The Common Curriculum Framework for Ukrainian Language Arts: Kindergarten to Grade 12: Western Canadian Protocol* (2003)

### Program Rationale

#### **Ukrainian bilingual programming contributes to personal development**

Ukrainian bilingual programming establishes an environment in which Ukrainian is constantly used for purposes of communication, personal satisfaction, and learning. Students are provided with numerous opportunities to learn and use the language in meaningful, purposeful ways to meet their needs, interests, and abilities. The Ukrainian language is used to explore ideas and experiences, to construct meaning, and to communicate understanding. Effective language acquisition occurs through the integrated delivery of subject-area content, language instruction, and cultural information, while fostering in students a positive attitude toward self and others.

#### **Ukrainian language learning is a lifelong endeavour**

Language learning is an active process that begins at birth and continues throughout life. Language is acquired at various rates throughout a learner's stages of growth,

<sup>1</sup> Originally the name of the protocol was Western Canadian Protocol for Collaboration in Basic Education (WCP). The name was changed to Western and Northern Canadian Protocol for Collaboration in Basic Education (WNCP) to more accurately reflect the participation of all the partners in the protocol.

developing progressively according to individual criteria. Students enhance their language abilities by applying their knowledge of language in new and ever more complex contexts with increasing sophistication. They reflect on and use prior knowledge to extend and enhance their understanding of language. The learning environment, supportive of the learner and encouraging the learner to take risks, recognizes that errors are an integral part of the language learning process. By learning, experimenting with and applying new language structures and vocabulary in a variety of contexts, students develop language proficiency.

### **Language learning in Ukrainian bilingual programming fosters cross-language competence**

Most children develop a strong repertoire of language skills in their first language in preschool years. Many of these skills are transferable to new language learning. Similarly, in acquiring a new language, students develop new language learning skills that can then be applied to their first language. In this way, continuous concurrent development of first and second language skills, or skills in additional languages, is fostered through Ukrainian bilingual programming. Opportunities for proficiency and skill development in both languages are maximized.

### **Language learning in Ukrainian bilingual programming enhances all communication skills**

The development of communication skills is vital to Ukrainian bilingual programming. Achievement in the six skill areas of listening, speaking, reading, writing, viewing and representing contributes to the development of effective communicators. These skills are interrelated and interdependent; facility in one strengthens and supports the others. Proficiency in these language skills involves the development of comprehension and language production. This

program of studies is designed to promote the development of language skills for a wide range of purposes, in a wide range of contexts, at increasing levels of fluency.

### **Language learning in Ukrainian bilingual programming develops through the communicative approach**

The communicative approach in second language instruction emphasizes the importance of communicating a message. Learners require support as they strive to express and understand thoughts, ideas and feelings in two languages. The accuracy of language, oral or written, although important for precision of communication, is secondary to communicating the message. The communicative approach acknowledges the important relationship between accuracy and effective communication, but places slightly less emphasis on accuracy and form.

### **Language learning in Ukrainian bilingual programming promotes the acquisition of learning strategies**

Language acquisition in Ukrainian bilingual programming is effectively supported by providing students with explicit instruction in language learning strategies, language use strategies and general learning strategies. This program of studies, therefore, provides a variety of learning outcomes at all levels that promote the development of strategic competencies applicable to many learning circumstances.

### **Ukrainian bilingual programming promotes intracultural and intercultural awareness**

Language and culture are intensely intertwined. Language is a primary means by which cultural information is transmitted; culture influences linguistic form and content. Students in Ukrainian bilingual programming bring to their

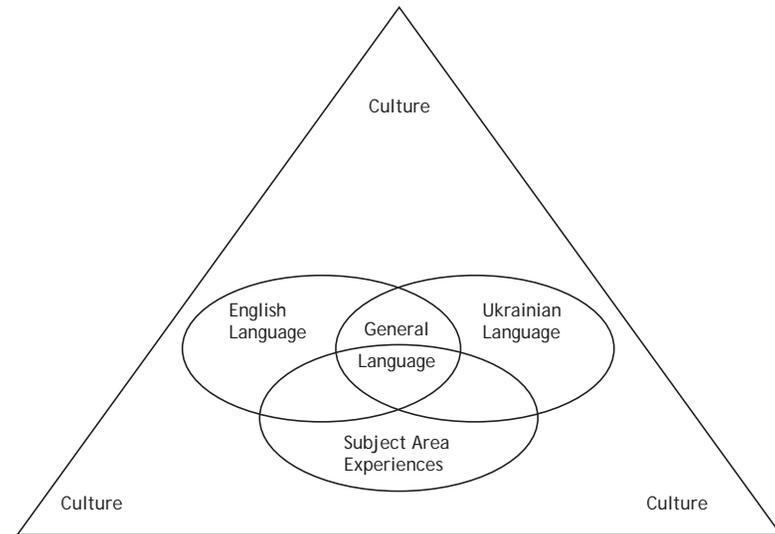
program a range of cultural backgrounds and experiences. This program of studies provides opportunities and support for students to explore their own cultural backgrounds, experiences and identities, as well as those of members of the school community, the local community and other communities from various parts of the world. The Culture section of this program examines the dynamic nature of Ukrainian culture through the various perspectives of historical elements, contemporary elements, diversity and change. It also provides opportunities for the exploration of similarities and differences among and within world cultures.

### Ukrainian bilingual programming develops global citizenship skills

Effective participation in the global marketplace, workplace and society requires strong communication, interpersonal and team skills, and strong knowledge and understanding of cultures. Ukrainian bilingual programming provides a rich environment for the development of the essential knowledge, skills and attitudes that promote effective global citizenship and enhance the economic and career potential of the student. This program of studies has been developed to support the intellectual, social, emotional, creative, linguistic and cultural development of students in a Ukrainian bilingual program.

### Conceptual Map

This program of studies provides outcomes for language and culture in general and for Ukrainian language and culture specifically. However, students in a Ukrainian bilingual program also study English language arts and content from various subjects taught in Ukrainian. The conceptual map below represents one relationship between the outcomes for Ukrainian language arts and other components of a Ukrainian bilingual program.



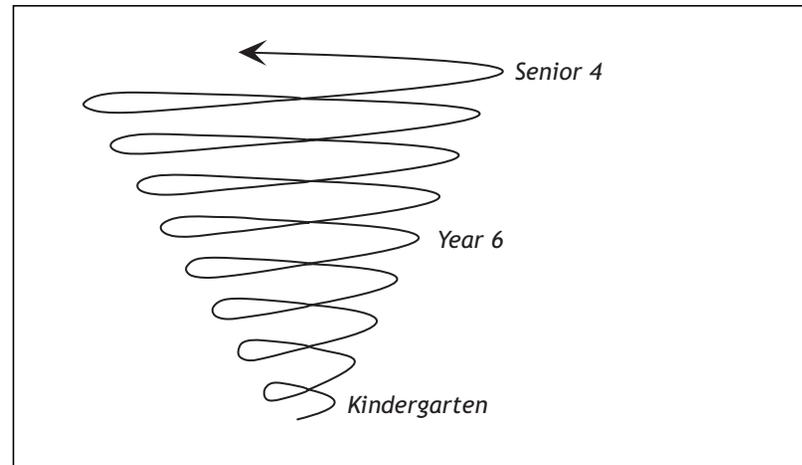
### Areas of Experience

Students may achieve the outcomes of the *Ukrainian Language Arts Kindergarten to Grade 9 Program of Studies* in the context of personal, public and educational experiences. The following chart, while not intended to be prescriptive, provides some sample areas of experience that may be incorporated from Kindergarten to Senior 4.

	Personal	Public	Educational
<b>K-3</b>	My family My home My body Clothing for each season Games and songs Favourite foods My birthday	My family tree Helping at home My room Friends My hobbies and pastimes Happy and sad Favourite times of the year	Family traditions Fashion Peer pressure Extracurricular activities Cooking at home
<b>4-6</b>	Going shopping Going on vacation Jobs people do Being a good neighbour Holidays and festivals Around school	Public transport What's on TV? My community People who help others Going to the doctor	Going out (restaurants, movies, sports shows) Emergencies Cartoons and comics Community service Summer holidays
<b>7-S1</b>	Stories and rhymes Today's weather Domestic/wild animals Counting things Songs and dances Sports and games	Caring for pets Food and nutrition Maps and plans Making things grow Spatial relationships Making music/art	Healthy living Space travel Helping the environment Peoples that make up Canada Short stories and poems The arts around the world How much will it cost?
<b>S2-S4</b>	Family relationships Special friends Personal identity and style Leisure time	Career options Getting information Consumerism Media Public institutions Travel	Literature and the arts Personal finances Technology Peace and human rights Responsible citizenship Lifelong fitness

### A Spiral Progression

Language learning is integrative, not merely cumulative. Each new element that is added must be integrated into the whole of what has gone before. The model that best represents the students' language learning progress is an expanding spiral. Their progression is not only vertical (e.g., increased proficiency) but also horizontal (e.g., broader range of applications and experience with more text forms<sup>1</sup>, contexts and so on). The spiral also represents how language learning activities are best structured. Particular areas of experience, learning strategies or language functions, for example, are revisited at different points in the program, but from a different perspective, in broader contexts or at a slightly higher level of proficiency each time. Learning is extended, reinforced and broadened with each successive pass.



<sup>1</sup> For a sample list of text forms, see the end of this program of studies.

## Purpose of the Program of Studies

This program of studies provides a progression of specific outcomes from Kindergarten to Senior 1. Most often, the outcomes reflect a progression of development that matches the developmental stages of the students. The specific outcomes for each grade reflect the knowledge, skills and attitudes that students are expected to achieve by the end of the grade. Students are expected to demonstrate the specific outcomes for the current grade and build upon their prior knowledge and skills from previous grades.

The outcomes presented are designed to represent the progression of knowledge, skills and attitudes expected of students who have had no prior exposure to Ukrainian upon entry into Kindergarten. Nevertheless, students with prior exposure to Ukrainian can equally be challenged within this program.

## Program Overview

For ease of use, this program of studies is divided into two sections:

- Language Arts
  - General Language Component
  - Specific Language Component
- Culture

These sections are designed to overlap in many areas. It is important that the sections be implemented in an integrated manner.

## Language Arts

The Language Arts section of this program of studies is intended to reflect an integrated, interdependent approach to language learning within a bilingual programming context. Ukrainian language arts includes a General Language Component and a Specific Language Component.

The General Language Component parallels *The Common Curriculum Framework for English Language Arts, Kindergarten to Grade 12: Western Canadian Protocol for Collaboration in Basic Education*, 1998. In this manner, both English language instruction and Ukrainian language instruction support the development of common language knowledge, skills and attitudes. The general outcomes in the General Language Component, with only minor revisions, mirror those in the English Language Arts Framework, but the specific outcomes have been adapted and refined more extensively for delivery in Ukrainian.

The Specific Language Component provides the detailed linguistic elements of Ukrainian, descriptors of language competence for each grade, and outcomes to support sociocultural/sociolinguistic and strategic learning.

While the Specific Language Component outlines the linguistic elements that students will need to be able to use the language, the General Language Component provides the context and purpose for using the language, and outlines the knowledge, skills and attitudes that students are to develop. The two components should be developed concurrently, so that the language being learned is the language that students will need and be able to apply.

**Culture**

The Culture section fosters the development of essential knowledge, skills and attitudes related to self, the Ukrainian language and culture, the community and the world. This section is intended to be integrated with language learning, as well as with the learnings related to other subject areas, and is an essential part of daily activities in Ukrainian bilingual programming.

**General Outcomes**

The general outcomes are broad statements that form the basis of this program of studies. Each general outcome outlines the key learnings that each section of the program is designed to support. The general outcomes describe the common goals that all students in the Kindergarten to Grade 9 learning sequence are expected to achieve.

Ukrainian bilingual programming is designed to promote all-round personal development by fostering social, emotional, moral, intellectual and creative growth. To support this growth and development, the Ukrainian Language Arts Kindergarten to Senior 1 program is built upon the following seven general outcomes.

**Language Arts: General Language Component*****General Outcome 1***

Students will listen, speak, read, write, view and represent in Ukrainian to explore thoughts, ideas, feelings and experiences.

***General Outcome 2***

Students will listen, speak, read, write, view and represent in Ukrainian to comprehend and respond personally and critically to oral, print, visual and multimedia texts.

***General Outcome 3***

Students will listen, speak, read, write, view and represent in Ukrainian to manage ideas and information.

***General Outcome 4***

Students will listen, speak, read, write, view and represent in Ukrainian to enhance the clarity and artistry of communication.

***General Outcome 5***

Students will listen, speak, read, write, view and represent in Ukrainian to celebrate and build community.

**Language Arts: Specific Language Component*****General Outcome 6***

Students will acquire Ukrainian to understand and appreciate languages, and use Ukrainian confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

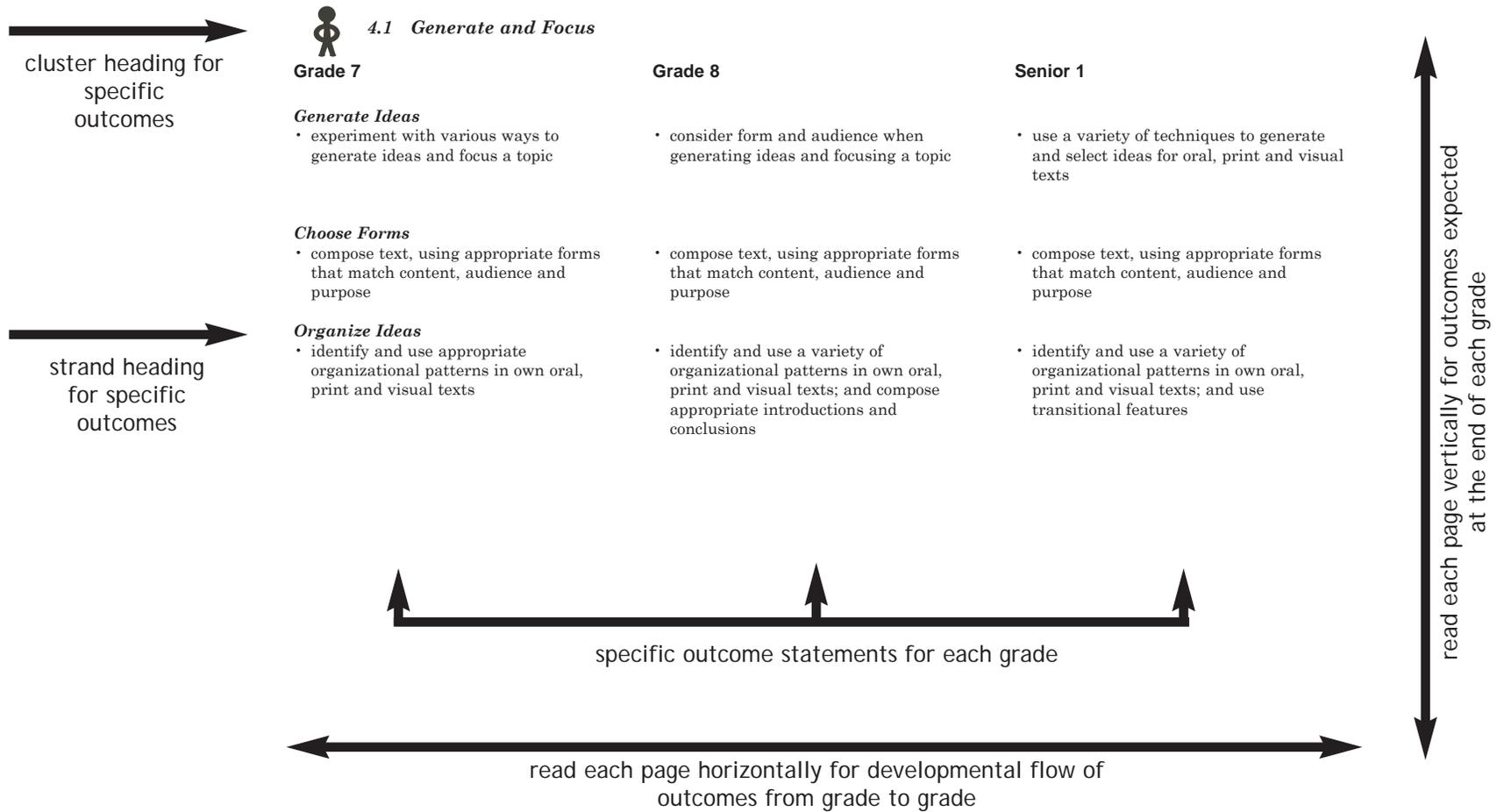
**Culture*****General Outcome 7***

Students will explore, understand, appreciate and value Ukrainian culture in Canada and the world for personal growth, enrichment and satisfaction and for participating in and contributing to an interdependent and multicultural global society.

## Specific Outcomes

Each general outcome includes specific outcomes that students are to achieve by the end of each grade level. Specific outcomes are grouped under cluster headings within each of the seven general outcomes. The specific outcomes are further categorized by strands identified in the left margin. Grade-specific descriptions are then provided for each specific outcome at each grade level. A specific strand supporting a general outcome is developed over three consecutive pages, according to the main grade divisions: Kindergarten to Grade 3, Grade 4 to Grade 6, and Grade 7 to Senior 1.

It is strongly recommended when addressing any specific outcome in this document that the specific outcomes prior to and following the given outcome and grade level be consulted for a clearer understanding as to context and intended developmental sequence. Similarly, any given specific outcome must be understood with reference to the strand and general outcome categories.



***UKRAINIAN LANGUAGE ARTS  
KINDERGARTEN TO SENIOR 4***

***LANGUAGE ARTS  
GENERAL LANGUAGE COMPONENT***

## Language Arts General Language Component

The General Language Component has been structured and developed similarly to *The Common Curriculum Framework for English Language Arts, Kindergarten to Grade 12: Western Canadian Protocol for Collaboration in Basic Education*, 1998, but it has been adapted for delivery in Ukrainian. The General Language Component provides the context and purpose for the development and use of Ukrainian.

The commonalities with the English Language Arts Framework facilitate an integrated, contextualized approach to language learning. They also establish the essential language learnings that are common to both English language programming and Ukrainian language programming, supporting and promoting a collaborative and integrated approach to language instruction.

The specific outcomes established for each grade level are intended to reflect achievement expectations to be demonstrated in the Ukrainian language.

### General Outcomes

The following five general outcomes outline the key learnings that the General Language Component is designed to support.

#### General Outcome 1

Students will listen, speak, read, write, view and represent in Ukrainian to explore thoughts, ideas, feelings and experiences.

#### General Outcome 2

Students will listen, speak, read, write, view and represent in Ukrainian to comprehend and respond personally and critically to oral, print, visual and multimedia texts.

#### General Outcome 3

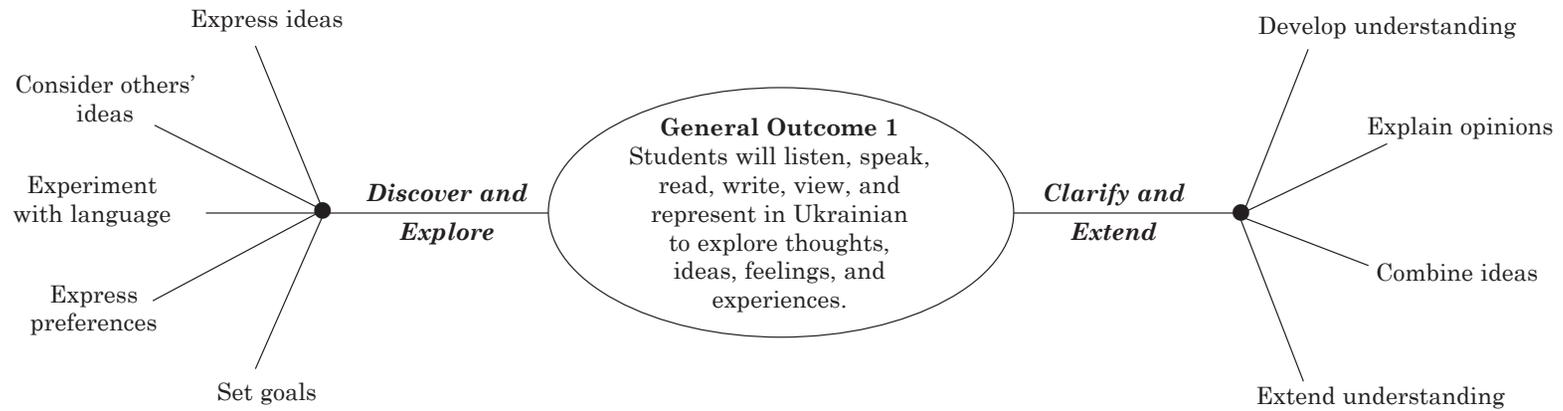
Students will listen, speak, read, write, view and represent in Ukrainian to manage ideas and information.

#### General Outcome 4

Students will listen, speak, read, write, view and represent in Ukrainian to enhance the clarity and artistry of communication.

#### General Outcome 5

Students will listen, speak, read, write, view and represent in Ukrainian to celebrate and build community.





## 1.1 Discover and Explore

Kindergarten	Grade 1	Grade 2	Grade 3
<p><b>Express Ideas</b></p> <ul style="list-style-type: none"><li>• participate in and represent a range of experiences</li></ul>	<ul style="list-style-type: none"><li>• express personal experiences and familiar events</li></ul>	<ul style="list-style-type: none"><li>• make and talk about personal observations</li></ul>	<ul style="list-style-type: none"><li>• describe personal observations, experiences and feelings</li></ul>
<p><b>Consider Others' Ideas</b></p> <ul style="list-style-type: none"><li>• participate in a range of experiences</li></ul>	<ul style="list-style-type: none"><li>• listen to and acknowledge experiences and feelings shared by others</li></ul>	<ul style="list-style-type: none"><li>• ask for others' ideas and observations to develop own personal understanding</li></ul>	<ul style="list-style-type: none"><li>• consider others' ideas and observations to develop own personal understanding</li></ul>
<p><b>Experiment with Language</b></p> <ul style="list-style-type: none"><li>• use a variety of forms to explore and express familiar events, ideas and information</li></ul>	<ul style="list-style-type: none"><li>• use a variety of forms to explore and express familiar events, ideas and information</li></ul>	<ul style="list-style-type: none"><li>• use a variety of forms to organize and give meaning to familiar experiences, ideas and information</li></ul>	<ul style="list-style-type: none"><li>• experiment with language to express feelings, and talk about memorable experiences and events</li></ul>
<p><b>Express Preferences</b></p> <ul style="list-style-type: none"><li>• demonstrate enjoyment of an oral, print, visual or multimedia text</li></ul>	<ul style="list-style-type: none"><li>• express preferences for a variety of oral, print, visual and multimedia texts</li></ul>	<ul style="list-style-type: none"><li>• collect and share favourite oral, print, visual and multimedia texts</li></ul>	<ul style="list-style-type: none"><li>• explain why an oral, print, visual or multimedia text is a personal favourite</li></ul>
<p><b>Set Goals</b></p> <ul style="list-style-type: none"><li>• participate in teacher-led group reading activities, and demonstrate reading and writing behaviours</li></ul>	<ul style="list-style-type: none"><li>• participate in reading and writing activities</li></ul>	<ul style="list-style-type: none"><li>• choose to read and write</li></ul>	<ul style="list-style-type: none"><li>• develop a sense of self as reader, writer and illustrator</li></ul>

Students will listen, speak, read, write, view, and represent in Ukrainian to explore thoughts, ideas, feelings, and experiences



## 1.1 Discover and Explore

### Grade 4

#### ***Express Ideas***

- describe and reflect upon personal observations and experiences to reach tentative conclusions

#### ***Consider Others' Ideas***

- explore connections among a variety of own and others' insights, ideas and responses

#### ***Experiment with Language***

- explore and experiment with a variety of forms of expression for particular personal purposes

#### ***Express Preferences***

- collect and explain preferences for particular forms of oral, print, visual, and multimedia texts

#### ***Set Goals***

- identify areas of personal accomplishment in language learning and use

### Grade 5

- use personal experiences as a basis for exploring and expressing opinions and understanding

- seek others' viewpoints to build on personal responses and understanding

- explore and experiment with a variety of forms of expression for particular personal purposes

- review a collection of favourite oral, print, visual, and multimedia texts; and share responses to preferred forms

- identify and discuss areas of personal accomplishment and areas for enhancement in language learning and use

### Grade 6

- use exploratory language to discover own interpretations and share personal responses

- select from others' ideas and observations to develop own thinking and understanding

- explore and experiment with a variety of forms of expression for particular personal purposes

- assess a collection of favourite oral, print, visual, and multimedia texts; and discuss preferences for particular forms

- assess personal language use, and set personal goals to enhance language learning and use

Students will listen, speak, read, write, view, and represent in Ukrainian to explore thoughts, ideas, feelings, and experiences



## 1.1 Discover and Explore

### Grade 7

#### ***Express Ideas***

- use exploratory language to discuss and record a variety of opinions and conclusions

#### ***Consider Others' Ideas***

- compare own insights and viewpoints with those of others

#### ***Experiment with Language***

- expand self-expression in oral, print and visual forms

#### ***Express Preferences***

- explore oral, print, visual and multimedia texts

#### ***Set Goals***

- assess personal language use, and revise personal goals to enhance language learning and use

### Grade 8

- explore diverse ideas to develop conclusions, opinions and understanding

- integrate new understanding with previous viewpoints and interpretations

- expand self-expression in oral, print and visual forms

- explore oral, print, visual and multimedia texts

- describe developing abilities in personal language learning and use

### Senior 1

- question and reflect on personal responses and interpretations, and apply personal viewpoints to diverse situations or circumstances

- acknowledge the value of ideas and opinions of others in exploring and extending personal interpretations and viewpoints

- expand self-expression in oral, print and visual forms

- explore a variety of oral, print, visual and multimedia texts

- self-monitor growth in language learning and use, using predetermined criteria

Students will listen, speak, read, write, view, and represent in Ukrainian to explore thoughts, ideas, feelings, and experiences



## 1.1 Discover and Explore

### Senior 2

#### **Express Ideas**

- apply exploratory language to discover and expand understanding and viewpoints

#### **Consider Others' Ideas**

- seek information to add to current understanding

#### **Experiment with Language**

- expand forms of self-expression in oral, written and visual forms

#### **Express Preferences**

- explore a variety of texts and genres by various writers, artists, storytellers, and filmmakers other than those of personal preference

#### **Set Goals**

- demonstrate confidence in personal language learning and use in a variety of formal and informal contexts

### Senior 3

- summarize and speculate on ideas, observations and opinions of self and others

- formulate and express personal understanding and interpretations

- expand forms of self-expression

- explain the value of pursuing personal preferences for a variety of texts and genres by various writers, artists, storytellers, and filmmakers

- demonstrate self-direction, self-appraisal and open-mindedness in language learning and use

### Senior 4

- speculate on and hypothesize about ideas, observations and opinions

- discuss personal understanding and interpretations

- expand forms of self-expression in oral, written and visual forms

- experience a variety of texts and genres by various writers, artists, storytellers, and filmmakers for enjoyment and satisfaction

- demonstrate self-direction, self-appraisal and open-mindedness in language learning and use; recognize self as a lifelong learner

Students will listen, speak, read, write, view, and represent in Ukrainian to explore thoughts, ideas, feelings, and experiences



## 1.2 Clarify and Extend

<b>Kindergarten</b>	<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>
<b><i>Develop Understanding</i></b> <ul style="list-style-type: none"><li>• recognize connections between new experiences and prior knowledge</li></ul>	<ul style="list-style-type: none"><li>• connect new experiences and information with prior knowledge</li></ul>	<ul style="list-style-type: none"><li>• connect new information, ideas and experiences with prior knowledge and experiences</li></ul>	<ul style="list-style-type: none"><li>• examine how new experiences, ideas and information connect to prior knowledge and experiences</li></ul>
<b><i>Explain Opinions</i></b> <ul style="list-style-type: none"><li>• explore new experiences and ideas</li></ul>	<ul style="list-style-type: none"><li>• express new experiences and ideas</li></ul>	<ul style="list-style-type: none"><li>• describe new experiences and ideas</li></ul>	<ul style="list-style-type: none"><li>• explain new experiences and ideas</li></ul>
<b><i>Combine Ideas</i></b> <ul style="list-style-type: none"><li>• group ideas and information to make sense</li></ul>	<ul style="list-style-type: none"><li>• group and sort ideas and information to make sense</li></ul>	<ul style="list-style-type: none"><li>• arrange ideas and information to make sense</li></ul>	<ul style="list-style-type: none"><li>• arrange ideas and information in more than one way to make sense for self and others</li></ul>
<b><i>Extend Understanding</i></b> <ul style="list-style-type: none"><li>• wonder about new ideas and observations</li></ul>	<ul style="list-style-type: none"><li>• demonstrate curiosity about ideas and observations to make sense of experiences</li></ul>	<ul style="list-style-type: none"><li>• ask basic questions to make sense of experiences</li></ul>	<ul style="list-style-type: none"><li>• ask questions to clarify and extend understanding</li></ul>

Students will listen, speak, read, write, view, and represent in Ukrainian to explore thoughts, ideas, feelings, and experiences



## 1.2 Clarify and Extend

### Grade 4

#### ***Develop Understanding***

- connect new information and experiences with prior knowledge to construct meaning in different contexts

#### ***Explain Opinions***

- express new concepts and understanding in own words

#### ***Combine Ideas***

- organize ideas and information in ways that clarify and shape understanding

#### ***Extend Understanding***

- ask questions to clarify information and develop new understanding

### Grade 5

- reflect on prior knowledge and experiences to arrive at new understanding

- explain personal viewpoints

- arrange ideas and information in a variety of ways to clarify understanding

- ask open-ended questions to clarify information and develop new understanding

### Grade 6

- use prior knowledge and experiences selectively to make sense of new information in a variety of contexts

- explain personal viewpoints, and revise previous understanding

- search for ways to reorganize ideas and information to extend understanding

- ask a variety of questions to clarify information and develop new understanding

Students will listen, speak, read, write, view, and represent in Ukrainian to explore thoughts, ideas, feelings, and experiences



## 1.2 Clarify and Extend

### Grade 7

#### ***Develop Understanding***

- recognize the value of connecting prior knowledge and experiences with new knowledge and experiences to shape and extend understanding

#### ***Explain Opinions***

- summarize and represent personal viewpoints in meaningful ways

#### ***Combine Ideas***

- expand own repertoire of ways to reorganize ideas and information to extend understanding

#### ***Extend Understanding***

- ask specific and focused questions for elaboration and clarification, and discuss experiences and understanding

### Grade 8

- recognize the importance of reflecting on prior experiences and knowledge to revise conclusions and understanding

- articulate, represent and explain personal viewpoints

- identify or invent personally meaningful ways of organizing ideas and information to clarify and extend understanding

- ask specific and focused questions, reconsider initial understanding in light of new information, and listen to diverse opinions

### Senior 1

- reflect on new understanding in relation to prior knowledge, and identify gaps in personal knowledge

- review and refine personal viewpoints through reflection, feedback and self-assessment

- structure and restructure ideas and information in personally meaningful ways to clarify and extend understanding

- consider diverse opinions, and assess new information

**Students will listen, speak, read, write, view, and represent in Ukrainian to explore thoughts, ideas, feelings, and experiences**



## 1.2 Clarify and Extend

### Senior 2

#### ***Develop Understanding***

- analyze connections between new and prior knowledge and ideas to clarify understanding for self and others

#### ***Explain Opinions***

- reflect on changing personal viewpoints and anticipate possible consequences

#### ***Combine Ideas***

- develop and use a repertoire of organizational structures to clarify ideas and information and to bring order to own thinking

#### ***Extend Understanding***

- ask discriminating questions to interpret, evaluate and reflect on ideas and information

### Senior 3

- analyze and synthesize connections between new and prior knowledge, ideas and experiences to clarify and shape understanding

- reflect on changing personal viewpoints and anticipate possible consequences

- expand repertoire of organizational structures to clarify ideas and information and to bring order to own thinking

- explore divergent viewpoints for relevance and validity

### Senior 4

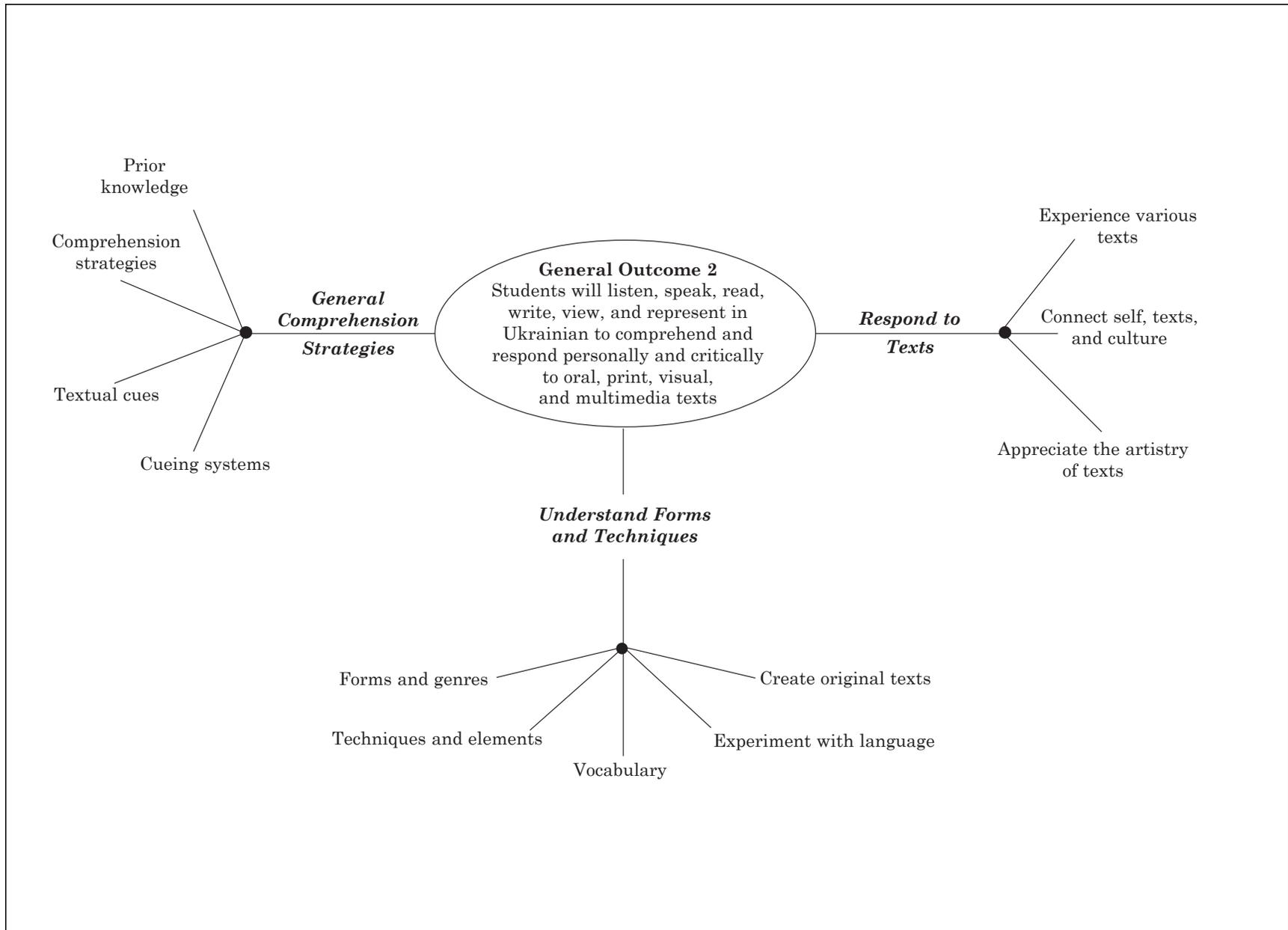
- analyze and synthesize connections between new and prior knowledge, ideas and experiences to clarify and shape understanding

- reflect critically on changing viewpoints, and identify questions and ideas that merit further thought or reflection

- select and use a variety of organizational structures to clarify ideas and information and to bring order to own thinking

- examine and interpret alternative perspectives, and arrive at and articulate new understanding

**Students will listen, speak, read, write, view, and represent in Ukrainian to explore thoughts, ideas, feelings, and experiences**





## 2.1 General Comprehension Strategies

### Kindergarten

#### **Prior Knowledge**

- make connections among oral language, texts and personal experiences

#### **Comprehension Strategies**

- anticipate meaning from familiar print, symbols and images

#### **Textual Cues**

- recognize environmental print, symbols and images in context; and recognize own name

#### **Cueing Systems**

- recognize that text is organized in specific patterns and that text symbols represent sounds, words or ideas

### Grade 1

- make connections among texts, prior knowledge and personal experiences

- ask basic questions to anticipate meaning, and use strategies to confirm understanding

- use textual cues, such as pictures and patterns, to construct and confirm meaning

- use semantic, morphological, phonological, graphophonic and syntactic cues, such as initial consonants and syllabication, to construct and confirm meaning

### Grade 2

- make connections among texts, prior knowledge and personal experiences

- anticipate meaning, recognize relationships and draw conclusions; and use a variety of strategies to confirm understanding

- use textual cues, such as story models and titles, to construct and confirm meaning

- use semantic, morphological, phonological, graphophonic and syntactic cues, such as syllabication/word families and sight words, to construct and confirm word meaning in context

### Grade 3

- make connections among texts, prior knowledge and personal experiences

- make and confirm predictions and inferences, and draw conclusions

- use textual cues, such as paragraphing and indentation, to construct and confirm meaning

- use semantic, morphological, phonological, graphophonic and syntactic cues, such as prefixes and suffixes, to construct and confirm word meaning in context

**Students will listen, speak, read, write, view, and represent in Ukrainian to comprehend and respond personally and critically to oral, print, visual, and multimedia texts.**



## 2.1 General Comprehension Strategies

### Grade 4

#### **Prior Knowledge**

- make and record connections among personal experiences, prior knowledge and a variety of texts

#### **Comprehension Strategies**

- confirm or reject inferences, predictions or conclusions based on textual information; and check and confirm understanding by rereading

#### **Textual Cues<sup>2</sup>**

- use textual cues to construct and confirm meaning in interpreting text

#### **Cueing Systems**

- use semantic, morphological, phonological, graphophonic and syntactic cues, and a variety of print and nonprint resources, to construct and confirm meaning

### Grade 5

- make and record connections among personal experiences, prior knowledge and a variety of texts

- use a variety of comprehension strategies to confirm understanding and self-correct

- use textual cues to construct and confirm meaning in interpreting text

- use semantic, morphological, phonological, graphophonic and syntactic cueing systems to construct and confirm meaning; and use a dictionary to determine word meaning in context

### Grade 6

- make and record connections among personal experiences, prior knowledge and a variety of texts

- use comprehension strategies, such as interpretive language use strategies<sup>1</sup>, appropriate to the type of text and purpose

- use textual cues to construct and confirm meaning in interpreting text

- use semantic, morphological, phonological, graphophonic and syntactic cueing systems to construct and confirm meaning; and use a variety of reference resources to determine word meaning in context

<sup>1</sup> For examples, refer to the interpretive language use strategies on page 86.

<sup>2</sup> Examples of textual cues are included in the interpretive language use strategies on page 86.

**Students will listen, speak, read, write, view, and represent in Ukrainian to comprehend and respond personally and critically to oral, print, visual, and multimedia texts.**



## 2.1 General Comprehension Strategies

### Grade 7

#### *Prior Knowledge*

- make and record connections among previous experiences, prior knowledge and textual material

#### *Comprehension Strategies*

- use comprehension strategies appropriate to the type of text and purpose, and use a variety of strategies to remember ideas

#### *Textual Cues*<sup>1</sup>

- use textual cues to construct and confirm meaning in interpreting text

#### *Cueing Systems*

- use semantic, morphological, phonological, graphophonic and syntactic cueing systems to construct and confirm meaning and interpret texts

### Grade 8

- make and record connections among previous experiences, prior knowledge and textual material; and apply these connections to new contexts

- use a variety of comprehension strategies to make sense of texts and remember ideas

- use textual cues to construct and confirm meaning in interpreting text

- use semantic, morphological, phonological, graphophonic and syntactic cueing systems to construct and confirm meaning and interpret texts

### Senior 1

- analyze and explain connections among previous experiences, prior knowledge and textual material

- use comprehension strategies appropriate to the type of text and purpose, and enhance understanding by rereading and discussing relevant passages

- use textual cues to construct and confirm meaning in interpreting text

- use semantic, morphological, phonological, graphophonic and syntactic cueing systems to construct and confirm meaning and interpret texts

<sup>1</sup> Examples of textual cues are included in the interpretive language use strategies on page 86.

**Students will listen, speak, read, write, view, and represent in Ukrainian to comprehend and respond personally and critically to oral, print, visual, and multimedia texts.**



## 2.1 General Comprehension Strategies

### Senior 2

#### ***Prior Knowledge***

- analyze and explain connections between diverse experiences, prior knowledge and a variety of texts

#### ***Comprehension Strategies***

- use comprehension strategies appropriate to the type of text and purpose, and enhance understanding by rereading and discussing relevant passages

#### ***Textual Cues***

- use textual cues and prominent organizational patterns within texts to confirm meaning and interpret texts

#### ***Cueing Systems***

- use semantic, morphological, phonological, graphophonic and syntactic cueing systems to construct and confirm meaning and interpret texts

### Senior 3

- analyze and explain connections between diverse experiences, prior knowledge and a variety of texts

- apply and adjust strategies for comprehending a variety of texts, and use a personal repertoire of strategies to monitor interpretations

- use textual cues, prominent organizational patterns within texts and stylistic techniques to construct and confirm meaning and interpret texts

- use semantic, morphological, phonological, graphophonic and syntactic cueing systems to construct and confirm meaning and interpret texts

### Senior 4

- analyze and explain connections between diverse experiences, prior knowledge and a variety of texts

- apply and adjust strategies for comprehending a variety of texts; verify accuracy of understanding when paraphrasing and summarizing ideas

- use textual cues, prominent organizational patterns within texts and stylistic techniques to construct and confirm meaning and interpret texts

- use semantic, morphological, phonological, graphophonic and syntactic cueing systems to construct and confirm meaning and interpret texts

**Students will listen, speak, read, write, view, and represent in Ukrainian to comprehend and respond personally and critically to oral, print, visual, and multimedia texts.**



## 2.2 Respond to Texts

### Kindergarten

#### *Experience Various Texts*

- participate in shared listening, reading and viewing experiences, using texts from a variety of genres and cultural traditions, such as picture books, language pattern books/predictable books, stories, photographs, rebus stories and illustrations

#### *Connect Self, Texts, and Culture*

- share personal experiences related to oral, print, visual and multimedia texts; and represent the actions of people in texts

#### *Appreciate the Artistry of Texts*

- share feelings evoked by oral, print, visual and multimedia texts

### Grade 1

- participate in shared listening, reading and viewing experiences, using texts from a variety of genres and cultural traditions, such as poems, oral storytelling, pattern books, audiotapes, stories and cartoons

- share personal experiences related to oral, print, visual and multimedia texts; and talk about the actions of people

- share feelings and moods evoked by oral, print, visual and multimedia texts

### Grade 2

- participate in shared listening, reading and viewing experiences, using texts from a variety of genres and cultural traditions, such as legends, puppet plays, video programs, songs, riddles and informational texts

- describe similarities between experiences and traditions encountered in daily life and those portrayed in oral, print, visual and multimedia texts

- identify and express the feelings of people in oral, print, visual and multimedia texts

### Grade 3

- participate in listening, reading and viewing experiences, using texts from a variety of genres and cultural traditions, such as folk music and dance, illustrated storybooks, CD-ROMs, plays and fables

- compare own experiences and traditions with those of various communities and cultures portrayed in oral, print, visual and multimedia texts

- identify mood created in oral, print, visual and multimedia texts

For a sample list of text forms, see Appendix A.

Students will listen, speak, read, write, view, and represent in Ukrainian to comprehend and respond personally and critically to oral, print, visual, and multimedia texts.



## 2.2 Respond to Texts

### Grade 4

#### *Experience Various Texts*

- experience texts from a variety of genres and cultural traditions, with and without support, such as personal narratives, plays, video programs, adventure stories, folk tales, informational texts, mysteries, poetry, CD-ROM programs and fairy tales; and share responses to these texts

#### *Connect Self, Texts, and Culture*

- identify similarities and differences between personal experiences and the experiences of people from various cultures portrayed in oral, print, visual and multimedia texts

#### *Appreciate the Artistry of Texts*

- identify words that form mental images and create mood in oral, print, visual and multimedia texts

### Grade 5

- experience texts from a variety of genres and cultural traditions, such as historical fiction, myths, biographies, poetry, news reports, fantasy and guest speakers; and share responses to these texts

- identify similarities and differences between personal experiences and the experiences of people from various cultures portrayed in oral, print, visual and multimedia texts

- identify descriptive and figurative language in oral, print, visual and multimedia texts

### Grade 6

- experience texts from a variety of genres and cultural traditions, such as autobiographies, travelogues, comics, short films, myths, legends and dramatic performances; and share responses to these texts

- compare the challenges and situations encountered in own daily life with those experienced by people in other times, places and cultures as portrayed in oral, print, visual and multimedia texts

- identify and respond to descriptive and figurative language in oral, print, visual and multimedia texts

For a sample list of text forms, see Appendix A.

Students will listen, speak, read, write, view, and represent in Ukrainian to comprehend and respond personally and critically to oral, print, visual, and multimedia texts.



## 2.2 Respond to Texts

### Grade 7

#### *Experience Various Texts*

- experience oral, print and other media texts from a variety of genres and cultural traditions, such as journals, short stories, poetry, letters, CD-ROM programs, mysteries, historical fiction, drawings and prints; and discuss preferences

#### *Connect Self, Texts, and Culture*

- compare own understanding of people, cultural traditions and values portrayed in oral, print, visual and multimedia texts with that of others

#### *Appreciate the Artistry of Texts*

- identify descriptive and figurative language in oral, print, visual and multimedia texts; and discuss how it enhances understanding of people, places, actions and events

### Grade 8

- experience oral, print and other media texts from a variety of genres and cultural traditions, such as magazine articles, journals, poetry, Internet passages, opinion pieces, fantasy, nonfiction, advertisements and photographs; and compare own interests with those of others

- describe how similar ideas, people, experiences and traditions are conveyed in various oral, print, visual and multimedia texts

- identify and respond to language and visual images that create mood and evoke emotion in oral, print, visual and multimedia texts

### Senior 1

- experience oral, print and other media texts from a variety of genres and cultural traditions, such as broadcast advertisements, poetry, documentaries, films, electronic magazines, essays, realistic fiction and folk wisdom; and interpret the texts

- examine how personal experiences, community traditions, and Canadian and Ukrainian perspectives are presented in oral, print, visual and multimedia texts

- identify and describe techniques used to create mood in oral, print, visual and multimedia texts

For a sample list of text forms, see Appendix A.

**Students will listen, speak, read, write, view, and represent in Ukrainian to comprehend and respond personally and critically to oral, print, visual, and multimedia texts.**



## 2.2 Respond to Texts

### Senior 2

#### *Experience Various Texts*

- experience texts from a variety of genres and cultural traditions, such as student work, historical non-fiction, e-mail, computer programs, and other examples cited in previous grades; explain interpretations of the text

#### *Connect Self, Texts, and Culture*

- compare the portrayals of people, events or perspectives from a variety of oral, literary and media texts; apply personal perspective

#### *Appreciate the Artistry of Texts*

- discuss how word choice and supporting details in oral, literary and media texts affect purpose and audience

### Senior 3

- experience texts from a variety of genres and cultural traditions; explain various interpretations of the same text, (for examples, refer to previous grades)

- compare the themes portrayed in a variety of oral, literary and media texts; apply personal perspective

- examine how word choice in oral, literary and media texts alters and enhances mood or meaning and affects audience

### Senior 4

- experience a range of texts from a variety of genres and cultural traditions; consider alternative interpretations and evaluations, (for examples, refer to previous grades)

- compare the themes and values portrayed in a variety of oral, literary and media texts; apply personal perspective

- analyze how word choice and visual images in oral, literary and media texts create a composite meaning and effect

For a sample list of text forms, see Appendix A.

Students will listen, speak, read, write, view, and represent in Ukrainian to comprehend and respond personally and critically to oral, print, visual, and multimedia texts.



## 2.3 Understand Forms and Techniques

### Kindergarten

#### **Forms and Genres**

- distinguish between what is realistic and imaginary in oral, literary and media forms and texts

#### **Techniques and Elements**

- develop a sense of story through listening, reading and viewing experiences

#### **Vocabulary**

- demonstrate curiosity about, and experiment with, sounds, letters, words and word patterns

#### **Experiment with Language**

- appreciate the sounds and rhythms of language

#### **Create Original Texts**

- create original oral and media texts

### Grade 1

- recognize different oral, literary and media forms and texts

- represent the beginning, middle and end of oral, print, visual and multimedia texts; and identify characters

- experiment with parts of words, word combinations and word patterns

- appreciate repetition, rhyme and rhythm in shared language experiences

- create oral and media texts to communicate and demonstrate understanding of modelled forms

### Grade 2

- recognize that information and ideas can be expressed in a variety of forms and texts

- relate the beginning, middle and end of oral, print, visual and multimedia texts; and identify the main character

- explore commonalities in word families to increase vocabulary

- demonstrate interest in the sounds and rhythms of words, word combinations and phrases in oral, literary and media presentations

- create basic texts to communicate and demonstrate understanding of modelled forms

### Grade 3

- recognize the distinguishing features of a variety of forms and texts

- identify the sequence of events in oral, print, visual and multimedia texts; the time and place in which they occur; and the main and supporting characters

- build knowledge of word patterns and commonalities in word families

- identify examples of repeated sounds and poetic effects that contribute to enjoyment; and recognize humour in oral, print, visual and multimedia texts

- create original texts to communicate and demonstrate understanding of forms and techniques

**Students will listen, speak, read, write, view, and represent in Ukrainian to comprehend and respond personally and critically to oral, print, visual, and multimedia texts.**



## 2.3 Understand Forms and Techniques

### Grade 4

#### **Forms and Genres**

- identify similarities and differences between various oral, literary and media forms and texts

#### **Techniques and Elements**

- explain connections between events and roles of main characters in oral, print, visual and multimedia texts

#### **Vocabulary**

- build knowledge of word patterns by identifying prefixes, suffixes and roots

#### **Experiment with Language**

- recognize how words and word combinations, such as wordplay, repetition and rhyme, influence or convey meaning; and recognize that exaggeration can be used to convey humour

#### **Create Original Texts**

- create original texts to communicate and demonstrate understanding of forms and techniques

### Grade 5

- understand and use a variety of oral, literary and media forms and texts

- identify key elements, including plot, setting and character; and explore techniques used in oral, print, visual and multimedia texts, such as use of colour, font, sound, word choice and visual imagery

- expand knowledge of words and word relationships, using a variety of sources

- experiment with words and sentence patterns to create word pictures, and identify ways in which exaggeration is used to convey humour

- create original texts to communicate and demonstrate understanding of forms and techniques

### Grade 6

- recognize and apply key characteristics of various oral, literary and media genres

- identify key elements and techniques in oral, print, visual and multimedia texts

- identify and group words according to commonalities

- alter words, forms and sentence patterns to create new versions of texts for a variety of purposes

- create original texts to communicate and demonstrate understanding of forms and techniques

**Students will listen, speak, read, write, view, and represent in Ukrainian to comprehend and respond personally and critically to oral, print, visual, and multimedia texts.**



## 2.3 Understand Forms and Techniques

### Grade 7

#### **Forms and Genres**

- recognize the appropriate use of various genres according to purpose, audience and content

#### **Techniques and Elements**

- apply techniques of plot development in oral, print, visual and multimedia texts; and explore their impact

#### **Vocabulary**

- apply knowledge of word patterns to recognize and expand vocabulary

#### **Experiment with Language**

- identify creative uses of language in oral, print, visual and multimedia texts

#### **Create Original Texts**

- create original texts to communicate and demonstrate understanding of forms and techniques

### Grade 8

- use various forms and genres appropriately, according to purpose, audience and content

- analyze techniques of plot development in oral, print, visual and multimedia texts; and describe how they interact to create effects

- appreciate variations in language, accent and dialect in communities, regions and countries; and recognize the derivation and use of words, phrases and jargon

- identify creative uses of language in popular culture, and explain how imagery and figures of speech create tone and mood in texts

- create original texts to communicate and demonstrate understanding of forms and techniques

### Senior 1

- explain preferences for particular oral, literary and media forms and genres for specific purposes, audiences and content

- identify techniques of persuasion in oral, print, visual and multimedia texts

- recognize uses and misuses of slang, colloquialism and jargon

- analyze creative uses of language in popular culture; and recognize how figurative language and techniques create a dominant impression, mood, tone and style

- create original texts to communicate and demonstrate understanding of forms and techniques

**Students will listen, speak, read, write, view, and represent in Ukrainian to comprehend and respond personally and critically to oral, print, visual, and multimedia texts.**



## 2.3 Understand Forms and Techniques

### Senior 2

#### **Forms and Genres**

- describe and apply various oral, literary and media forms and genres

#### **Techniques and Elements**

- examine how plot, character and setting contribute to an overall theme, and recognize the effectiveness of techniques used in oral, literary and media texts

#### **Vocabulary**

- examine how word usage evolves over time and culture, such as immigration, history, geography, and so on

#### **Experiment with Language**

- analyze ways in which creative uses of language influence thought, emotion and meaning; identify how symbols are used to represent abstract ideas

#### **Create Original Texts**

- create original texts to communicate and demonstrate understanding of forms and techniques

### Senior 3

- recognize and apply unique characteristics of a variety of oral, literary and media forms and genres

- analyze how plot, character, setting and mood enhance meaning, and evaluate the effectiveness of techniques used in oral, literary and media texts

- examine how word usage evolves over time and culture, such as archaic language, slang, colloquialisms, jargon, and so on

- evaluate ways in which creative uses of language develop a style; evaluate the effectiveness of literary and media techniques and devices

- create original texts to communicate and demonstrate understanding of forms and techniques

### Senior 4

- understand how choice of genre and form affects audience response; apply appropriately

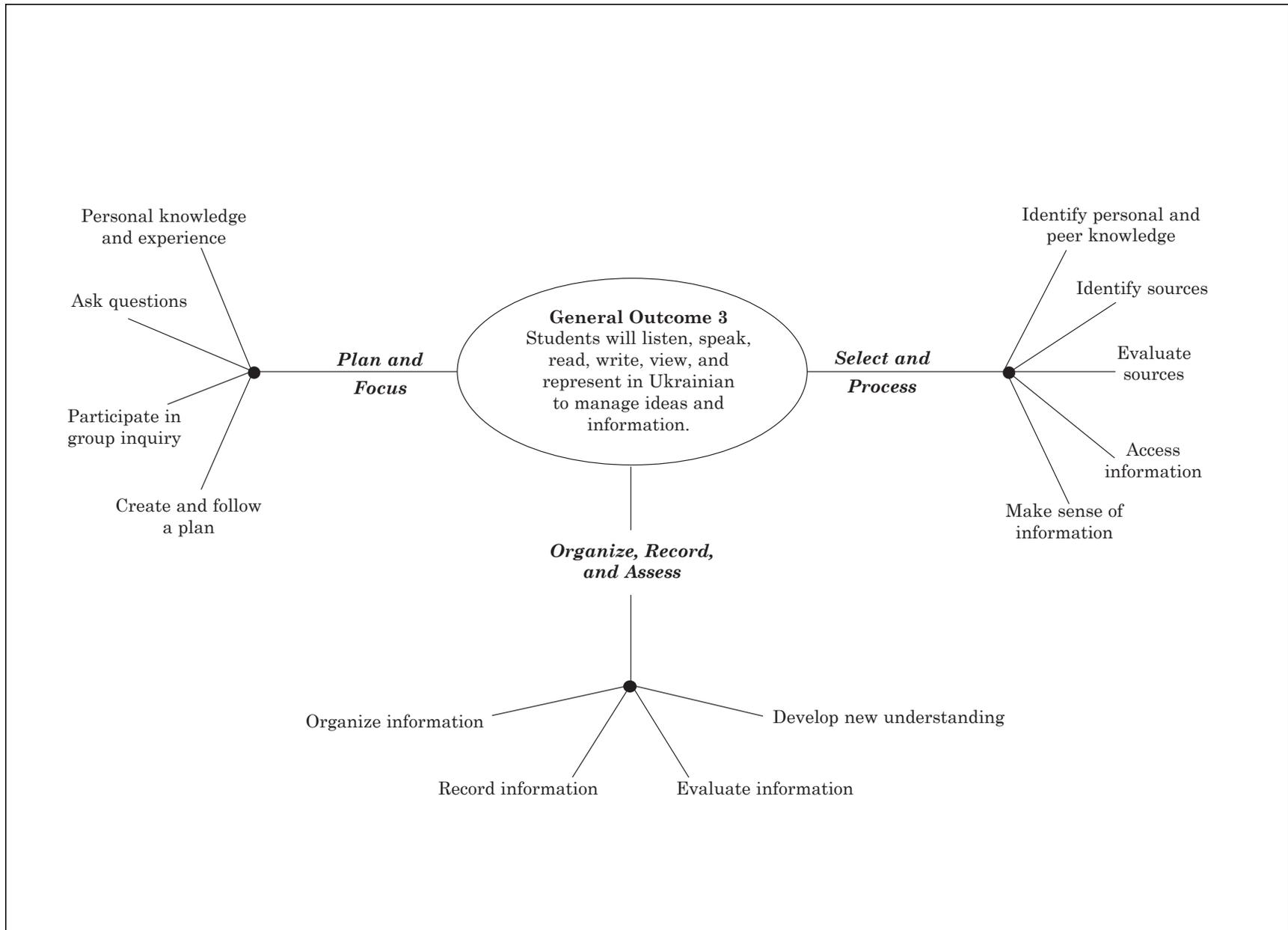
- evaluate how elements and techniques are combined to achieve the artist's purpose and desired effect

- recognize the derivation of specialized language and the role of culture and invention in word creation and usage, such as computer terminology, sports, arts and entertainment, and so on

- apply creative uses of language; evaluate the effectiveness of literary and media techniques and devices

- create original texts to communicate and demonstrate understanding of forms and techniques

**Students will listen, speak, read, write, view, and represent in Ukrainian to comprehend and respond personally and critically to oral, print, visual, and multimedia texts.**





### 3.1 Plan and Focus

#### Kindergarten

#### Grade 1

#### Grade 2

#### Grade 3

##### *Personal Knowledge and Experience*

- demonstrate personal knowledge of a topic

- contribute personal knowledge and experience of a topic to gather information

- record and share personal knowledge and experience of a topic

- identify and categorize personal knowledge and experience of a topic to determine information needs

##### *Ask Questions*

- ask essential questions to satisfy personal curiosity and information needs in the classroom context

- ask basic questions to satisfy personal curiosity and information needs

- ask questions to understand a topic, and identify information needs

- ask topic-appropriate questions, and identify and communicate information needs

##### *Participate in Group Inquiry*

- ask and answer essential questions to satisfy group curiosity and information needs in the classroom context

- ask and answer basic questions to satisfy group curiosity and information needs

- contribute information and questions to assist in group understanding of a topic or task

- contribute information in group discussions to assist in group understanding of a topic or task

##### *Create and Follow a Plan*

- listen to and follow simple directions in the classroom context

- listen actively and follow directions for gathering information

- recall and follow directions for accessing and gathering information

- recall and follow a sequential plan for accessing and gathering information

Students will listen, speak, read, write, view, and represent in Ukrainian to manage ideas and information.



### 3.1 Plan and Focus

#### Grade 4

##### ***Personal Knowledge and Experience***

- categorize personal knowledge and experience of a topic to determine information needs

##### ***Ask Questions***

- ask general and specific questions on topics, using predetermined categories

##### ***Participate in Group Inquiry***

- identify relevant personal knowledge of a topic and possible categories of questions and purposes for group inquiry or research

##### ***Create and Follow a Plan***

- select and use a plan for gathering information

#### Grade 5

- summarize personal knowledge and experience of a topic to determine information needs

- formulate general and specific questions to identify information needs

- share personal knowledge of a selected topic to help formulate relevant questions appropriate to a specific audience and purpose for group inquiry or research

- gather and record information and ideas, using a plan

#### Grade 6

- summarize and focus personal knowledge and experience of a topic to determine information needs

- formulate relevant questions to focus information needs

- contribute to group knowledge of topics to help identify and focus information needs, sources and purposes for group inquiry or research

- create and follow a plan to collect and record information

**Students will listen, speak, read, write, view, and represent in Ukrainian to manage ideas and information.**



### 3.1 *Plan and Focus*

#### **Grade 7**

##### ***Personal Knowledge and Experience***

- determine personal knowledge and experience of a topic to generate possible areas of inquiry or research

##### ***Ask Questions***

- formulate, with guidance, a variety of relevant questions on a topic to establish a purpose for seeking information

##### ***Participate in Group Inquiry***

- contribute to group knowledge of topics to help identify and focus information needs, sources and purposes for group inquiry or research

##### ***Create and Follow a Plan***

- prepare and use a plan to access information and ideas from a variety of sources, such as teachers, peers, print and nonprint materials, and electronic sources

#### **Grade 8**

- determine the depth and breadth of personal knowledge and experience of a topic to generate possible areas of inquiry or research

- formulate, independently, relevant main and subordinate questions on a topic to establish a purpose for gathering information

- contribute ideas, knowledge and questions to help establish group inquiry or research focuses and purposes

- prepare and use a plan to access, gather and record relevant information from a variety of human, print and electronic sources

#### **Senior 1**

- assess personal knowledge and experience of a topic to identify possible areas of inquiry or research

- develop a variety of focused questions to establish a purpose for gathering information

- contribute ideas, knowledge and strategies to help identify group information needs and sources

- prepare and use a plan to access, gather and evaluate information and ideas from a variety of human, print and electronic sources

**Students will listen, speak, read, write, view, and represent in Ukrainian to manage ideas and information.**



### 3.1 Plan and Focus

#### Senior 2

##### *Personal Knowledge and Experience*

- use personal expertise and that of others on a topic to determine inquiry or research focus

##### *Ask Questions*

- develop focused inquiry or research questions to anticipate personal and audience needs on a topic

##### *Participate in Group Inquiry*

- collaborate to identify group knowledge base and determine inquiry or research topic focus

##### *Create and Follow a Plan*

- prepare, use and adjust an inquiry or research plan as needed to access relevant information and ideas independently using a variety of methods

#### Senior 3

- reflect on own expertise and information and that of others to identify topic interests, depth of knowledge and information needs for inquiry or research

- formulate and adjust inquiry or research questions to focus a topic and purpose

- collaborate to identify group knowledge base and determine inquiry or research topic focus

- prepare, use and revise an inquiry or research plan, and locate, access and record relevant information from a variety of sources

#### Senior 4

- reflect on personal understanding and knowledge to determine topic interests, gaps in knowledge and inquiry or research objectives

- develop effective, focused inquiry or research questions

- collaborate to determine own knowledge base and that of others, and determine inquiry or research topic focus

- prepare, use and revise an inquiry or research plan, and locate, access, evaluate and select relevant information independently from a variety of sources

**Students will listen, speak, read, write, view, and represent in Ukrainian to manage ideas and information.**



## 3.2 *Select and Process*

### **Kindergarten**

#### ***Identify Personal and Peer Knowledge***

- identify self and others as sources of information

#### ***Identify Sources***

- seek information from others in the classroom context

#### ***Evaluate Sources***

- recognize when information answers the questions asked

#### ***Access Information***

- use visual and auditory cues to understand ideas and information

#### ***Make Sense of Information***

- use prior knowledge to make sense of information

### **Grade 1**

- identify and share basic personal knowledge related to experiences

- seek information from a variety of sources

- recognize when information answers the questions asked

- understand that library materials have a specific organizational system, and use visual and auditory cues to make meaning

- make and check predictions, using prior knowledge and oral, visual and print text features to understand information

### **Grade 2**

- participate in group discussion to generate information on a topic, and identify sources of additional information

- answer questions, using oral, visual and print information sources

- compare gathered ideas and information with personal knowledge

- use the specific library organizational system to locate information and ideas, and use visual and auditory cues to make meaning

- make connections between prior knowledge, ideas and information, and oral, visual and print text features

### **Grade 3**

- record and share personal knowledge of a topic

- access information, using a variety of sources

- match information to inquiry or research needs

- use knowledge of visual and auditory cues and organizational devices to locate and gather information and ideas

- determine the main ideas in information, using prior knowledge, predictions and connections

**Students will listen, speak, read, write, view, and represent in Ukrainian to manage ideas and information.**



## 3.2 *Select and Process*

### Grade 4

#### ***Identify Personal and Peer Knowledge***

- record and share personal knowledge of a topic to focus inquiry or research

#### ***Identify Sources***

- identify a variety of information sources to answer inquiry or research questions

#### ***Evaluate Sources***

- review information to determine its usefulness to inquiry or research needs, using pre-established criteria

#### ***Access Information***

- use knowledge of visual and auditory cues and organizational devices to locate and gather a variety of information and ideas

#### ***Make Sense of Information***

- determine main and supporting ideas, using prior knowledge, predictions, connections, inferences, and visual and auditory cues; and locate and/or listen for key words

### Grade 5

- record, select and share personal knowledge of a topic to focus inquiry or research

- identify a variety of information sources to answer inquiry or research questions

- review information to determine its usefulness to inquiry or research needs, using pre-established criteria

- use a variety of tools to access information and ideas, and use visual and auditory cues to identify important information

- recognize organizational patterns of oral, visual and print text; and skim, scan and listen for key words and phrases

### Grade 6

- record personal knowledge of a topic, and collaborate to generate information for inquiry or research

- identify a variety of information sources to answer inquiry or research questions

- review information to determine its usefulness to inquiry or research needs, using pre-established criteria

- use a variety of tools to access information and ideas, and use visual and auditory cues to identify and gather important information

- use organizational patterns of oral, visual and print text to construct meaning; and skim, scan, listen, view and read closely to gather information

**Students will listen, speak, read, write, view, and represent in Ukrainian to manage ideas and information.**



## 3.2 *Select and Process*

### Grade 7

#### ***Identify Personal and Peer Knowledge***

- select and organize personal and peer knowledge of a topic to establish an information base for inquiry or research

#### ***Identify Sources***

- choose appropriate information sources to meet inquiry and research needs

#### ***Evaluate Sources***

- use pre-established criteria to evaluate the currency, usefulness and reliability of information sources in answering inquiry or research questions

#### ***Access Information***

- expand and use a repertoire of skills, including visual and auditory skills, to access information and ideas from a variety of sources

#### ***Make Sense of Information***

- determine literal and implied meanings of oral, visual and print texts, using a variety of strategies and cues

### Grade 8

- access, record and appraise personal and peer knowledge and understanding of a topic to establish an information base for inquiry or research

- distinguish between information sources that present fact and opinion, when inquiring or researching

- develop and use criteria for evaluating information sources for a particular inquiry or research plan

- recall, expand and use a variety of skills, including visual and auditory skills, to access information and ideas from a variety of sources

- construct meaning, using direct statements, implied meaning and inferences; and adjust rate of reading or viewing according to purpose, topic, density of information and organizational patterns of text

### Senior 1

- access, record and appraise personal/peer knowledge of a topic to establish an information base for inquiry or research

- identify and use information sources that provide a variety of perspectives, when inquiring or researching

- evaluate information sources for possible bias, using criteria designed for a particular inquiry or research plan

- expand and use a variety of skills, including visual and auditory skills, to access information and ideas from a variety of sources

- identify a variety of factors, such as organizational patterns of text, page layouts, font styles, colour, voice-overs and camera angles, that affect meaning; scan to locate specific information quickly; and summarize, report and record main ideas of extended oral, visual and print texts

**Students will listen, speak, read, write, view, and represent in Ukrainian to manage ideas and information.**



## 3.2 *Select and Process*

### Senior 2

#### ***Identify Personal and Peer Knowledge***

- access, record and appraise personal expertise on an inquiry or research topic; initiate inquiry or research, using pre-established criteria

#### ***Identify Sources***

- identify a range of diverse information sources to satisfy inquiry or research needs

#### ***Evaluate Sources***

- evaluate the quality of information sources and perspectives for a particular inquiry or research plan

#### ***Access Information***

- expand and use a variety of skills to access information and ideas from a variety of sources

#### ***Make Sense of Information***

- identify a variety of factors that affect meaning, and use effective listening, reading and viewing techniques

### Senior 3

- access, record and appraise personal expertise on an inquiry or research topic; focus inquiry or research according to pre-established organization of a project

- identify a range of information sources on an inquiry or research topic

- evaluate the reliability and credibility of information sources

- use a combination of information retrieval knowledge and skills for particular topics and purposes; expand and use a variety of skills to access information and ideas from a variety of sources

- identify and analyze a variety of factors that affect meaning, skim and scan for required information, and use effective listening, reading and viewing techniques

### Senior 4

- identify personal knowledge of a topic; design projects to generate additional knowledge and ideas

- identify a range of diverse forms of information sources to satisfy information needs

- evaluate potential information sources for breadth, depth, reliability, validity and accessibility

- use information retrieval knowledge and skills to access and make sense of information; create personalized strategies to accomplish a task based on time available and depth of topic

- identify and analyze a variety of factors that affect meaning, and listen, read and view actively for themes, main ideas and supporting details of speakers and writers

**Students will listen, speak, read, write, view, and represent in Ukrainian to manage ideas and information.**



### 3.3 Organize, Record, and Assess

#### Kindergarten

##### **Organize Information**

- categorize objects and visuals according to similarities and differences

##### **Record Information**

- represent and share information and ideas

##### **Evaluate Information**

- share information gathered on a specific topic

##### **Develop New Understanding**

- participate in information-gathering experiences

#### Grade 1

- identify and categorize information according to similarities, differences and sequences

- represent and express key facts and ideas in visual form or with words

- use gathered information as a basis for communication

- recall, share and record information-gathering experiences in visual or text form

#### Grade 2

- categorize related information and ideas, using a variety of strategies

- record key facts and ideas in own words, and identify titles and writers of sources

- examine gathered information, with teacher guidance, to decide what to share or omit

- recall, discuss and record information-gathering experiences

#### Grade 3

- organize and explain information and ideas, using a variety of strategies, such as clustering, categorizing and sequencing

- record facts and ideas, using a variety of strategies; and list authors and titles of sources

- determine, with teacher guidance, whether collected information is sufficient or inadequate for the established purpose

- use gathered information and questions to review and add to knowledge

Students will listen, speak, read, write, view, and represent in Ukrainian to manage ideas and information.



### 3.3 *Organize, Record, and Assess*

#### **Grade 4**

##### ***Organize Information***

- organize information and ideas in logical sequences, using a variety of strategies

##### ***Record Information***

- record facts and ideas, using a variety of strategies; and list authors and titles of sources

##### ***Evaluate Information***

- analyze collected information to identify categories or aspects of a topic that need more information

##### ***Develop New Understanding***

- use gathered information and questions to review and add to knowledge, and consider new questions regarding the inquiry or research process and content

#### **Grade 5**

- organize information and ideas into categories, using a variety of strategies

- record key words, phrases and images by subtopics; and cite authors and titles of sources appropriately

- recognize gaps in the information gathered, and locate additional information needed

- determine information needs during the inquiry or research process, and discuss and assess inquiry or research experiences

#### **Grade 6**

- organize information and ideas, using a variety of strategies and techniques

- record information in own words, cite authors and titles appropriately, and provide publication dates of sources

- recognize gaps in the information gathered; and locate additional information needed for a particular form, audience and purpose

- assess knowledge gained through the inquiry or research process, form personal conclusions, and generate new questions for further inquiry or research

**Students will listen, speak, read, write, view, and represent in Ukrainian to manage ideas and information.**



### 3.3 Organize, Record, and Assess

#### Grade 7

##### ***Organize Information***

- organize information and ideas in order of priority, according to topic and task requirements

##### ***Record Information***

- summarize major ideas and supporting details in point form, and reference sources using a consistent format

##### ***Evaluate Information***

- recognize gaps in the information gathered; and locate additional information needed for a particular form, audience and purpose

##### ***Develop New Understanding***

- assess knowledge gained through the inquiry or research process, form personal conclusions, and generate new questions for further inquiry or research

#### Grade 8

- organize information and ideas by selecting or developing categories appropriate to a particular topic and purpose

- make notes using headings and subheadings or graphic organizers appropriate to a topic, and reference sources using a consistent format

- assess the appropriateness of the amount and quality of information collected; and recognize and address information gaps for particular forms, audiences and purposes

- organize new information and connect it to prior knowledge, and reflect on the impact of new information on the inquiry or research process

#### Senior 1

- organize information and ideas by developing and selecting appropriate categories and organizational structures

- summarize and record information in a variety of forms, paraphrasing and/or quoting relevant facts and opinions; and reference sources using a consistent format

- distinguish between main and supporting information to evaluate usefulness, relevance and completeness; and address information gaps for particular forms, audiences and purposes

- reflect on new knowledge and its value to self, and determine personal inquiry and research strengths and learning goals

Students will listen, speak, read, write, view, and represent in Ukrainian to manage ideas and information.



### 3.3 Organize, Record, and Assess

#### Senior 2

##### ***Organize Information***

- organize and reorganize information and ideas in a variety of forms for different purposes

##### ***Record Information***

- record information and ideas, using a variety of organizational structures appropriate to purpose, and reference sources

##### ***Evaluate Information***

- evaluate collected information for completeness, accuracy, relevance and effectiveness, and address information gaps for particular forms, audiences and purposes

##### ***Develop New Understanding***

- integrate new information with prior knowledge to form new ideas; reflect on implications of conclusions

#### Senior 3

- develop flexibility and independence in organizing information and ideas, using a variety of strategies selected for specific purposes

- record and summarize facts and information from a variety of sources; reference sources

- evaluate collected information for completeness, accuracy, currency and relevance for particular forms, audiences and purposes

- synthesize a variety of perspectives; consider alternative methods of reaching inquiry or research goals

#### Senior 4

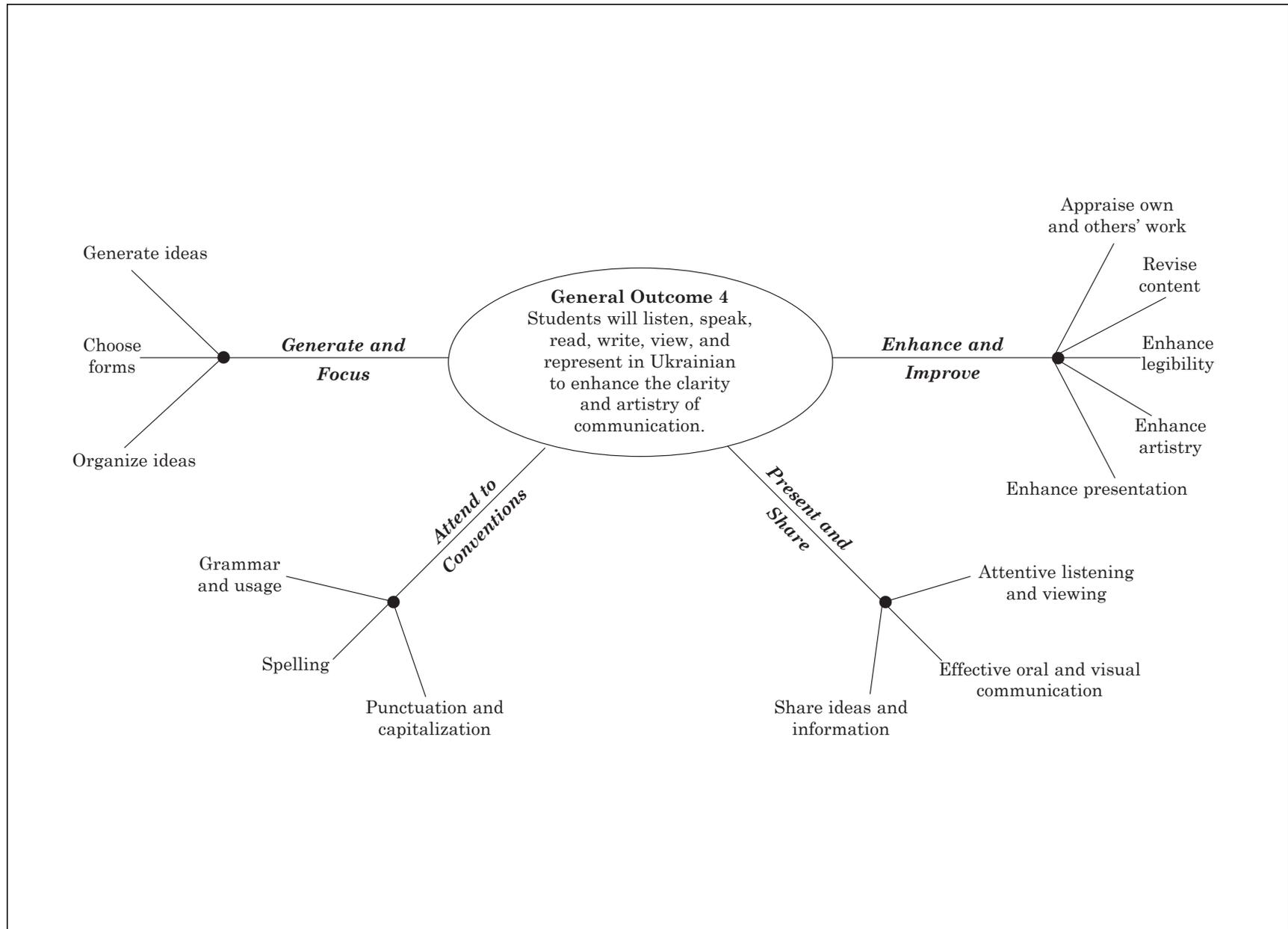
- organize information and ideas according to topic, purpose, form of presentation and final product

- record and summarize information and perspectives from a variety of sources and presentation forms

- evaluate collected information for completeness, accuracy, currency, relevance and effectiveness for particular forms, audiences and purposes

- evaluate the contribution of new information to personal knowledge base; self-assess inquiry, research, authoring and presentation skills

**Students will listen, speak, read, write, view, and represent in Ukrainian to manage ideas and information.**





## 4.1 *Generate and Focus*

### **Kindergarten**

#### ***Generate Ideas***

- share ideas from personal experiences

#### ***Choose Forms***

- participate in shared text experiences

#### ***Organize Ideas***

- recognize that ideas expressed in oral language can be represented and recorded

### **Grade 1**

- contribute ideas from personal experiences for oral, print and visual texts

- share ideas and experiences, using simple text forms

- organize visuals to express ideas and tell stories

### **Grade 2**

- generate and contribute ideas on particular topics for oral, print and visual texts

- share ideas and experiences, using various text forms for particular audiences

- organize visuals and print to express ideas and tell stories

### **Grade 3**

- generate and contribute ideas on particular topics for oral, print and visual texts

- use a variety of text forms for particular audiences and purposes

- arrange ideas in own oral, print and visual texts, using organizers

**For a sample list of text forms, see Appendix A.**

**Students will listen, speak, read, write, view, and represent in Ukrainian to enhance the clarity and artistry of communication.**



## 4.1 *Generate and Focus*

### Grade 4

#### ***Generate Ideas***

- generate and contribute ideas on particular topics for oral, print and visual texts, using a variety of strategies

#### ***Choose Forms***

- use a variety of text forms for particular audiences and purposes

#### ***Organize Ideas***

- develop and arrange ideas in own oral, print and visual texts, using organizers

### Grade 5

- focus a topic for oral, print and visual texts, using a variety of strategies

- use a variety of text forms for particular audiences and purposes

- develop and arrange ideas in own oral, print and visual texts, using a variety of organizers

### Grade 6

- focus a topic for oral, print and visual texts, using a variety of strategies

- use a variety of text forms for particular audiences and purposes

- use listening, reading and viewing experiences as models for organizing ideas in own oral, print and visual texts

For a sample list of text forms, see Appendix A.

Students will listen, speak, read, write, view, and represent in Ukrainian to enhance the clarity and artistry of communication.



## 4.1 *Generate and Focus*

### **Grade 7**

#### ***Generate Ideas***

- experiment with various ways to generate ideas and focus a topic

#### ***Choose Forms***

- compose text, using appropriate forms that match content, audience and purpose

#### ***Organize Ideas***

- identify and use appropriate organizational patterns in own oral, print and visual texts

### **Grade 8**

- consider form and audience when generating ideas and focusing a topic

- compose text, using appropriate forms that match content, audience and purpose

- identify and use a variety of organizational patterns in own oral, print and visual texts; and compose appropriate introductions and conclusions

### **Senior 1**

- use a variety of techniques to generate and select ideas for oral, print and visual texts

- compose text, using appropriate forms that match content, audience and purpose

- identify and use a variety of organizational patterns in own oral, print and visual texts; and use transitional features

**For a sample list of text forms, see Appendix A.**

**Students will listen, speak, read, write, view, and represent in Ukrainian to enhance the clarity and artistry of communication.**



## 4.1 *Generate and Focus*

### Senior 2

#### ***Generate Ideas***

- synthesize ideas from personal experiences and other sources to focus a topic

#### ***Choose Forms***

- use a variety of forms\* to match content, audience and purpose

#### ***Organize Ideas***

- experiment with more than one organizational structure for own oral, written and visual texts

### Senior 3

- generate, evaluate and select ideas to achieve personal communication purposes; choose a form appropriate to audience and purpose

- use and adapt a variety of forms\* to match content, audience and purpose

- use organizational structures and techniques encountered in listening, reading and viewing experiences to enhance own oral, written and visual texts

### Senior 4

- consider personal needs and topic, purpose and audience when generating ideas

- use a variety of forms\* appropriate to identified content, audience and purpose

- understand the importance of organizing oral, written and visual texts to achieve specific purposes; organize appropriately

**For a sample list of text forms, see Appendix A.**

**Students will listen, speak, read, write, view, and represent in Ukrainian to enhance the clarity and artistry of communication.**



## 4.2 Enhance and Improve

### Kindergarten

### Grade 1

### Grade 2

### Grade 3

#### ***Appraise Own and Others' Work***

- participate in the sharing of own creations and those of others

- talk about own creations and those of others, using basic, common expressions

- talk about own creations and those of others, using common expressions

- share own stories and creations with peers, and respond to questions or comments

#### ***Revise Content***

- express lack of understanding

- ask simple questions to clarify meaning

- ask basic questions to clarify ideas

- revise own ideas to accommodate new ideas and information

#### ***Enhance Legibility***

- trace and copy letters, and explore letter keys on the keyboard

- form recognizable letters; and use letters, numbers and basic function keys on the keyboard

- strive for consistency in letter size and shape, print letters in the correct direction, and use the keyboard to produce text

- print or write letters legibly; and space words appropriately, both manually and using a keyboard

#### ***Enhance Artistry***

- use familiar words to describe ideas

- use familiar words or simple sentences to describe ideas

- experiment with words and sentence patterns, with support

- experiment with words and simple sentence patterns

#### ***Enhance Presentation***

- use visuals to express ideas, feelings and information

- use familiar words with visuals to express ideas, feelings and information

- combine illustrations and simple print texts to express ideas, feelings and information

- combine illustrations and print texts to express ideas, feelings and information

**Students will listen, speak, read, write, view, and represent in Ukrainian to enhance the clarity and artistry of communication.**



## 4.2 Enhance and Improve

### Grade 4

#### ***Appraise Own and Others' Work***

- share own stories and creations in various ways; and provide feedback to peers, with guidance

#### ***Revise Content***

- revise text to focus on main ideas and relevant information

#### ***Enhance Legibility***

- write legibly, using a handwriting style that is consistent in alignment, shape and spacing; and experiment with the use of templates and familiar software when composing and revising

#### ***Enhance Artistry***

- select from a range of word choices, and use simple sentence patterns to communicate ideas and information

#### ***Enhance Presentation***

- prepare neat and organized compositions, reports and charts that engage the audience

### Grade 5

- share own stories and creations in various ways; and give support and offer feedback to peers, using preestablished criteria

- revise text to create an interesting impression, and check for sequence of ideas

- write legibly, and use word processing when composing and revising

- choose descriptive language and sentence patterns to clarify and enhance ideas

- prepare organized compositions and reports, using sound effects and visuals, such as graphs, charts and diagrams, that engage the audience

### Grade 6

- share with peers own stories and creations in various ways; and give support and offer feedback to peers, using preestablished criteria

- revise text for content, organization and clarity

- write legibly and at a pace appropriate to context and purpose when composing and revising; and select and use a variety of design elements, such as spacing, graphics, titles and headings, when appropriate

- choose descriptive language and use varied sentence lengths and structures to clarify and enhance ideas

- prepare organized compositions, presentations, reports, and inquiry or research projects, using templates or pre-established organizers

**Students will listen, speak, read, write, view, and represent in Ukrainian to enhance the clarity and artistry of communication.**



## 4.2 Enhance and Improve

### Grade 7

#### ***Appraise Own and Others' Work***

- share own work in a variety of ways; and appraise particular aspects of own work and that of others, using pre-established criteria

#### ***Revise Content***

- revise text to create effective sentences that convey content clearly

#### ***Enhance Legibility***

- determine the appropriateness of handwriting or word processing for a particular task, when composing and revising; and combine print and visuals when engaged in desktop publishing

#### ***Enhance Artistry***

- select words to enhance clarity and artistry, and use varied sentence lengths and structures

#### ***Enhance Presentation***

- prepare compositions, reports, and inquiry or research projects, using a variety of text organizers

### Grade 8

- share and discuss particular qualities of samples from own collection of work; and accept and provide constructive suggestions for revising own work and that of others

- revise text to enhance meaning and effect

- format for legibility and effect when composing and revising, and enhance the coherence of documents

- select appropriate words and sentence patterns during revision to enhance clarity and artistry

- prepare compositions, reports, presentations, and inquiry or research projects, using a variety of text organizers

### Senior 1

- share own work in a variety of ways; appraise own work and that of others, using appropriate criteria; and suggest revisions to own work and that of others, using a variety of strategies

- review a previous draft, and revise it to refine communication and enhance self-expression

- format for legibility and effect, use word processing effectively and efficiently when composing and revising, and combine print and visuals from various sources when engaged in desktop publishing

- identify figures of speech, and select appropriate words and sentence patterns during revision to enhance clarity and artistry

- prepare compositions, presentations, reports, and inquiry or research projects with adequate detail and effective organization for audience understanding

**Students will listen, speak, read, write, view, and represent in Ukrainian to enhance the clarity and artistry of communication.**



## 4.2 Enhance and Improve

### Senior 2

#### ***Appraise Own and Others' Work***

- share own work in a variety of forums, and appraise own work and respond to the work of others, using pre-established criteria

#### ***Revise Content***

- create a dominant impression, and recognize a variety of communication styles appropriate in both public and personal contexts

#### ***Enhance Legibility***

- use desktop publishing to adapt, combine and create documents

#### ***Enhance Artistry***

- analyze drafts and revise to enhance clarity of expression

#### ***Enhance Presentation***

- prepare compositions, presentations, reports, essays and inquiry or research projects in an effective order and with adequate detail

### Senior 3

- share own work in a variety of forums, and respond to and appraise own ideas, language use and forms and those of others relative to purpose and audience

- use words that are precise, use vivid adjectives and adverbs, and experiment with figurative language

- use a combination of technological and nontechnological forms to create multimedia presentations and documents

- analyze drafts and revise to ensure coherence and unity

- use a variety of styles and formats for descriptive, narrative and expository compositions, and use research to support and enhance description

### Senior 4

- share own work in a variety of forums, and respond to and appraise the effectiveness of own work and that of others

- apply communication styles for a variety of purposes, such as dramatic effect, personal introduction and formal debate, and use precise and appropriate language in context

- use a combination of technological and nontechnological forms to publish and create multimedia presentations

- analyze drafts and revise to ensure unity, emphasis and coherence

- use logical and persuasive language, and incorporate information into a variety of forms and styles for effective, creative expression of ideas, feelings and information

**Students will listen, speak, read, write, view, and represent in Ukrainian to enhance the clarity and artistry of communication.**



### 4.3 Attend to Conventions

#### Kindergarten

##### *Grammar and Usage*

- check for complete sentences, with guidance

##### *Spelling*

- connect sounds with letters

##### *Capitalization and Punctuation*

- recognize some basic writing conventions

#### Grade 1

- check for complete sentences; and make sentences complete, with guidance

- copy familiar words

- imitate basic writing conventions

#### Grade 2

- check for complete sentences, and make sentences complete

- spell familiar words, using basic strategies and resources

- use basic writing conventions

#### Grade 3

- edit a text to ensure it includes complete sentences

- spell familiar words, using a variety of strategies and resources

- use basic writing conventions when editing and proofreading

Students will listen, speak, read, write, view, and represent in Ukrainian to enhance the clarity and artistry of communication.



### 4.3 *Attend to Conventions*

#### **Grade 4**

##### ***Grammar and Usage***

- edit for complete sentences and to eliminate unnecessary repetition of words

##### ***Spelling***

- recognize spelling conventions in learned vocabulary, using a variety of strategies, resources and spelling patterns

##### ***Capitalization and Punctuation***

- use basic writing conventions when editing and proofreading

#### **Grade 5**

- identify and eliminate sentence fragments

- recognize spelling conventions in learned vocabulary, using a variety of spelling patterns when editing and proofreading; and predict the spelling of unfamiliar words, using a variety of resources to confirm correctness

- use writing conventions when editing and proofreading

#### **Grade 6**

- identify and eliminate sentence fragments and run-on sentences

- apply spelling conventions, using appropriate strategies and patterns when editing and proofreading; and use a variety of resources to determine the spelling of familiar and unfamiliar words

- apply writing conventions in sentences, titles, headings, salutations and addresses when editing and proofreading

**Students will listen, speak, read, write, view, and represent in Ukrainian to enhance the clarity and artistry of communication.**



### 4.3 *Attend to Conventions*

#### **Grade 7**

##### ***Grammar and Usage***

- edit for basic grammatical accuracy

##### ***Spelling***

- apply spelling conventions to familiar and unfamiliar words; and use appropriate resources when editing and proofreading

##### ***Capitalization and Punctuation***

- apply writing conventions in a variety of sentence structures when editing and proofreading

#### **Grade 8**

- edit for basic grammatical accuracy and to eliminate unnecessary repetition of words and ideas

- apply spelling conventions to familiar and unfamiliar words; and use appropriate resources when editing and proofreading

- apply writing conventions in dialogues and quotations when editing and proofreading

#### **Senior 1**

- edit for basic grammatical accuracy, sentence variety, word choice and style appropriate to audience and purpose

- apply various spelling conventions, and use a variety of resources when editing and proofreading

- apply writing conventions in references to sources when editing and proofreading

**Students will listen, speak, read, write, view, and represent in Ukrainian to enhance the clarity and artistry of communication.**



### 4.3 *Attend to Conventions*

#### **Senior 2**

##### ***Grammar and Usage***

- edit for basic grammatical accuracy, appropriate style and emphasis for intended audience and purpose

##### ***Spelling***

- know and apply spelling conventions consistently, and monitor for correctness when editing and proofreading, using appropriate resources

##### ***Capitalization and Punctuation***

- know and apply writing conventions in headings, subheadings and bibliographies when editing and proofreading

#### **Senior 3**

- proofread for errors in language usage and grammar

- know and apply spelling conventions consistently when editing and proofreading, and manipulate vocabulary and spelling conventions for stylistic effect

- know and apply writing conventions for stylistic effect when editing and proofreading

#### **Senior 4**

- adjust grammatical structures to ensure clarity and achieve desired style and form

- know and apply spelling conventions consistently when editing and proofreading, and manipulate vocabulary and spelling conventions for stylistic effect

- know and apply writing conventions for effect when editing and proofreading

**Students will listen, speak, read, write, view, and represent in Ukrainian to enhance the clarity and artistry of communication.**



## 4.4 Present and Share

### Kindergarten

#### *Share Ideas and Information*

- use illustrations and other materials to share information and ideas

#### *Effective Oral and Visual Communication*

- express and represent ideas through various media and forms

#### *Attentive Listening and Viewing*

- demonstrate active listening and viewing behaviours

### Grade 1

- share information and ideas in a brief presentation to a familiar audience, and use illustrations and other materials to aid the presentation

- share information and ideas with a group

- demonstrate active listening and viewing behaviours

### Grade 2

- share information and ideas on a topic with a familiar audience, and clarify information by responding to basic questions

- present information and ideas

- demonstrate attentive audience behaviours

### Grade 3

- share information and ideas on a topic with a familiar audience, and clarify information by responding to questions

- present information and ideas in an appropriate form

- demonstrate appropriate audience behaviours

Students will listen, speak, read, write, view, and represent in Ukrainian to enhance the clarity and artistry of communication.



## 4.4 Present and Share

### Grade 4

#### ***Share Ideas and Information***

- present information and ideas on a topic to engage a familiar audience, using a pre-established plan; and use print and nonprint aids to enhance the presentation

#### ***Effective Oral and Visual Communication***

- describe and explain information and ideas to a particular audience; and select and use appropriate volume, intonation and nonverbal cues

#### ***Attentive Listening and Viewing***

- demonstrate appropriate audience behaviours, and show respect for the presenter

### Grade 5

- prepare and share information on a topic, using print and nonprint aids to engage and inform a familiar audience

- use gestures and facial expressions to enhance oral presentations, use emphasis and appropriate pacing, and arrange presentation space to focus audience attention

- show respect for the presenter, through active listening and viewing behaviours

### Grade 6

- prepare and share information on a topic, using print, audiovisual and dramatic forms to engage the audience

- use appropriate volume, phrasing, intonation, presentation space and nonverbal cues, such as body language and facial expressions, to enhance communication

- demonstrate critical listening and viewing behaviours, and show respect for the presenter

Students will listen, speak, read, write, view, and represent in Ukrainian to enhance the clarity and artistry of communication.



## 4.4 Present and Share

### Grade 7

#### ***Share Ideas and Information***

- facilitate small-group activities and short, whole-class sessions to share information on a topic, using pre-established active learning strategies, such as role-plays, language games and simulations

#### ***Effective Oral and Visual Communication***

- present short oral presentations and reports, using verbal and nonverbal cues, such as diction, pacing, presence, facial expressions and gestures, to focus audience attention and project emotion appropriate to the subject and point of view

#### ***Attentive Listening and Viewing***

- demonstrate critical listening and viewing behaviours, and show respect for the presenter

### Grade 8

- plan and facilitate small-group activities and short, whole-class sessions to share information on a topic, using a variety of engaging methods, such as presentations, role-plays and visual aids
- explain, share and present orally, using conventions of public speaking in a variety of settings, such as small-group presentations and whole-class presentations; and use visual aids to enhance the effectiveness of oral presentations

- demonstrate critical listening and viewing behaviours, and show respect for the presenter

### Senior 1

- plan and conduct peer-involved class activities or discussions to share individual inquiry or research and understanding on a topic
- choose vocabulary, voice production factors and nonverbal cues to communicate effectively to a variety of audiences; and use a variety of media and display techniques to enhance the effectiveness of oral presentations
- demonstrate critical listening and viewing behaviours, and show respect for the presenter

**Students will listen, speak, read, write, view, and represent in Ukrainian to enhance the clarity and artistry of communication.**



## 4.4 Present and Share

### Senior 2

#### *Share Ideas and Information*

- plan and present sessions on particular topics, using a variety of techniques

#### *Effective Oral and Visual Communication*

- communicate meaning, emphasis and mood effectively; organize language for specific purposes, audiences and occasions; apply conventions of public speaking in a variety of settings

#### *Attentive Listening and Viewing*

- demonstrate critical listening and viewing behaviours, and show respect for the presenter

### Senior 3

- plan and present or facilitate sessions on particular topics, using a variety of techniques

- use voice production factors and nonverbal cues to communicate meaning, mood and interest, use tone and tempo for dramatic effect, give prepared talks from notes or memory, participate effectively in interviews, and participate in personal and public communication, such as giving speeches and reading poetry

- demonstrate critical listening and viewing behaviours, and show respect for the presenter

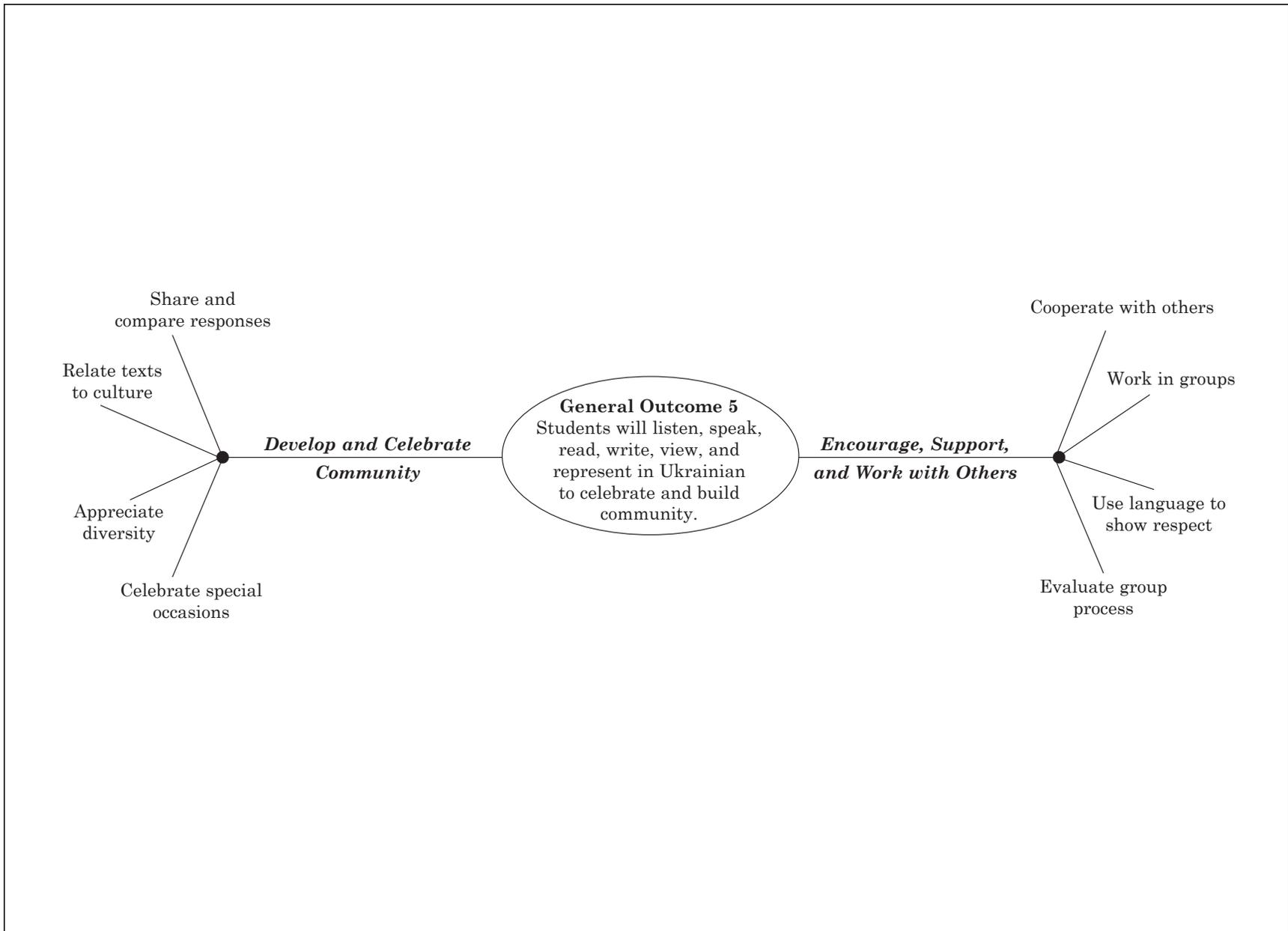
### Senior 4

- organize and conduct class sessions on a specific topic, using various strategies

- select, adapt and shape language and presentation formats appropriate to specific subjects, purposes, audiences and occasions

- demonstrate critical understanding of presentation purpose

Students will listen, speak, read, write, view, and represent in Ukrainian to enhance the clarity and artistry of communication.





## 5.1 *Develop and Celebrate Community*

### **Kindergarten**

#### ***Share and Compare Responses***

- represent and draw about self and family

#### ***Relate Texts to Culture***

- listen actively to stories, and demonstrate curiosity

#### ***Appreciate Diversity***

- connect aspects of stories to personal feelings and experiences

#### ***Celebrate Special Occasions***

- contribute to group experiences to create and celebrate

### **Grade 1**

- tell and draw about self and family

- listen to stories from oral, print, visual and multimedia texts from different communities

- connect aspects of stories and characters to personal feelings and experiences

- share ideas and experiences to create and celebrate

### **Grade 2**

- tell, draw and write about self, family and community

- explore similarities among stories from oral, print, visual and multimedia texts from different communities

- connect aspects of stories and characters to personal feelings and experiences

- participate in shared language experiences to celebrate individual and class achievements and cultural events

### **Grade 3**

- record ideas and experiences, and share them with others

- compare ideas within stories from oral, print, visual and multimedia texts from different communities

- connect situations portrayed in oral, print, visual and multimedia texts to personal experiences

- participate in language experiences to acknowledge and celebrate individual and class achievements and cultural events

**Students will listen, speak, read, write, view, and represent in Ukrainian to celebrate and build community.**



## 5.1 *Develop and Celebrate Community*

### **Grade 4**

#### ***Share and Compare Responses***

- understand relationships between own ideas and experiences and those of others

#### ***Relate Texts to Culture***

- examine ideas within stories from oral, print, visual and multimedia texts from various communities

#### ***Appreciate Diversity***

- connect portrayals of individuals or situations in oral, print, visual and multimedia texts to personal experiences

#### ***Celebrate Special Occasions***

- use language appropriate in tone and form when participating in classroom and school activities

### **Grade 5**

- acknowledge differing responses to common experiences

- discuss ideas, events and figures within stories from oral, print, visual and multimedia texts from various communities

- connect the experiences of individuals in oral, print, visual and multimedia texts to personal experiences

- select and use language appropriate in tone and form to recognize and honour people and events

### **Grade 6**

- compare own ways of responding and thinking with those of others

- explore cultural representations in oral, print, visual and multimedia texts from various communities

- connect the thoughts, feelings and experiences of individuals in oral, print, visual and multimedia texts to personal experiences

- select and use appropriate language and forms to acknowledge special events and honour accomplishments in and beyond the school

**Students will listen, speak, read, write, view, and represent in Ukrainian to celebrate and build community.**



## 5.1 *Develop and Celebrate Community*

### **Grade 7**

#### ***Share and Compare Responses***

- demonstrate growing self-confidence when expressing and sharing thoughts, ideas and feelings

#### ***Relate Texts to Culture***

- explain ways in which oral, print, visual and multimedia texts reflect topics and themes in life

#### ***Appreciate Diversity***

- interpret the choices and motives of individuals encountered in oral, print, visual and multimedia texts; and examine how they relate to self and others

#### ***Celebrate Special Occasions***

- use appropriate language to participate in public events, occasions or celebrations

### **Grade 8**

- express personal reactions to a variety of experiences and texts, and acknowledge the reactions of others

- compare ways in which oral, print, visual and multimedia texts from a variety of cultures explore similar ideas

- compare the choices and behaviours of individuals presented in oral, print, visual and multimedia texts with personal choices, values and behaviours

- explore various ways in which language is used across cultures, age groups and genders to honour and celebrate people and events

### **Senior 1**

- recognize that differing perspectives and unique reactions enrich understanding

- recognize ways in which oral, print, visual and multimedia texts capture specific elements of a culture or period in history

- reflect on ways in which the choices and motives of individuals encountered in oral, print, visual and multimedia texts provide insight into those of self and others

- participate in celebrating special events, and recognize the important and significant influence of language

**Students will listen, speak, read, write, view, and represent in Ukrainian to celebrate and build community.**



## 5.1 *Develop and Celebrate Community*

### Senior 2

#### ***Share and Compare Responses***

- recognize and act upon the importance of respecting evidence, truth and views of others when discussing, describing or recording experiences

#### ***Relate Texts to Culture***

- recognize and discuss ways in which oral, literary and media texts reflect cultural and attitudinal influences

#### ***Appreciate Diversity***

- analyze the role of language and oral, literary and media texts in revealing and explaining the human condition

#### ***Celebrate Special Occasions***

- participate in using language to mark special events and occasions, and recognize that language performs a symbolic and ceremonial function

### Senior 3

- identify situations that require discussion to achieve mutual understanding and act accordingly

- recognize and discuss the impact of historical setting, culture and literary tradition on a variety of oral, literary and media texts

- analyze how language and oral, literary and media texts define personal roles and experiences

- recognize and use the influence of language to signify the importance of special events that celebrate human experiences

### Senior 4

- recognize that communication influences knowledge and personal reflections

- analyze ways in which cultural and social experiences shape personal responses to oral, literary and media texts

- analyze how language and oral, literary and media texts reflect and affect the human condition

- analyze how language reflects and shapes human experiences

**Students will listen, speak, read, write, view, and represent in Ukrainian to celebrate and build community.**



## 5.2 *Encourage, Support, and Work with Others*

### **Kindergarten**

#### ***Cooperate with Others***

- participate in group activities

#### ***Work in Groups***

- demonstrate attentiveness in group activities

#### ***Use Language to Show Respect***

- recognize variations in language use

#### ***Evaluate Group Process***

- help others and ask others for help

### **Grade 1**

- work in partnerships and groups

- take turns sharing information and ideas

- recognize that individuals adjust language use for different situations

- find ways to be helpful to others

### **Grade 2**

- cooperate in small groups

- contribute related ideas and information in whole-class and small-group activities

- adjust own language use for different situations

- acknowledge the achievements of others

### **Grade 3**

- cooperate in a variety of partnership and group structures

- ask others for their ideas, and express interest in their contributions

- appreciate variations in language use in a variety of contexts in the immediate community

- understand how class members help each other

**Students will listen, speak, read, write, view, and represent in Ukrainian to celebrate and build community.**



## 5.2 *Encourage, Support, and Work with Others*

### **Grade 4**

#### ***Cooperate with Others***

- appreciate that everyone in a group has to work together to achieve group tasks, and act accordingly

#### ***Work in Groups***

- take roles and share responsibilities as group members

#### ***Use Language to Show Respect***

- show consideration for those whose ideas, abilities and language use differ from own

#### ***Evaluate Group Process***

- show appreciation and offer constructive feedback to peers, and seek support from group members

### **Grade 5**

- distinguish between on-task and off-task ideas and behaviours in a group, and stay on task

- assume the responsibilities for various group roles

- demonstrate sensitivity to appropriate language use when communicating orally

- assess group process, using checklists; and determine areas for development

### **Grade 6**

- assist group members to maintain focus and complete tasks

- select and assume roles to assist in the achievement of group goals

- demonstrate sensitivity to appropriate language use and tone when communicating orally

- assess own contributions to group process; set personal goals for enhancing work with others; and monitor group process, using checklists

**Students will listen, speak, read, write, view, and represent in Ukrainian to celebrate and build community.**



## 5.2 *Encourage, Support, and Work with Others*

### **Grade 7**

#### ***Cooperate with Others***

- contribute to group efforts to reach consensus or conclusions

#### ***Work in Groups***

- present group conclusions or findings to classmates

#### ***Use Language to Show Respect***

- respect diverse languages, ideas, texts and traditions; and recognize contributions of self, peers and the community

#### ***Evaluate Group Process***

- evaluate group process and personal contributions according to pre-established criteria

### **Grade 8**

- engage in dialogue to understand the feelings and viewpoints of others, and contribute to group harmony

- plan, organize and participate in presentations of group findings

- demonstrate respect for other people's language, history and culture

- evaluate the quality of own contributions to group process, and set goals and plans for development

### **Senior 1**

- recognize the importance of effective communication in working with others

- organize and complete group tasks effectively

- use inclusive language and actions that support people across races, cultures, genders, ages and abilities

- establish and use criteria to evaluate group process and personal contributions, and propose suggestions for development

**Students will listen, speak, read, write, view, and represent in Ukrainian to celebrate and build community.**



## 5.2 *Encourage, Support, and Work with Others*

### Senior 2

#### ***Cooperate with Others***

- make and encourage contributions that advance a group's ideas or thinking

#### ***Work in Groups***

- present group ideas and findings effectively to unfamiliar audiences

#### ***Use Language to Show Respect***

- use communication that supports balanced, fair and accurate portrayals of people across races, cultures, genders, ages and abilities

#### ***Evaluate Group Process***

- identify areas where others may require support and monitor own ability to provide needed support

### Senior 3

- build and maintain cooperative relationships with others, and engage in peer coaching

- demonstrate facility in functioning as a group member and a group leader

- support group members in addressing exploitative or discriminatory situations, and explore and value diverse perspectives

- monitor and assess personal efforts and products regularly within a group context

### Senior 4

- demonstrate flexibility in working with others, engage in self-initiated peer learning situations, and recognize the merits and limitations of group work

- explain differences in roles between that of group leader and that of group member in a variety of situations

- recognize and monitor personal role in creating and sustaining a positive learning community

- demonstrate accountability as an individual and as a group member

**Students will listen, speak, read, write, view, and represent in Ukrainian to celebrate and build community.**

***UKRAINIAN LANGUAGE ARTS  
KINDERGARTEN TO SENIOR 4***

***LANGUAGE ARTS  
SPECIFIC LANGUAGE COMPONENT***

## Language Arts

### Specific Language Component

The Specific Language Component provides the linguistic elements of the Ukrainian language that students are expected to acquire at various grade levels. The linguistic elements that are addressed include the sound-symbol system, lexicon, grammatical elements, mechanical features and discourse features. The Specific Language Component also provides descriptors of proficiency at each grade level in the areas of listening, speaking, reading, writing, viewing and representing, as well as outcomes to support sociocultural/sociolinguistic competence and strategic learning.

The Specific Language Component is intended to outline the linguistic skills that students will need to achieve the outcomes in the General Language Component. The two components are interrelated and are intended to be delivered in an integrated manner.

Strategies in the Specific Language Component are grouped under three cluster headings—language learning strategies, language use strategies and general learning strategies. Each of the strands under these cluster headings deals with a specific category of strategy. Language learning and general learning strategies are categorized as cognitive, metacognitive and social/affective. The language use strategies are organized by communicative mode: interactive, interpretive, productive.

The strategies that students choose depend on the task they are engaged in as well as on other factors, such as their preferred learning style, personality, age, attitude and cultural background. Strategies that work well for one person

may not be effective for another person, or may not be suitable in a different situation. For this reason it is not particularly useful to say that students should be aware of, or able to use, a specific strategy in a particular grade. Consequently, the specific outcomes describe the students' knowledge of and ability to use general types of strategies. More specific strategies for each general category or type are included in the comprehensive list of strategies below. The specific strategies provided in the comprehensive list are not prescriptive but are provided as an illustration of how the general strategies in the specific outcomes might be developed.

Teachers need to know and be able to demonstrate a broad range of strategies from which students are then able to choose in order to communicate effectively. Strategies of all kinds are best taught in the context of learning activities where students can apply them immediately and then reflect on their use.

#### **Comprehensive List of Strategies**

##### **Language Learning Strategies**

###### *Cognitive*

- listen attentively
- perform actions to match words of a song, story or rhyme
- learn short rhymes or songs, incorporating new vocabulary or sentence patterns
- imitate sounds and intonation patterns
- memorize new words by repeating them silently or aloud
- seek the precise term to express meaning

## Ukrainian Language Arts Kindergarten to Senior 4

- repeat words or phrases in the course of performing a language task
- make personal dictionaries
- experiment with various elements of the language
- use mental images to remember new information
- group together sets of things-vocabulary, structures-with similar characteristics
- identify similarities and differences between aspects of the Ukrainian language and English
- look for patterns and relationships
- use previously acquired knowledge to facilitate a learning task
- associate new words or expressions with familiar ones, either in Ukrainian or in English
- find information, using reference materials like dictionaries, textbooks and grammars
- use available technological aids to support language learning; e.g., cassette recorders, computers
- use word maps, mind maps, diagrams, charts or other graphic representations to make information easier to understand and remember
- place new words or expressions in a context to make them easier to remember
- use induction to generate rules governing language use
- seek out opportunities outside of class to practise and observe
- perceive and note down unknown words and expressions, noting also their context and function

### *Metacognitive*

- check copied writing for accuracy
- make choices about how you learn
- rehearse or role-play language
- decide in advance to attend to the learning task
- reflect on learning tasks with the guidance of the teacher
- make a plan in advance about how to approach a language learning task
- reflect on the listening, reading and writing process
- decide in advance to attend to specific aspects of input
- listen or read for key words
- evaluate own performance or comprehension at the end of a task
- keep a learning log
- experience various methods of language acquisition, and identify one or more considered to be particularly useful personally
- be aware of the potential of learning through direct exposure to the language
- know how strategies may enable coping with texts containing unknown elements
- identify problems that might hinder successful completion of a task, and seek solutions
- monitor own speech and writing to check for persistent errors
- be aware of own strengths and weaknesses, identify own needs and goals, and organize strategies and procedures accordingly

### ***Social/Affective***

- initiate or maintain interaction with others
- participate in shared reading experiences
- seek the assistance of a friend to interpret a text
- reread familiar self-chosen texts to enhance understanding and enjoyment
- work cooperatively with peers in small groups
- understand that making mistakes is a natural part of language learning
- experiment with various forms of expression, and note their acceptance or nonacceptance by more experienced speakers
- participate actively in brainstorming and conferencing as prewriting and postwriting exercises
- use self-talk to feel competent to do the task
- be willing to take risks, and try unfamiliar tasks and approaches
- repeat new words and expressions occurring in own conversations, and make use of these new words and expressions as soon as appropriate
- reduce anxiety by using mental techniques, such as positive self-talk or humour
- work with others to solve problems, and get feedback on tasks
- provide personal motivation by arranging own rewards when successful

### **Language Use Strategies**

#### ***Interactive***

- use words from own first language or English to get meaning across; e.g., use a literal translation of a phrase in the first language, use a first language word but pronounce it as in Ukrainian
- acknowledge being spoken to
- interpret and use a variety of nonverbal clues to communicate; e.g., mime, pointing, gestures, drawing pictures
- indicate lack of understanding verbally or nonverbally; e.g., raised eyebrows, blank look
- ask for clarification or repetition when the message has not been understood
- use the other speaker's words in subsequent conversation
- assess feedback from a conversation partner to recognize when the message has not been understood; e.g., raised eyebrows, blank look
- start again, using a different tactic, when communication breaks down
- use a simple word similar to the concept to convey, and invite correction
- invite others into the discussion
- ask for confirmation that a form used is correct
- use a range of fillers, hesitation devices and gambits to sustain conversations
- use circumlocution to compensate for lack of vocabulary
- repeat part of what someone has said to confirm mutual understanding
- summarize the point reached in a discussion to help focus the talk

## Ukrainian Language Arts Kindergarten to Senior 4

- ask follow-up questions to check for understanding
- use suitable phrases to intervene in a discussion
- self-correct if errors lead to misunderstandings

### *Interpretive*

- use gestures, intonation and visual supports to aid comprehension
- make connections between texts on the one hand and prior knowledge and personal experience on the other
- use illustrations to aid reading comprehension
- determine the purpose of listening
- listen or look for key words
- listen selectively based on purpose
- make predictions about what is expected to be heard or read, based on prior knowledge and personal experience
- use knowledge of the sound-symbol system to aid reading comprehension
- infer probable meanings of unknown words or expressions from contextual clues
- prepare questions or a guide to note down information found in a text
- use key content words or discourse markers to follow an extended text
- reread several times to understand complex ideas
- summarize information gathered
- assess own information needs before listening, viewing or reading
- use skimming and scanning to locate key information in texts

### *Productive*

- mimic what the teacher says
- use nonverbal means to communicate
- copy what others say or write
- use words visible in the immediate environment
- use resources to increase vocabulary
- use familiar repetitive patterns from stories, songs, rhymes or media
- use illustrations to provide detail when producing own texts
- use various techniques to explore ideas at the planning stage, such as brainstorming or keeping a notebook or log of ideas
- use knowledge of sentence patterns to form new sentences
- be aware of and use the steps of the writing process: prewriting (gathering ideas, planning the text, researching, organizing the text), writing, revision (rereading, moving pieces of text, rewriting pieces of text), correction (grammar, spelling, punctuation), publication (reprinting, adding illustrations, binding)
- use a variety of resources to correct texts; e.g., personal and commercial dictionaries, checklists, grammars
- take notes when reading or listening to assist in producing own text
- revise and correct final version of text
- use circumlocution and definition to compensate for gaps in vocabulary
- apply grammar rules to improve accuracy at the correction stage
- compensate for avoiding difficult structures by rephrasing

## General Learning Strategies

### *Cognitive*

- classify objects and ideas according to their attributes; e.g., red objects and blue objects, or animals that eat meat and animals that eat plants
- use models
- connect what is already known with what is being learned
- experiment with and concentrate on one thing at a time
- focus on and complete learning tasks
- record key words and concepts in abbreviated form-verbal, graphic or numerical-to assist with performance of a learning task
- use mental images to remember new information
- distinguish between fact and opinion when using a variety of sources of information
- formulate key questions to guide research
- make inferences, and identify and justify the evidence on which these inferences are based
- use word maps, mind maps, diagrams, charts or other graphic representations to make information easier to understand and remember
- seek information through a network of sources, including libraries, the Internet, individuals and agencies
- use previously acquired knowledge or skills to assist with a new learning task

### *Metacognitive*

- reflect on learning tasks with the guidance of the teacher
- choose from among learning options
- discover how own efforts can affect learning

- reflect upon own thinking processes and how you learn
- decide in advance to attend to the learning task
- divide an overall learning task into a number of subtasks
- make a plan in advance about how to approach a task
- identify own needs and interests
- manage the physical environment in which you have to work
- keep a learning journal, such as a diary or a log
- develop criteria for evaluating own work
- work with others to monitor own learning
- take responsibility for planning, monitoring and evaluating learning experiences

### *Social/Affective*

- watch others' actions and copy them
- seek help from others
- follow own natural curiosity and intrinsic motivation to learn
- participate in cooperative group learning tasks
- choose learning activities that enhance understanding and enjoyment
- be encouraged to try, even though mistakes might be made
- take part in group decision-making processes
- use support strategies to help peers persevere at learning tasks; e.g., offer encouragement, praise, ideas
- take part in group problem-solving processes
- use self-talk to feel competent to do the task
- be willing to take risks, and try unfamiliar tasks and approaches

#### **Ukrainian Language Arts Kindergarten to Senior 4**

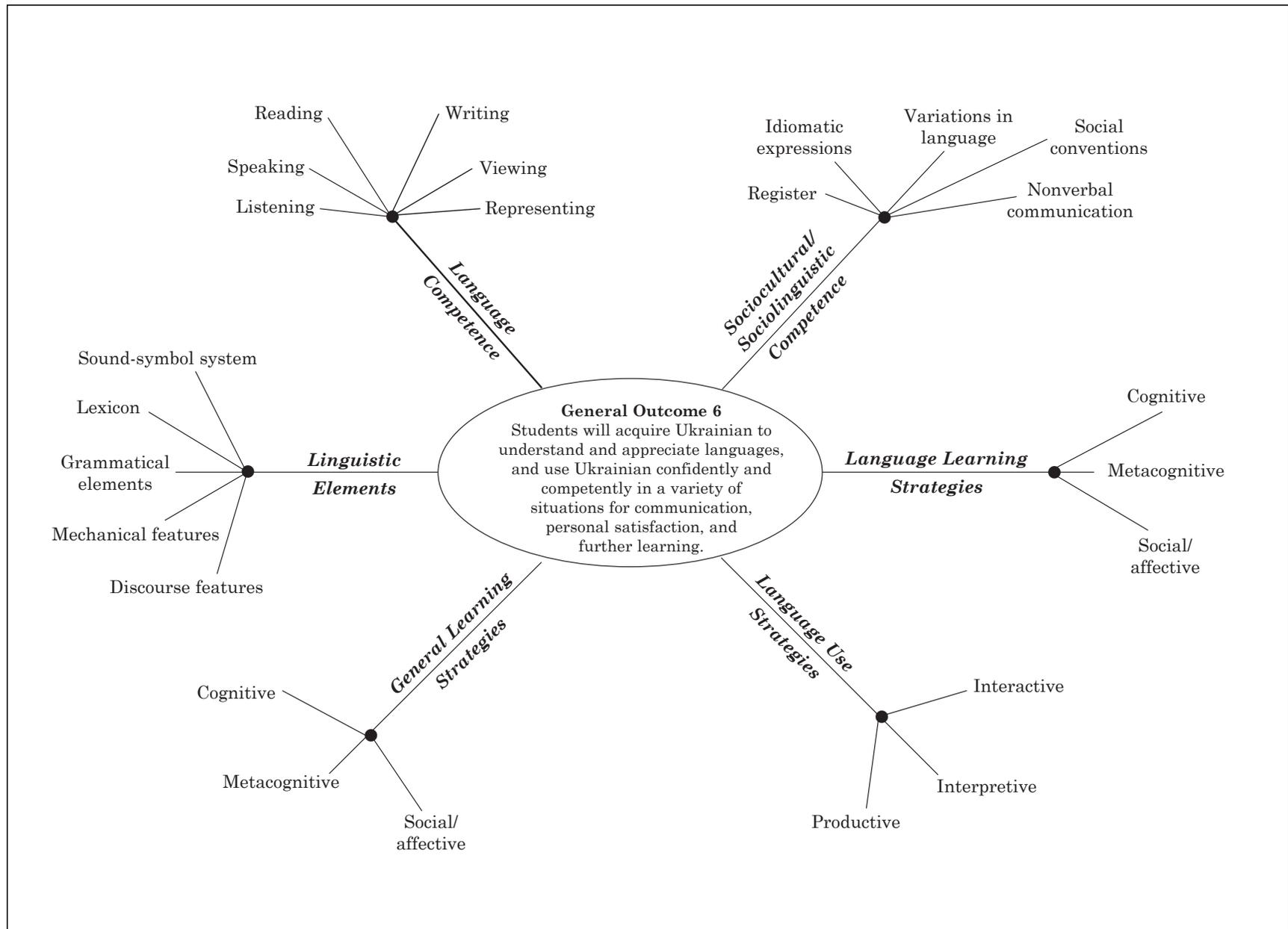
- monitor own level of anxiety about learning tasks, and take measures to lower it if necessary; e.g., deep breathing, laughter
- use social interaction skills to enhance group learning activities

#### **General Outcome**

The following general outcome outlines the key learnings that the Specific Language Component is designed to support.

#### **General Outcome 6**

Students will acquire Ukrainian to understand and appreciate languages, and use Ukrainian confidently and competently in a variety of situations for communication, personal satisfaction and further learning.





## 6.1 Linguistic Elements

### Kindergarten

#### Sound-Symbol System

- listen to, identify and begin to produce basic sounds of the Ukrainian language

#### Lexicon

- repeat and recognize basic vocabulary and expressions used in daily situations in the immediate environment

#### Grammatical Elements

- use, in **modelled** situations, the following grammatical elements:

##### Nouns

- all genders; e.g., *зошит, книжка, авто*
- nominative singular and plural; e.g., *зошит/-и, книжка/-и, авто/-а*
- vocative; e.g., *мамо, Лесю, Степане, тату*

##### Pronouns

- demonstrative, possessive, interrogative nominative singular; e.g., *той, моя, яке, хто/що*

### Grade 1

- listen to, identify and produce basic sounds of the Ukrainian language; and connect some sounds to the appropriate symbols

- use simple vocabulary and expressions in daily situations

- use, in **modelled** situations, the following grammatical elements:

##### Nouns

- accusative singular inanimate; e.g., *зошит, книжку, авто*
- genitive singular following negation; e.g., *зошита, книжки, авта*
- locative singular; e.g., *у зошиті, книжці, авті*

##### Pronouns

- personal accusative; e.g., *мене, тебе, їх*
- demonstrative, possessive, interrogative
  - nominative singular and plural; e.g., *той/ті, моя/мої, яке/які*

### Grade 2

- use, orally and in writing, the Ukrainian alphabet-consonants and vowels

- experiment with and use vocabulary and expressions in a variety of contexts in the classroom and school environment

- use, in **modelled** situations, the following grammatical elements:

##### Nouns

- accusative singular animate; e.g., *Степана, учня*
- genitive singular
- irregular plurals, including pluralia tantum, nominative; e.g., *двері, штани, окуляри, гроші, люди, діти*

##### Pronouns

- personal genitive; e.g., *мене, тебе, їх*

### Grade 3

- use the Ukrainian alphabet accurately, orally and in writing-phonemes, double consonants and blends

- use vocabulary and expressions appropriately in various situations in the classroom and school environment

- use, in **modelled** situations, the following grammatical elements:

##### Nouns

- accusative plural inanimate; e.g., *зошити, книжки, авта*

##### Pronouns

- personal locative; e.g., *на мені, тобі, них*
- demonstrative, possessive, interrogative
  - accusative singular animate
  - genitive singular
  - accusative plural inanimate; e.g., *ті, мої, які*

Students will acquire Ukrainian to understand and appreciate languages, and use Ukrainian confidently and competently in a variety of situations for communication, personal satisfaction, and further learning.



## 6.1 Linguistic Elements

### Grade 4

#### Sound-Symbol System

- apply knowledge of the Ukrainian alphabet accurately in a variety of contexts, orally and in reading and writing

#### Lexicon

- use vocabulary and expressions appropriately in a variety of classroom and school contexts, and experiment with vocabulary and expressions in community contexts

#### Grammatical Elements

- use, in **modelled** situations, the following grammatical elements:

##### Nouns

- hard, soft, mixed stem; e.g., *зошит, Леся, миша, дощ*
- instrumental singular; e.g., *зошитом, книжкою, автом*
- dative singular; e.g., *братові, сестрі*

##### Pronouns

- personal
  - instrumental; e.g., *(зі) мною, тобою, ними*
  - dative; e.g., *мені, тобі, їм*
- demonstrative, possessive, interrogative
  - accusative singular animate
  - genitive singular
  - locative singular; e.g., *у цій школі, на кому/чому*

### Grade 5

- apply knowledge of the Ukrainian alphabet accurately in unfamiliar contexts, orally and in reading and writing

- use vocabulary and expressions appropriately in a variety of classroom, school and community contexts

- use, in **modelled** situations, the following grammatical elements:

##### Nouns

- instrumental singular
- dative singular
- accusative plural; e.g., *книжки, братів, сестер*
- genitive plural; e.g., *книжок, братів, сестер*

##### Pronouns

- personal
  - instrumental
  - dative
- demonstrative, possessive, interrogative
  - instrumental singular; e.g., *(з) цим хлопцем, моєю сестрою, якою книжкою, ким/чим*

### Grade 6

- apply knowledge of the Ukrainian alphabet consistently and accurately in familiar and unfamiliar contexts

- recognize that one word may have multiple meanings, and recognize that various words and expressions may express the same idea

- use, in **modelled** situations, the following grammatical elements:

##### Nouns

- accusative plural
- genitive plural
- locative plural; e.g., *у книжках, на столах*

##### Pronouns

- demonstrative, possessive, interrogative
  - instrumental singular
  - dative singular
  - locative plural; e.g., *у цих книжках, у моїх зошитах, на яких столах*
- definite and indefinite

Students will acquire Ukrainian to understand and appreciate languages, and use Ukrainian confidently and competently in a variety of situations for communication, personal satisfaction, and further learning.



## 6.1 Linguistic Elements

### Grade 7

#### Sound-Symbol System

- apply knowledge of the Ukrainian alphabet consistently and accurately in a variety of contexts

#### Lexicon

- use multiple words or phrases to express the same idea

#### Grammatical Elements

- use, in **modelled** situations, the following grammatical elements:

##### Nouns

- instrumental plural; e.g., *(з) братами, сестрами*
- dative plural; e.g., *братам, сестрам*

##### Pronouns

- demonstrative, possessive, interrogative
  - accusative plural animate; e.g., *тих хлопців, моїх сестер, яких братів*
  - genitive plural; e.g., *тих хлопців, моїх сестер, яких братів*

### Grade 8

- apply knowledge of the Ukrainian alphabet consistently and accurately in a variety of contexts

- select the most appropriate or effective words or phrases to express ideas

- use, in **modelled** situations, the following grammatical elements:

##### Nouns

- irregular plurals, including pluralia tantum
  - accusative; e.g., *двері, людей, дітей*
  - genitive; e.g., *дверей, штанів, окулярів, грошей, людей, дітей*

##### Pronouns

- demonstrative, possessive, interrogative
  - accusative plural animate
  - genitive plural
  - instrumental plural; e.g., *тими хлопцями, моїми батьками, якими братами*
  - dative plural; e.g., *тим хлопцям, моїм батькам, яким братам*

### Senior 1

- apply knowledge of the Ukrainian alphabet consistently and accurately in a variety of contexts

- select the most appropriate or effective words or phrases to express ideas accurately

- use, in **modelled** situations, the following grammatical elements:

##### Nouns

- government by prepositions; e.g., *без, біля, коло, до, від, з* (genitive); *на, у/в, за, через, про* (accusative); *на, у/в, при* (locative); *під, над, за, перед, з* (instrumental)
- irregular plurals, including pluralia tantum
  - locative; e.g., *на дверях, людах*
  - instrumental; e.g., *дверима, штаньми, окулярами, грошима/грішми, людьми*
  - dative; e.g., *людям*

##### Pronouns

- demonstrative, possessive, interrogative
  - accusative plural animate
  - genitive plural
  - instrumental plural
  - dative plural

Students will acquire Ukrainian to understand and appreciate languages, and use Ukrainian confidently and competently in a variety of situations for communication, personal satisfaction, and further learning.



## 6.1 Linguistic Elements

### Senior 2

#### Sound-Symbol System

- accurately apply knowledge of the Ukrainian sound-symbol system in a variety of contexts

#### Lexicon

- improve the effectiveness of messages by independently accessing needed vocabulary

#### Grammatical Elements

- use, in **modelled** situations, the following grammatical elements:

##### Nouns

- irregular declensions; e.g., *ніч, осінь, теля*

##### Verbs

- perfective/imperfective (formation patterns); e.g., *(про)читати, вивчити/вивчати, організувати/організовувати*
- verbs of motion; e.g., *нести/носити/принести, везти/возити/привезти, вести/водити/привести*

##### Numerals

- cardinals (cases); e.g., *двох, двом, двома, шістьох*

### Senior 3

- accurately apply knowledge of the Ukrainian sound-symbol system in a variety of contexts

- use vocabulary and expressions with increasing accuracy and appropriateness in a variety of contexts

- use, in **modelled** situations, the following grammatical elements:

##### Verbs

- spatial verbs of motion; e.g., *зайти, увійти, вийти, підійти, перейти*

##### Conjunctions

- conditional; e.g., *якщо, якби, коли*
- adversative; e.g., *проте, зате*

##### Sentence Structure

- conditional mood; e.g., *Якщо буде гарна погода, ми підемо до парку. Якби була гарна погода, ми пішли б до парку.*
- relative clauses requiring case change; e.g., *Книжка, яку ми купили, ... Ми розмовляли з учнями, про яких ми багато знаємо.*
- direct/indirect speech; e.g., *Наталка сказала: «Усе буде гаразд». Наталка сказала, що все буде гаразд.*

### Senior 4

- accurately apply knowledge of the Ukrainian sound-symbol system in a variety of contexts

- use vocabulary and expressions with increasing accuracy, appropriateness and effectiveness in a variety of contexts

- use, in **modelled** situations, the following grammatical elements:

##### Sentence Structure

- passive voice; e.g., *Цей будинок побудований сто років тому.*
- impersonal sentences; e.g., *Темніє. Світає. Тепліє.*
- complex sentences with subordination; e.g., *Після того як ми зробили завання, ми пішли до театру., Для того щоб усе зробити, нам треба більше часу.*

Students will acquire Ukrainian to understand and appreciate languages, and use Ukrainian confidently and competently in a variety of situations for communication, personal satisfaction, and further learning.



## 6.1 Linguistic Elements

### Kindergarten

#### Grammatical Elements

- use, in **modelled** situations, the following grammatical elements:

#### Adjectives

- noun-adjective agreement; e.g., *новий зошит, цікава книжка, гарне авто*
- nominative singular; e.g., *новий зошит, цікава книжка, гарне авто*

#### Verbs

- present of common verbs; e.g., *читаю, пишеш*

### Grade 1

- use, in **modelled** situations, the following grammatical elements:

- accusative singular inanimate; e.g., *той, мою, яке, що*

#### Adjectives

- accusative singular inanimate; e.g., *новий зошит, цікаву книжку, гарне авто*

#### Verbs

- present; e.g., *роблю, сидиш*
- present of common reflexives; e.g., *одягаюся, миєшся*
- imperative; e.g., *читай, пишіть, робімо*

#### Expressions

- date; e.g., *сьогодні третє вересня*
- interrogative; e.g., *чому, коли, де, як*
- of appeal; e.g., *мені подобається, тобі смакує*

### Grade 2

- use, in **modelled** situations, the following grammatical elements:

- demonstrative, possessive, interrogative
- accusative singular inanimate and animate; e.g., *той/того, мою, яке, кого/що*
- genitive singular; e.g., *того, моєї, якого, кого/чого*

#### Adjectives

- accusative singular animate; e.g., *доброго учня*
- genitive singular; e.g., *нового зошита, цікавої книжки, гарного авта*

#### Verbs

- future imperfective; e.g., *буду робити, будуть читати*
- modal verbs; e.g., *хотіти, мусити, могли*

#### Expressions

- date and year; e.g., *сьогодні третє вересня дві тисячі першого року*
- time; e.g., *перша тридцять*

#### Numerals

- 1–4 plus noun agreement; e.g., *дві книжки, три учні*
- ordinals 1–12; e.g., *перший, друга, дванадцята*

### Grade 3

- use, in **modelled** situations, the following grammatical elements:

#### Adjectives

- noun-adjective agreement; e.g., *високий Микола, щасливе життя, українське ім'я*
- accusative singular animate
- genitive singular
- accusative plural inanimate; e.g., *нові зошити, цікаві книжки, гарні авта*

#### Verbs

- past, all genders singular and plural; e.g., *читав, читала, читали*

Students will acquire Ukrainian to understand and appreciate languages, and use Ukrainian confidently and competently in a variety of situations for communication, personal satisfaction, and further learning.



## 6.1 Linguistic Elements

### Grade 4

#### Grammatical Elements

- use, in **modelled** situations, the following grammatical elements:

##### Adjectives

- accusative singular animate
- genitive singular
- locative singular; e.g., *у новому зошиті, у цікавій книжці, у гарному авті*
- comparative and superlative; e.g., *гарніший, найгарніший*

##### Verbs

- perfective/imperfective past and future; e.g., *прочитав/ читав, прочитає/буде читати*
- -ся verbs with dative; e.g., *подобатися*

##### Expressions

- of emotions; e.g., *мені нудно, йому цікаво*
- at what time; e.g., *о четвертій*

##### Conjunctions

- comparative; e.g., *як, ніж, ніби*

##### Numerals

- cardinals over 100; e.g., *двісті, тисяча*
- ordinals over 12; e.g., *тринадцятий*

### Grade 5

- use, in **modelled** situations, the following grammatical elements:

- dative singular; e.g., *цьому хлопцеві, моїй сестрі, якій дівчині, кому/чому*
- definite and indefinite; e.g., *усі, усе, ніхто, хтось, хтонебудь, ніщо, щось, щонебудь*

##### Adjectives

- instrumental singular; e.g., *новим зошитом, цікавою книжкою, гарним автотом*
- dative singular; e.g., *гарному хлопцеві, старшій сестрі*

##### Verbs

- perfective/imperfective past and future
- -ся verbs with genitive, instrumental; e.g., *боятися, цікавитися, займатися*
- verbs *могти, знати, вміти*

##### Adverbs

- definite and indefinite; e.g., *десь, донебудь, кудись, колись, якось*
- of quantity; e.g., *багато, мало, трохи*

##### Numerals

- 5 and higher plus noun agreement; e.g., *шість приятелів*

### Grade 6

- use, in **modelled** situations, the following grammatical elements:

##### Adjectives

- instrumental singular
- dative singular
- locative plural; e.g., *у великих крамницях, у нових журналах*

##### Verbs

- present, including archaic; e.g., *їм, їси, дамо, дадуть*

##### Expressions

- time (hours, minutes, intervals); e.g., *чверть по третій, за десять шоста*

##### Numerals

- 5 and higher plus noun agreement

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## 6.1 Linguistic Elements

### Grade 7

#### Grammatical Elements

- use, in **modelled** situations, the following grammatical elements:

##### Adjectives

- accusative plural animate; e.g., *старших братів, молодших сестер*
- genitive plural; e.g., *старших братів, молодших сестер, нових книжок*

##### Verbs

- study verbs; e.g., *вчитися (чого, де), вчити (чого), вивчати (що)*

### Grade 8

- use, in **modelled** situations, the following grammatical elements:

##### Adjectives

- accusative plural animate
- genitive plural
- instrumental plural; e.g., *(з) старшими братами, молодшими сестрами*
- dative plural; e.g., *старшим братам, молодшим сестрам*

##### Verbs

- simple future; e.g., *читатиму*
- verbs of motion; e.g., *іти/ходить/ніти, їхати/їздити/поїхати*

##### Adverbs

- of location/direction; e.g., *вдома/додому, надворі/надвір*

##### Conjunctions

- causal; e.g., *тому що, через те що*

### Senior 1

- use, in **modelled** situations, the following grammatical elements:

- reflexive, all cases; e.g., *себе, собі, на собі, собою*
- possessive reflexive, all cases; e.g., *свій, своя, своє, свої*

##### Adjectives

- accusative plural animate
- genitive plural
- instrumental plural
- dative plural

##### Verbs

- government of cases; e.g., *шукати* (accusative, genitive), *дарувати* (dative), *займатися* (instrumental)
- verbs of motion; e.g., *летіти/літати/полетіти, бігти/бігати/нобігти*

##### Adverbs

- comparative and superlative; e.g., *краще, найсмачніше*

##### Conjunctions

- disjunctive; e.g., *хоч, або... або, чи... чи*
- copulative; e.g., *і... і, ні... ні*

##### Numerals

- fractions; e.g., *одна десята*
- percentages; e.g., *сорок відсотків*

**\*Modelled Situations:** This term is used to describe learning situations where a model of specific linguistic elements is consistently provided and immediately available. Students in such situations will have an emerging awareness of the linguistic elements and be able to apply them in very limited situations. Limited fluency and confidence characterize student language.

Examples include:

- using sample dialogues which are read to the students by the teacher
- the teacher modelling sentence patterns to the students which they may repeat after the teacher; e.g., greeting-response
- the student following a written example of a repeated sentence or grammar pattern

**Students will acquire Ukrainian to understand and appreciate languages, and use Ukrainian confidently and competently in a variety of situations for communication, personal satisfaction, and further learning.**



## 6.1 Linguistic Elements

Senior 2

Senior 3

Senior 4

### Grammatical Elements

- use, in **modelled** situations, the following grammatical elements:

#### Sentence Structure

- simple subordinate and relative clauses; e.g., *Книжка, яка лежить на столі, .....*, *Вони прийшли, коли все зробили.*, *Вона розповіла, куди ми підемо.*

**\*Modelled Situations:** This term is used to describe learning situations where a model of specific linguistic elements is consistently provided and immediately available. Students in such situations will have an emerging awareness of the linguistic elements and be able to apply them in very limited situations. Limited fluency and confidence characterize student language.

Examples include:

- using sample dialogues which are read to the students by the teacher
- the teacher modelling sentence patterns to the students which they may repeat after the teacher; e.g., greeting-response
- the student following a written example of a repeated sentence or grammar pattern

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## 6.1 Linguistic Elements

### Kindergarten

#### Grammatical Elements

- use, in **structured** situations, the following grammatical elements:

##### **Pronouns**

- personal nominative; e.g., *я, ти, вони*

##### **Verbs**

- infinitive; e.g., *читати, писати*

##### **Adverbs**

- of quality; e.g., *добре, погано*

### Grade 1

- use, in **structured** situations, the following grammatical elements:

##### **Nouns**

- all genders
- nominative singular and plural
- vocative

##### **Adjectives**

- noun–adjective agreement
- nominative singular and plural; e.g., *новий/-і зошит/-и, цікава/-і книжка/-и, гарне/-і авто/-а*

##### **Verbs**

- present of common verbs

##### **Adverbs**

- of location; e.g., *тут, там*
- to express weather conditions; e.g., *холодно, тепло, соняшно*

##### **Conjunctions**

- coordinating; e.g., *і, та*

### Grade 2

- use, in **structured** situations, the following grammatical elements:

##### **Nouns**

- accusative singular inanimate
- genitive singular following negation
- locative singular

##### **Pronouns**

- personal accusative
- demonstrative, possessive, interrogative nominative singular and plural

##### **Adjectives**

- accusative singular inanimate

##### **Verbs**

- present
- present of common reflexives
- imperative

##### **Adverbs**

- of location/direction
- of time; e.g., *сьогодні, завтра, щодня*

### Grade 3

- use, in **structured** situations, the following grammatical elements:

##### **Nouns**

- accusative singular animate
- genitive singular
- locative singular
- irregular plurals, including pluralia tantum, nominative; e.g., *двері, штани, окуляри, гроші, люди, діти*

##### **Pronouns**

- personal genitive
- demonstrative, possessive, interrogative
  - nominative singular and plural
  - accusative singular inanimate

##### **Adjectives**

- accusative singular inanimate

##### **Verbs**

- present
- present of common reflexives
- imperative
- future imperfective
- modal verbs

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## 6.1 Linguistic Elements

### Grade 4

#### Grammatical Elements

- use, in **structured** situations, the following grammatical elements:

##### **Nouns**

- accusative singular animate
- genitive singular
- accusative plural inanimate

##### **Pronouns**

- personal locative
- demonstrative, possessive, interrogative
  - nominative singular and plural
  - accusative singular inanimate
  - accusative plural inanimate

##### **Adjectives**

- noun–adjective agreement; e.g., *високий Микола*
- accusative plural inanimate

##### **Verbs**

- present
- present of common reflexives
- imperative
- modal verbs
- past, all genders singular and plural

##### **Adverbs**

- of time; e.g., *учора*
- of frequency; e.g., *часто, рідко*

### Grade 5

- use, in **structured** situations, the following grammatical elements:

##### **Nouns**

- hard, soft, mixed stem
- accusative singular animate
- genitive singular

##### **Pronouns**

- demonstrative, possessive, interrogative
  - accusative singular animate
  - genitive singular
  - locative singular
  - accusative plural inanimate

##### **Adjectives**

- accusative singular animate
- genitive singular
- locative singular
- accusative plural inanimate
- comparative and superlative

##### **Verbs**

- *-ся* verbs with dative

##### **Adverbs**

- of frequency; e.g., *іноді, часом, щотижня*

##### **Expressions**

- date and year
- at what time
- of emotions

### Grade 6

- use, in **structured** situations, the following grammatical elements:

##### **Nouns**

- hard, soft, mixed stem
- instrumental singular
- dative singular

##### **Pronouns**

- personal
  - instrumental
  - dative
- demonstrative, possessive, interrogative
  - accusative singular animate
  - genitive singular
  - locative singular

##### **Adjectives**

- accusative singular animate
- genitive singular
- locative singular

##### **Verbs**

- perfective/imperfective past and future
- *-ся* verbs with genitive, instrumental
- verbs *могти, знати, вміти*

##### **Adverbs**

- definite and indefinite
- of quantity

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## 6.1 Linguistic Elements

### Grade 7

#### Grammatical Elements

- use, in **structured** situations, the following grammatical elements:

##### **Nouns**

- accusative plural
- genitive plural
- locative plural

##### **Pronouns**

- personal
  - instrumental
  - dative
- demonstrative, possessive, interrogative
  - accusative singular animate
  - genitive singular
  - locative singular
  - instrumental singular
  - dative singular
  - locative plural
- definite and indefinite

##### **Adjectives**

- accusative singular animate
- genitive singular
- locative singular
- instrumental singular
- dative singular
- locative plural

##### **Verbs**

- perfective/imperfective past and future
- present, including archaic

### Grade 8

- use, in **structured** situations, the following grammatical elements:

##### **Nouns**

- accusative plural
- genitive plural
- locative plural
- instrumental plural
- dative plural

##### **Pronouns**

- demonstrative, possessive, interrogative
  - accusative singular animate
  - genitive singular
  - locative singular
  - instrumental singular
  - dative singular
  - locative plural
- definite and indefinite

##### **Adjectives**

- accusative singular animate
- genitive singular
- locative singular
- instrumental singular
- dative singular
- locative plural

##### **Verbs**

- perfective/imperfective past and future
- study verbs

### Senior 1

- use, in **structured** situations, the following grammatical elements:

##### **Nouns**

- instrumental plural
- dative plural
- irregular plurals, including pluralia tantum
  - accusative
  - genitive

##### **Pronouns**

- demonstrative, possessive, interrogative
  - instrumental singular
  - dative singular
  - locative plural
- definite and indefinite

##### **Adjectives**

- instrumental singular
- dative singular
- locative plural

##### **Verbs**

- simple future
- verbs of motion

##### **Adverbs**

- of location/direction
- spatial; e.g., *недалеко (від), навпроти, прямо, направо, попереду*

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## 6.1 Linguistic Elements

### Senior 2

#### Grammatical Elements

- use, in **structured** situations, the following grammatical elements:

#### **Nouns**

- prepositions governing cases
- irregular plurals, including pluralia tantum, all cases

#### **Pronouns**

- demonstrative, possessive, interrogative
  - accusative plural animate
  - genitive plural
  - instrumental plural
  - dative plural
- definite and indefinite
- reflexive, all cases
- possessive, all cases

#### **Adjectives**

- accusative plural animate
- genitive plural
- instrumental plural
- dative plural

#### **Verbs**

- verbs governing cases
- verbs of motion; e.g., *летіти*
- simple future

#### **Adverbs**

- comparative and superlative

### Senior 3

- use, in **structured** situations, the following grammatical elements:

#### **Nouns**

- prepositions governing cases
- irregular declensions
- irregular plurals, including pluralia tantum, all cases

#### **Pronouns**

- demonstrative, possessive, interrogative
  - instrumental plural
  - dative plural
- reflexive, all cases
- possessive, all cases

#### **Adjectives**

- instrumental plural
- dative plural

#### **Verbs**

- perfective/imperfective (formation patterns)
- verbs of motion; e.g., *нести*
- simple future

#### **Expressions**

- of opinion; e.g., *на мою думку, по-моєму*

### Senior 4

- use, in **structured** situations, the following grammatical elements:

#### **Nouns**

- irregular declensions
- irregular plurals, including pluralia tantum, all cases

#### **Pronouns**

- demonstrative, possessive, interrogative
  - instrumental plural
  - dative plural
- reflexive, all cases
- possessive reflexive, all cases

#### **Adjectives**

- instrumental plural
- dative plural

#### **Verbs**

- perfective/imperfective (formation patterns)
- spatial verbs of motion; e.g., *зайти*
- simple future

#### **Expressions**

- of opinion

#### **Conjunctions**

- conditional
- adversative

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## 6.1 Linguistic Elements

### Kindergarten

#### *Grammatical Elements*

- use, in **structured** situations, the following grammatical elements:

### Grade 1

- use, in **structured** situations, the following grammatical elements:

### Grade 2

- use, in **structured** situations, the following grammatical elements:

#### *Expressions*

- date
- interrogative; e.g., *куди*
- of appeal

#### *Conjunctions*

- coordinating; e.g., *а, але, або, бо*

### Grade 3

- use, in **structured** situations, the following grammatical elements:

#### *Adverbs*

- of motion; e.g., *швидко, повільно*
- of distance; e.g., *близько, далеко*
- to express seasons; e.g., *узимку, восени*

#### *Expressions*

- date and year
- time
- of appeal

#### *Numerals*

- 1–4 plus noun agreement
- ordinals 1–12

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## 6.1 Linguistic Elements

### Grade 4

#### *Grammatical Elements*

- use, in **structured** situations, the following grammatical elements:

#### *Expressions*

- date and year
- time

#### *Numerals*

- 1–4 plus noun agreement

### Grade 5

- use, in **structured** situations, the following grammatical elements:

#### *Conjunctions*

- comparative

#### *Numerals*

- cardinals over 100
- ordinals over 12

### Grade 6

- use, in **structured** situations, the following grammatical elements:

#### *Conjunctions*

- comparative

#### *Numerals*

- cardinals over 100
- ordinals over 12

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## 6.1 Linguistic Elements

### Grade 7

#### *Grammatical Elements*

- use, in **structured** situations, the following grammatical elements:

#### *Adverbs*

— of quantity

#### *Expressions*

— time—hours, minutes, intervals

#### *Numerals*

— 5 and higher plus noun agreement

### Grade 8

- use, in **structured** situations, the following grammatical elements:

#### *Expressions*

— time—hours, minutes, intervals

#### *Numerals*

— 5 and higher plus noun agreement

### Senior 1

- use, in **structured** situations, the following grammatical elements:

#### *Conjunctions*

— causal

**\*Structured Situations:** This term is used to describe learning situations where a familiar context for the use of specific linguistic elements is provided and students are guided in their use. Students in such situations will have increased awareness and emerging control of the linguistic elements and be able to apply them in familiar contexts with teacher guidance. Student language is characterized by increasing fluency and confidence.

Examples include:

- When discussing a familiar topic, the language used for students is known and understood. If there is a guest speaker invited to discuss the topic, the speaker may have an accent which the students are familiar with. The speaker will speak using vocabulary the students know well.
- When reading a story, there are illustrations to help the reader comprehend the meaning of the written text. The topic, vocabulary, and the grammar elements within the story are familiar to the student.
- When teaching a specific grammar element, it is reviewed and practised with teacher guidance and direction.

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## 6.1 Linguistic Elements

### Senior 2

#### *Grammatical Elements*

- use, in **structured** situations, the following grammatical elements:

#### *Conjunctions*

- disjunctive
- copulative

#### *Numerals*

- fractions
- percentages

### Senior 3

- use, in **structured** situations, the following grammatical elements:

#### *Numerals*

- fractions
- percentages
- cardinals (cases)

#### *Sentence Structure*

- simple subordinate and relative clauses

### Senior 4

- use, in **structured** situations, the following grammatical elements:

#### *Numerals*

- cardinals (cases)
- percentages

#### *Sentence Structure*

- conditional mood
- relative clauses requiring case change
- direct/indirect speech

**\*Structured Situations:** This term is used to describe learning situations where a familiar context for the use of specific linguistic elements is provided and students are guided in their use. Students in such situations will have increased awareness and emerging control of the linguistic elements and be able to apply them in familiar contexts with teacher guidance. Student language is characterized by increasing fluency and confidence.

Examples include:

- When discussing a familiar topic, the language used for students is known and understood. If there is a guest speaker invited to discuss the topic, the speaker may have an accent which the students are familiar with. The speaker will speak using vocabulary the students know well.
- When reading a story, there are illustrations to help the reader comprehend the meaning of the written text. The topic, vocabulary, and the grammar elements within the story are familiar to the student.
- When teaching a specific grammar element, it is reviewed and practised with teacher guidance and direction.

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## 6.1 Linguistic Elements

### Kindergarten

#### Grammatical Elements

- use, **independently and consistently**, the following grammatical elements:

### Grade 1

- use, **independently and consistently**, the following grammatical elements:

#### **Pronouns**

— personal nominative

#### **Verbs**

— infinitive

#### **Adverbs**

— of quality; e.g., *добре*,  
*погано*

#### **Numerals**

— cardinals 1–20; e.g., *один*,  
*двадцять*

### Grade 2

- use, **independently and consistently**, the following grammatical elements:

#### **Nouns**

— all genders

— nominative singular and plural

— vocative

#### **Adjectives**

— noun–adjective agreement

— nominative singular and plural

#### **Adverbs**

— of location

— to express weather conditions

#### **Conjunctions**

— coordinating; e.g., *і*, *та*

### Grade 3

- use, **independently and consistently**, the following grammatical elements:

#### **Nouns**

— accusative singular inanimate

#### **Pronouns**

— personal accusative

#### **Verbs**

— present of common verbs

#### **Adverbs**

— of location/direction

— of time; e.g., *сьогодні*

#### **Expressions**

— date

— interrogative; e.g., *куди*

#### **Conjunctions**

— coordinating; e.g., *а*, *але*,  
*або*, *бо*

#### **Numerals**

— cardinals 1–100; e.g.,  
*тридцять*, *сто*

**Note:** Grammatical elements that students are able to use independently and consistently are to be maintained for the duration of the student's bilingual programming.

Students will acquire Ukrainian to understand and appreciate languages, and use Ukrainian confidently and competently in a variety of situations for communication, personal satisfaction, and further learning.



## 6.1 Linguistic Elements

### Grade 4

#### Grammatical Elements

- use, **independently and consistently**, the following grammatical elements:

##### **Nouns**

- locative singular
- irregular plurals, including pluralia tantum, nominative; e.g., *двері, штани, окуляри, гроші, люди, діти*

##### **Pronouns**

- personal genitive

##### **Adjectives**

- accusative singular inanimate

##### **Verbs**

- future imperfective

##### **Adverbs**

- of motion
- of distance
- to express seasons

##### **Expressions**

- of appeal

##### **Numerals**

- ordinals 1–12

Note: Grammatical elements that students are able to use independently and consistently are to be maintained for the duration of the student's bilingual programming.

### Grade 5

- use, **independently and consistently**, the following grammatical elements:

##### **Nouns**

- accusative plural inanimate

##### **Pronouns**

- personal locative
- demonstrative, possessive, interrogative
  - nominative singular and plural
  - accusative singular inanimate

##### **Adjectives**

- noun–adjective agreement; e.g., *високий Микола*

##### **Verbs**

- present
- present of common reflexives
- imperative
- modal verbs
- past, all genders singular and plural

##### **Adverbs**

- of time; e.g., *учора*
- of frequency; e.g., *часто*

##### **Expressions**

- at what time

##### **Numerals**

- 1–4 plus noun agreement

### Grade 6

- use, **independently and consistently**, the following grammatical elements:

##### **Nouns**

- accusative singular animate
- genitive singular

##### **Pronouns**

- demonstrative, possessive, interrogative accusative plural inanimate

##### **Adjectives**

- accusative plural inanimate
- comparative and superlative

##### **Verbs**

- *-ся* verbs with dative

##### **Adverbs**

- of frequency; e.g., *іноді*

##### **Expressions**

- date and year
- at what time
- of emotions

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## 6.1 Linguistic Elements

### Grade 7

#### Grammatical Elements

- use, **independently and consistently**, the following grammatical elements:

#### **Nouns**

- hard, soft, mixed stem
- instrumental singular
- dative singular

#### **Verbs**

- *-ся* verbs with genitive and instrumental
- verbs *могти, знати, вміти*

#### **Adverbs**

- definite and indefinite

#### **Conjunctions**

- comparative

#### **Numerals**

- cardinals over 100
- ordinals over 12

### Grade 8

- use, **independently and consistently**, the following grammatical elements:

#### **Pronouns**

- personal
  - instrumental
  - dative

#### **Verbs**

- present, including archaic

#### **Adverbs**

- of quantity

**\*Independently and consistently:** This term is used to describe learning situations where students use specific linguistic elements in a variety of contexts with limited teacher guidance. Students in such situations will have consistent control of the linguistic elements and be able to apply them in a variety of contexts with limited teacher guidance. Fluency and confidence characterize student language.

Examples include:

- A Grade 6 student should be able to describe his favourite friends and their past times freely and with a high level of language proficiency with another student.
- A Grade 5 student should be able to use personal pronouns and indicate choices correctly, freely, and with confidence in written and oral contexts.

### Senior 1

- use, **independently and consistently**, the following grammatical elements:

#### **Nouns**

- accusative plural
- genitive plural
- locative plural

#### **Pronouns**

- demonstrative, possessive, interrogative
  - accusative singular animate
  - genitive singular
  - locative singular

#### **Adjectives**

- accusative singular animate
- genitive singular
- locative singular

#### **Verbs**

- perfective/imperfective past and future
- study verbs

#### **Expressions**

- time—hours, minutes, intervals

#### **Numerals**

- 5 and higher plus noun agreement

**Note:** Grammatical elements that students are able to use independently and consistently are to be maintained for the duration of the student's bilingual programming.

**Students will acquire Ukrainian to understand and appreciate languages, and use Ukrainian confidently and competently in a variety of situations for communication, personal satisfaction, and further learning.**



## 6.1 Linguistic Elements

### Senior 2

#### Grammatical Elements

- use, **independently and consistently**, the following grammatical elements:

#### **Nouns**

- instrumental plural
- dative plural

#### **Pronouns**

- demonstrative, possessive, interrogative
  - instrumental singular
  - dative singular
  - locative plural

#### **Adjectives**

- instrumental singular
- dative singular
- locative plural

#### **Verbs**

- simple verbs of motion

#### **Adverbs**

- location/direction
- spatial; e.g., *недалеко*

#### **Conjunctions**

- causal

### Senior 3

- use, **independently and consistently**, the following grammatical elements:

#### **Pronouns**

- demonstrative, possessive, interrogative
  - accusative plural animate
  - genitive plural

#### **Adjectives**

- accusative plural animate
- genitive plural

#### **Verbs**

- verbs governing cases
- verbs of motion; e.g., *пеміти*

#### **Adverbs**

- comparative and superlative

#### **Conjunctions**

- disjunctive
- copulative

### Senior 4

- use, **independently and consistently**, the following grammatical elements:

#### **Nouns**

- prepositions governing cases

#### **Verbs**

- verbs of motion; e.g., *пестити*

#### **Expressions**

- of opinion

#### **Sentence Structure**

- simple subordinate and relative clauses

**\*Independently and consistently:** This term is used to describe learning situations where students use specific linguistic elements in a variety of contexts with limited teacher guidance. Students in such situations will have consistent control of the linguistic elements and be able to apply them in a variety of contexts with limited teacher guidance. Fluency and confidence characterize student language.

Examples include:

- A Grade 6 student should be able to describe his favourite friends and their past times freely and with a high level of language proficiency with another student.
- A Grade 5 student should be able to use personal pronouns and indicate choices correctly, freely, and with confidence in written and oral contexts.

**Note:** Grammatical elements that students are able to use independently and consistently are to be maintained for the duration of the student's bilingual programming.

**Students will acquire Ukrainian to understand and appreciate languages, and use Ukrainian confidently and competently in a variety of situations for communication, personal satisfaction, and further learning.**



## 6.2 Language Competence

Kindergarten	Grade 1	Grade 2	Grade 3
<b>Listening</b> <ul style="list-style-type: none"><li>listen and respond to basic phrases in the learning environment</li></ul>	<ul style="list-style-type: none"><li>listen to and understand simple oral sentences in the learning environment</li></ul>	<ul style="list-style-type: none"><li>listen to and understand simple oral sentences in a variety of familiar situations</li></ul>	<ul style="list-style-type: none"><li>listen to and understand a series of oral sentences or a short oral presentation on a familiar topic in structured situations</li></ul>
<b>Speaking</b> <ul style="list-style-type: none"><li>repeat and create simple, patterned oral phrases in the learning environment</li></ul>	<ul style="list-style-type: none"><li>produce, orally, simple sentences in structured situations</li></ul>	<ul style="list-style-type: none"><li>produce, spontaneously and with guidance, simple oral sentences in a variety of familiar situations</li></ul>	<ul style="list-style-type: none"><li>produce, spontaneously or with guidance, a series of interrelated ideas on a familiar topic</li></ul>
<b>Reading</b> <ul style="list-style-type: none"><li>recognize some letters</li></ul>	<ul style="list-style-type: none"><li>recognize and understand simple words in structured situations</li></ul>	<ul style="list-style-type: none"><li>read and understand simple words and sentences in structured situations</li></ul>	<ul style="list-style-type: none"><li>read and understand a series of sentences or a short text on a familiar topic in structured situations</li></ul>
<b>Writing</b> <ul style="list-style-type: none"><li>copy letters</li></ul>	<ul style="list-style-type: none"><li>copy simple words and sentences</li></ul>	<ul style="list-style-type: none"><li>produce, with guidance, simple words and sentences on familiar topics</li></ul>	<ul style="list-style-type: none"><li>produce, spontaneously or with guidance, simple texts on a familiar topic in structured situations</li></ul>
<b>Viewing</b> <ul style="list-style-type: none"><li>view and respond to familiar events and representations in the learning environment</li></ul>	<ul style="list-style-type: none"><li>view and understand simple, familiar events and representations in the learning environment</li></ul>	<ul style="list-style-type: none"><li>view and understand simple, familiar events and representations</li></ul>	<ul style="list-style-type: none"><li>view and understand simple events and representations</li></ul>
<b>Representing</b> <ul style="list-style-type: none"><li>imitate and create simple representations of familiar ideas, events and information</li></ul>	<ul style="list-style-type: none"><li>create simple representations of familiar ideas, events and information</li></ul>	<ul style="list-style-type: none"><li>use a variety of forms to create simple representations of ideas, events and information</li></ul>	<ul style="list-style-type: none"><li>use a variety of forms to create representations of ideas, events and information</li></ul>

**Students will acquire Ukrainian to understand and appreciate languages, and use Ukrainian confidently and competently in a variety of situations for communication, personal satisfaction, and further learning.**



## 6.2 Language Competence

### Grade 4

#### **Listening**

- listen to and understand a short oral or media presentation on a familiar topic in structured and unstructured situations

#### **Speaking**

- produce, spontaneously and/or with guidance, a short oral presentation on a familiar topic in a structured situation

#### **Reading**

- read and understand the main idea of texts dealing with familiar topics in structured and unstructured situations

#### **Writing**

- produce, spontaneously or with guidance, simple texts on familiar topics in structured and unstructured situations

#### **Viewing**

- view and understand a variety of simple events and/or representations

#### **Representing**

- create multiple representations of the same familiar ideas, events and/or information

### Grade 5

- listen to and understand the main points of an oral or media presentation on a familiar topic in structured and unstructured situations

- produce a prepared or spontaneous oral presentation on a familiar topic in a structured situation

- read and understand the main idea and supporting details of texts dealing with a familiar topic in structured situations

- produce, spontaneously or with guidance, texts on familiar topics in structured and unstructured situations

- view and understand a series of simple events and/or representations

- create multiple representations of the same ideas, events and/or information

### Grade 6

- listen to and understand the main points of a lengthy oral or media presentation on a familiar topic in structured and unstructured situations

- produce a prepared or spontaneous oral presentation on a familiar topic in a structured or unstructured situation

- read and understand the main idea and supporting details of lengthy texts dealing with a familiar topic in structured situations

- produce, spontaneously or with preparation, lengthy texts dealing with familiar topics in structured and unstructured situations

- view and understand events and/or representations within and beyond the school context

- create multiple representations of ideas, events and/or information, using a variety of forms

**Students will acquire Ukrainian to understand and appreciate languages, and use Ukrainian confidently and competently in a variety of situations for communication, personal satisfaction, and further learning.**



## 6.2 Language Competence

### Grade 7

#### **Listening**

- listen to and understand the main points of lengthy oral or media presentations on a variety of familiar topics in structured and unstructured situations

#### **Speaking**

- produce a prepared or spontaneous oral presentation on a familiar topic in structured and unstructured situations

#### **Reading**

- read and understand a lengthy series of interrelated ideas dealing with a familiar topic in structured and unstructured situations

#### **Writing**

- produce, spontaneously and/or with preparation, a lengthy series of simple and complex ideas on a familiar topic in structured and unstructured situations

#### **Viewing**

- view and understand complex representations of familiar ideas, events and information

#### **Representing**

- create complex representations of familiar ideas, events and information

### Grade 8

- listen to and understand the main points of oral presentations containing simple and complex ideas and dealing with a variety of familiar topics in structured and unstructured situations

- produce a spontaneous oral presentation on a familiar or unfamiliar topic, and produce a prepared oral presentation on an unfamiliar topic in structured and unstructured situations

- read and understand texts containing simple and complex ideas on a variety of familiar topics in structured and unstructured situations

- produce, spontaneously, a lengthy series of simple and complex ideas on a variety of familiar topics in structured and unstructured situations

- view and understand complex representations of ideas, events and information

- create complex representations of ideas, events and information

### Senior 1

- listen to and understand the main points and some supporting details of oral presentations containing simple and complex ideas and dealing with a variety of familiar topics in a variety of situations

- produce prepared or spontaneous oral presentations on familiar and unfamiliar topics in a variety of structured and unstructured situations

- read and understand texts containing simple and complex ideas on familiar and unfamiliar topics

- organize and develop ideas cohesively on familiar and unfamiliar topics, spontaneously and/or with preparation

- view and understand a variety of complex representations of ideas, events and information

- use a variety of forms to create complex representations of ideas, events and information

**Students will acquire Ukrainian to understand and appreciate languages, and use Ukrainian confidently and competently in a variety of situations for communication, personal satisfaction, and further learning.**



## 6.2 Language Competence

### Senior 2

#### **Listening**

- understand main points and supporting details of oral lectures, presentations and media on familiar topics, and representing familiar speaking styles

#### **Speaking**

- present and support thoughts and ideas on familiar topics

#### **Reading**

- understand main points and supporting details of texts on familiar topics, ranging from simple to complex ideas

#### **Writing**

- with preparation, organize and develop ideas coherently and effectively in writing on a range of topics

#### **Viewing**

- view and understand a variety of complex representations of ideas, events and/or information

#### **Representing**

- create effective representations of ideas, events and information

### Senior 3

- understand main points and supporting details of oral lectures, presentations and media on familiar and unfamiliar topics and representing familiar and some unfamiliar speaking styles

- present and support thoughts and ideas with coherence on familiar and unfamiliar topics

- understand main points and supporting details of texts of varying complexity on familiar and unfamiliar topics

- organize and develop ideas, mainly with preparation, coherently and effectively in writing on a range of topics

- view and understand a variety of complex representations of ideas, events and/or information

- create coherent and effective representations of ideas, events and information

### Senior 4

- understand main points and supporting details of oral lectures, presentations and media on familiar and unfamiliar topics, representing familiar and unfamiliar speaking styles

- present and support thoughts and ideas on familiar and unfamiliar topics with spontaneity, coherence and effectiveness

- understand main points and supporting details of texts of varying complexity on familiar and unfamiliar topics

- spontaneously organize and develop ideas coherently and effectively in writing on a range of topics

- view and understand a variety of complex representations of ideas, events and/or information

- create coherent and effective representations of a variety of ideas, events and information

**Students will acquire Ukrainian to understand and appreciate languages, and use Ukrainian confidently and competently in a variety of situations for communication, personal satisfaction, and further learning.**



### 6.3 Sociocultural/Sociolinguistic Competence

Kindergarten	Grade 1	Grade 2	Grade 3
<b>Register</b> <ul style="list-style-type: none"><li>• speak at a volume appropriate to classroom situations</li></ul>	<ul style="list-style-type: none"><li>• respond to tone of voice</li></ul>	<ul style="list-style-type: none"><li>• distinguish between formal and informal situations</li></ul>	<ul style="list-style-type: none"><li>• recognize that some topics, words or intonations are inappropriate in certain contexts</li></ul>
<b>Idiomatic Expressions</b> <ul style="list-style-type: none"><li>• imitate age-appropriate idiomatic expressions</li></ul>	<ul style="list-style-type: none"><li>• imitate age-appropriate idiomatic expressions</li></ul>	<ul style="list-style-type: none"><li>• understand and use some simple idiomatic expressions as set phrases</li></ul>	<ul style="list-style-type: none"><li>• understand and use a variety of simple idiomatic expressions as set phrases</li></ul>
<b>Variations in Language</b> <ul style="list-style-type: none"><li>• experience a variety of voices; e.g., male and female, young and old</li></ul>	<ul style="list-style-type: none"><li>• experience a variety of voices; e.g., male and female, young and old</li></ul>	<ul style="list-style-type: none"><li>• acknowledge individual differences in speech</li></ul>	<ul style="list-style-type: none"><li>• accept individual differences in speech</li></ul>
<b>Social Conventions</b> <ul style="list-style-type: none"><li>• imitate simple routine social interactions</li></ul>	<ul style="list-style-type: none"><li>• use basic social expressions appropriate to the classroom</li></ul>	<ul style="list-style-type: none"><li>• use basic politeness conventions</li></ul>	<ul style="list-style-type: none"><li>• use appropriate oral forms of address for people frequently encountered</li></ul>
<b>Nonverbal Communication</b> <ul style="list-style-type: none"><li>• imitate some common nonverbal behaviours used in Ukrainian culture</li></ul>	<ul style="list-style-type: none"><li>• understand the meaning of and imitate some common nonverbal behaviours used in Ukrainian culture</li></ul>	<ul style="list-style-type: none"><li>• experiment with using some simple nonverbal means of communication</li></ul>	<ul style="list-style-type: none"><li>• recognize that some nonverbal behaviours may be inappropriate in certain contexts</li></ul>

Students will acquire Ukrainian to understand and appreciate languages, and use Ukrainian confidently and competently in a variety of situations for communication, personal satisfaction, and further learning.



### 6.3 Sociocultural/Sociolinguistic Competence

#### Grade 4

##### *Register*

- experiment with formal and informal uses of language in familiar contexts

##### *Idiomatic Expressions*

- use learned idiomatic expressions in new contexts

##### *Variations in Language*

- experience a variety of accents and variations in speech

##### *Social Conventions*

- recognize verbal behaviours that are considered impolite

##### *Nonverbal Communication*

- recognize appropriate nonverbal behaviours for people frequently encountered

#### Grade 5

- use formal and informal language in familiar situations

- use learned idiomatic expressions to enhance communication

- experience regional variations in language

- recognize simple social conventions in informal conversations

- use appropriate nonverbal behaviours in a variety of familiar contexts

#### Grade 6

- identify socially appropriate language in specific situations

- use learned idiomatic expressions correctly in new contexts

- recognize some common regional variations in language

- recognize important social conventions in everyday interactions

- use appropriate nonverbal behaviours in a variety of familiar contexts

**Students will acquire Ukrainian to understand and appreciate languages, and use Ukrainian confidently and competently in a variety of situations for communication, personal satisfaction, and further learning.**



### 6.3 Sociocultural/Sociolinguistic Competence

#### Grade 7

##### **Register**

- explore formal and informal uses of language in a variety of contexts

##### **Idiomatic Expressions**

- use learned idiomatic expressions in a variety of contexts

##### **Variations in Language**

- recognize influences resulting in variations in language

##### **Social Conventions**

- interpret the use of social conventions encountered in oral and print texts

##### **Nonverbal Communication**

- recognize nonverbal behaviours that are considered impolite

#### Grade 8

- use suitable, simple formal language in a variety of contexts

- examine the role of idiomatic expressions in culture

- recognize influences resulting in variations in language

- interpret and use important social conventions in interactions

- avoid nonverbal behaviours that are considered impolite

#### Senior 1

- explore differences in register between spoken and written texts

- identify influences on idiomatic expressions, such as region, age, occupation

- recognize influences resulting in variations in language

- interpret and use appropriate oral and written forms of address with a variety of audiences

- recognize a variety of nonverbal communication techniques in a variety of contexts

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### 6.3 Sociocultural/Sociolinguistic Competence

#### Senior 2

##### **Register**

- identify differences in register between spoken and written texts

##### **Idiomatic Expressions**

- interpret unfamiliar idiomatic expressions in a variety of contexts

##### **Variations in Language**

- identify some common regional or other variations in language

##### **Social Conventions**

- use politeness conventions in a variety of contexts

##### **Nonverbal Communication**

- use non-verbal communication techniques in a variety of contexts

#### Senior 3

- adjust language to suit audience and purpose

- explore and interpret idiomatic expressions in popular, contemporary culture

- experiment with some variations in language

- use politeness conventions in a variety of contexts

- use non-verbal communication techniques in a variety of contexts

#### Senior 4

- use the appropriate level of formality with a variety of people in a variety of contexts

- interpret unfamiliar and use learned idiomatic expressions appropriately in a variety of situations

- adapt to some variations in language

- interpret and use a variety of social conventions in a variety of situations

- interpret and use a variety of non-verbal communication techniques in a variety of contexts

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## 6.4 Language Learning Strategies

### Kindergarten

#### *Cognitive*

- use simple cognitive strategies, with guidance, to enhance language learning; e.g., listen attentively, perform actions to match words of a song, story or rhyme

#### *Metacognitive*

- use simple metacognitive strategies, with guidance, to enhance language learning; e.g., reflect on learning tasks with the guidance of the teacher

#### *Social/Affective*

- use simple social and affective strategies, with guidance, to enhance language learning; e.g., imitate or model interaction with others

### Grade 1

- use simple cognitive strategies, with guidance, to enhance language learning; e.g., memorize new words by repeating them silently or aloud

- use simple metacognitive strategies, with guidance, to enhance language learning; e.g., make choices about how they learn with the guidance of the teacher

- use simple social and affective strategies, with guidance, to enhance language learning; e.g., participate in patterned reading experiences

### Grade 2

- use simple cognitive strategies, with guidance, to enhance language learning; e.g., learn short rhymes or songs, incorporating new vocabulary or sentence patterns, imitate sounds and intonation patterns

- use simple metacognitive strategies, with guidance, to enhance language learning; e.g., rehearse or roleplay language

- use simple social and affective strategies, with guidance, to enhance language learning; e.g., seek the assistance of a friend to interpret a text

### Grade 3

- use a variety of simple cognitive strategies, with guidance, to enhance language learning; e.g., make personal dictionaries, experiment with various elements of the language

- use a variety of simple metacognitive strategies, with guidance, to enhance language learning; e.g., decide in advance to attend to the learning task

- use a variety of simple social and affective strategies, with guidance, to enhance language learning; e.g., reread familiar self-chosen texts to enhance understanding and enjoyment

Further examples of language learning strategies are available on pages 83 to 85.

**Students will acquire Ukrainian to understand and appreciate languages, and use Ukrainian confidently and competently in a variety of situations for communication, personal satisfaction, and further learning.**



## 6.4 Language Learning Strategies

### Grade 4

#### *Cognitive*

- identify and use a variety of cognitive strategies to enhance language learning; e.g., use mental images to remember new information, repeat words or phrases in the course of performing a language task such as echo acting

#### *Metacognitive*

- identify and use a variety of metacognitive strategies to enhance language learning; e.g., make a plan in advance about how to approach a language learning task

#### *Social/Affective*

- identify and use a variety of social and affective strategies to enhance language learning; e.g., work cooperatively with peers in small groups

### Grade 5

- identify and use a variety of cognitive strategies to enhance language learning; e.g., group together sets of things (vocabulary, structures) with similar characteristics, identify similarities and differences between aspects of the Ukrainian language and their own language (punctuation, rules of capitalization)

- identify and use a variety of metacognitive strategies to enhance language learning; e.g., reflect on the listening, reading and writing process, check copied writing for accuracy

- identify and use a variety of social and affective strategies to enhance language learning; e.g., understand that making mistakes is a natural part of language learning, experiment with various forms of expression

### Grade 6

- identify and use a variety of cognitive strategies to enhance language learning; e.g., look for patterns and relationships, use previously acquired knowledge to facilitate a learning task

- identify and use a variety of metacognitive strategies to enhance language learning; e.g., listen or read for key words, monitor own speech and writing to check for persistent errors

- identify and use a variety of social and affective strategies to enhance language learning; e.g., participate actively in brainstorming and conferencing as prewriting and postwriting exercises

Further examples of language learning strategies are available on pages 83 to 85.

**Students will acquire Ukrainian to understand and appreciate languages, and use Ukrainian confidently and competently in a variety of situations for communication, personal satisfaction, and further learning.**



## 6.4 Language Learning Strategies

### Grade 7

#### ***Cognitive***

- select and use a variety of cognitive strategies to enhance language learning; e.g., associate new words or expressions with familiar ones, either in the Ukrainian language or in their own language

#### ***Metacognitive***

- select and use a variety of metacognitive strategies to enhance language learning; e.g., evaluate own performance or comprehension at the end of a task, keep a learning log, be aware of the potential of learning through direct exposure to the language

#### ***Social/Affective***

- select and use a variety of social and affective strategies to enhance language learning; e.g., use self-talk to feel competent to do the task

### Grade 8

- select and use a variety of cognitive strategies to enhance language learning; e.g., find information using reference materials like dictionaries, textbooks and grammars, use available technological aids to support language learning

- select and use a variety of metacognitive strategies to enhance language learning; e.g., experience various methods of language acquisition and identify one or more that are particularly useful personally

- select and use a variety of social and affective strategies to enhance language learning; e.g., be willing to take risks, try unfamiliar tasks and approaches

### Senior 1

- select and use appropriate cognitive strategies to enhance language learning in a variety of situations; e.g., use word maps, mind maps, diagrams, charts or other graphic representations to make information easier to understand and remember

- select and use appropriate metacognitive strategies to enhance language learning in a variety of situations; e.g., know how strategies may enable coping with texts containing unknown elements

- select and use appropriate social and affective strategies to enhance language learning in a variety of situations; e.g., repeat new words and expressions that occur in conversations in which they participate, make use of these new words and expressions as soon as appropriate

Further examples of language learning strategies are available on pages 83 to 85.

**Students will acquire Ukrainian to understand and appreciate languages, and use Ukrainian confidently and competently in a variety of situations for communication, personal satisfaction, and further learning.**



## 6.4 Language Learning Strategies

### Senior 2

#### *Cognitive*

- select and use appropriate cognitive strategies to enhance language learning in a variety of situations, such as place new words or expressions in a context to make them easier to remember, and so on

#### *Metacognitive*

- select and use appropriate metacognitive strategies to enhance language learning in a variety of situations, such as identify problems that might hinder successful completion of a task and seek solutions, and so on

#### *Social/Affective*

- select and use appropriate social and affective strategies to enhance language learning in a variety of situations, such as reduce anxiety by using mental techniques, and so on

### Senior 3

- effectively use appropriate cognitive strategies to enhance language learning in a variety of situations, such as use induction to generate rules governing language use, seek out opportunities outside of class to practise and observe, and so on

- effectively use appropriate metacognitive strategies to enhance language learning in a variety of situations, such as monitor their own speech and writing to check for persistent errors, and so on

- effectively use appropriate social and affective strategies to enhance language learning in a variety of situations, such as work with others to solve problems, get feedback on tasks, and so on

### Senior 4

- effectively use appropriate cognitive strategies to enhance language learning in a variety of contexts, such as perceive and note down unknown words and expressions, noting also their context and function, and so on

- effectively use appropriate metacognitive strategies to enhance language learning in a variety of contexts, such as be aware of their own strengths and weaknesses, identify their own needs and goals, and organize their strategies and procedures accordingly, and so on

- effectively use appropriate social and affective strategies to enhance language learning in a variety of contexts, such as provide personal motivation by arranging rewards for themselves when successful, and so on

Further examples of language learning strategies are available on pages 83 to 85.

**Students will acquire Ukrainian to understand and appreciate languages, and use Ukrainian confidently and competently in a variety of situations for communication, personal satisfaction, and further learning.**



## 6.5 Language Use Strategies

### Kindergarten

#### *Interactive*

- use simple interactive strategies, with guidance; e.g., use words from their first language to get their meaning across, acknowledge being spoken to

#### *Interpretive*

- use simple interpretive strategies, with guidance; e.g., use gestures, intonation and visual supports to aid comprehension

#### *Productive*

- use simple productive strategies, with guidance; e.g., mimic what the teacher says, use nonverbal means to communicate

### Grade 1

- use simple interactive strategies, with guidance; e.g., interpret and use a variety of nonverbal clues to communicate

- use simple interpretive strategies, with guidance; e.g., make connections between texts and prior knowledge and personal experience

- use simple productive strategies, with guidance; e.g., copy what others say or write, use words that are visible in the immediate environment

### Grade 2

- use simple interactive strategies, with guidance; e.g., indicate lack of understanding verbally or nonverbally

- use simple interpretive strategies, with guidance; e.g., use illustrations to aid reading comprehension

- use simple productive strategies, with guidance; e.g., use familiar repetitive patterns from stories, songs, rhymes or media

### Grade 3

- use a variety of simple interactive strategies, with guidance; e.g., ask for clarification or repetition when they do not understand

- use a variety of simple interpretive strategies, with guidance; e.g., determine the purpose of listening, listen or look for key words

- use a variety of simple productive strategies, with guidance; e.g., use illustrations to provide detail when producing their own texts

Further examples of language use strategies are available on pages 85 to 86.

Students will acquire Ukrainian to understand and appreciate languages, and use Ukrainian confidently and competently in a variety of situations for communication, personal satisfaction, and further learning.



## 6.5 Language Use Strategies

### Grade 4

#### *Interactive*

- identify and use a variety of interactive strategies; e.g., use the other speaker's words in subsequent conversation

#### *Interpretive*

- identify and use a variety of interpretive strategies; e.g., listen selectively based on purpose, make predictions about what they expect to hear or read based on prior knowledge and personal experience

#### *Productive*

- identify and use a variety of productive strategies; e.g., use various techniques to explore ideas at the planning stage in graphic organizers

### Grade 5

- identify and use a variety of interactive strategies; e.g., assess feedback from conversation partner to recognize when the message has not been understood

- identify and use a variety of interpretive strategies; e.g., use morphological cues to aid reading comprehension

- identify and use a variety of productive strategies; e.g., use knowledge of sentence patterns to form new sentences

### Grade 6

- identify and use a variety of interactive strategies; e.g., start again using a different tactic when communication breaks down, use a simple word similar to the concept they want to convey and invite correction

- identify and use a variety of interpretive strategies; e.g., infer probable meaning of unknown words or expressions from contextual clues

- identify and use a variety of productive strategies; e.g., be aware of and use the steps of the writing process

Further examples of language use strategies are available on pages 85 to 86.

Students will acquire Ukrainian to understand and appreciate languages, and use Ukrainian confidently and competently in a variety of situations for communication, personal satisfaction, and further learning.



## 6.5 Language Use Strategies

### Grade 7

#### *Interactive*

- select and use a variety of interactive strategies; e.g., invite others into the discussion, ask for confirmation that a form used is correct

#### *Interpretive*

- select and use a variety of interpretive strategies; e.g., prepare questions or a guide to note down information found in the text

#### *Productive*

- select and use a variety of productive strategies; e.g., use resources to increase vocabulary

### Grade 8

- select and use a variety of interactive strategies; e.g., use a range of fillers, hesitation devices and gambits to sustain conversations, use circumlocution to compensate for lack of vocabulary

- select and use a variety of interpretive strategies; e.g., use key content words or discourse markers to follow an extended text

- select and use a variety of productive strategies; e.g., take notes when reading or listening to assist in producing their own text

### Senior 1

- select and use appropriate interactive strategies in a variety of situations; e.g., repeat part of what someone has said to confirm mutual understanding

- select and use appropriate interpretive strategies in a variety of situations; e.g., reread several times to understand complex ideas

- select and use appropriate productive strategies in a variety of situations; e.g., use a variety of resources to correct texts

Further examples of language use strategies are available on pages 85 to 86.

Students will acquire Ukrainian to understand and appreciate languages, and use Ukrainian confidently and competently in a variety of situations for communication, personal satisfaction, and further learning.



## 6.5 Language Use Strategies

### Senior 2

#### *Interactive*

- select and use appropriate interactive strategies in a variety of situations, such as summarize the point reached in a discussion to help focus the talk, and so on

#### *Interpretive*

- select and use appropriate interpretive strategies in a variety of situations, such as summarize information gathered, and so on

#### *Productive*

- select and use appropriate productive strategies in a variety of situations, such as proof read and edit final version of text, apply grammar rules to improve accuracy at the correction stage, and so on

### Senior 3

- effectively use appropriate interactive strategies in a variety of situations, such as ask follow-up questions to check for understanding, and so on

- effectively use appropriate interpretive strategies in a variety of situations, such as assess their own information needs before listening, viewing or reading, and so on

- effectively use appropriate productive strategies in a variety of situations, such as use circumlocution and definition to compensate for gaps in vocabulary, and so on

### Senior 4

- effectively use appropriate interactive strategies in a variety of contexts, such as use suitable phrases to intervene in a discussion, self-correct if errors lead to misunderstandings, and so on

- effectively use appropriate interpretive strategies in a variety of contexts, such as use skimming and scanning to locate key information in texts, and so on

- effectively use appropriate productive strategies in a variety of contexts, such as compensate for avoiding difficult structures by rephrasing, and so on

Further examples of language use strategies are available on pages 85 to 86.

**Students will acquire Ukrainian to understand and appreciate languages, and use Ukrainian confidently and competently in a variety of situations for communication, personal satisfaction, and further learning.**



## 6.6 General Learning Strategies

### Kindergarten

#### *Cognitive*

- use simple cognitive strategies to enhance general learning; e.g., classify objects and ideas according to their attributes

#### *Metacognitive*

- use simple metacognitive strategies to enhance general learning; e.g., reflect on learning tasks, such as role playing, with the guidance of the teacher

#### *Social/Affective*

- use simple social and affective strategies to enhance general learning; e.g., watch others' actions and copy them

### Grade 1

- use simple cognitive strategies to enhance general learning; e.g., use models

- use simple metacognitive strategies to enhance general learning; e.g., choose from among learning options

- use simple social and affective strategies to enhance general learning; e.g., seek help from others

### Grade 2

- use simple cognitive strategies to enhance general learning; e.g., connect what they already know with what they are learning

- use simple metacognitive strategies to enhance general learning; e.g., discover how their efforts can affect their learning

- use simple social and affective strategies to enhance general learning; e.g., follow their natural curiosity and intrinsic motivation to learn

### Grade 3

- use simple cognitive strategies to enhance general learning; e.g., experiment with and concentrate on one thing at a time

- use simple metacognitive strategies to enhance general learning; e.g., decide in advance to attend to the learning task

- use simple social and affective strategies to enhance general learning; e.g., participate in cooperative group learning tasks

Further examples of general learning strategies are available on pages 87 to 88.

Students will acquire Ukrainian to understand and appreciate languages, and use Ukrainian confidently and competently in a variety of situations for communication, personal satisfaction, and further learning.



## 6.6 General Learning Strategies

### Grade 4

#### ***Cognitive***

- identify and use a variety of cognitive strategies to enhance general learning; e.g., focus on and complete learning tasks

#### ***Metacognitive***

- identify and use a variety of metacognitive strategies to enhance general learning; e.g., divide an overall learning task into a number of subtasks, with guidance

#### ***Social/Affective***

- identify and use a variety of social and affective strategies to enhance general learning; e.g., choose learning activities that enhance understanding and enjoyment

### Grade 5

- identify and use a variety of cognitive strategies to enhance general learning; e.g., record key words and concepts in abbreviated form-verbal, graphic or numerical-to assist with performance of a learning task

- identify and use a variety of metacognitive strategies to enhance general learning; e.g., make a plan in advance about how to approach a task

- identify and use a variety of social and affective strategies to enhance general learning; e.g., encourage themselves to try even though they might make mistakes

### Grade 6

- identify and use a variety of cognitive strategies to enhance general learning; e.g., look for patterns and relationships like verb endings

- identify and use a variety of metacognitive strategies to enhance general learning; e.g., identify their own needs and interests

- identify and use a variety of social and affective strategies to enhance general learning; e.g., take part in group decision-making processes

Further examples of general learning strategies are available on pages 87 to 88.

**Students will acquire Ukrainian to understand and appreciate languages, and use Ukrainian confidently and competently in a variety of situations for communication, personal satisfaction, and further learning.**



## 6.6 General Learning Strategies

### Grade 7

#### *Cognitive*

- select and use a variety of cognitive strategies to enhance general learning; e.g., distinguish between fact and opinion when using a variety of sources of information

#### *Metacognitive*

- select and use a variety of metacognitive strategies to enhance general learning; e.g., manage the physical environment in which they have to work

#### *Social/Affective*

- select and use a variety of social and affective strategies to enhance general learning; e.g., use support strategies to help peers persevere at learning tasks

### Grade 8

- select and use a variety of cognitive strategies to enhance general learning; e.g., formulate key questions to guide research

- select and use a variety of metacognitive strategies to enhance general learning; e.g., keep a learning journal such as a diary or a log

- select and use a variety of social and affective strategies to enhance general learning; e.g., take part in group problem-solving processes

### Senior 1

- select and use appropriate cognitive strategies to enhance general learning in a variety of situations; e.g., make inferences, identify and justify the evidence on which their inferences are based

- select and use appropriate metacognitive strategies to enhance general learning in a variety of situations; e.g., work with others to monitor their own learning

- select and use appropriate social and affective strategies to enhance general learning in a variety of situations; e.g., take risks, try unfamiliar tasks and approaches

Further examples of general learning strategies are available on pages 87 to 88.

**Students will acquire Ukrainian to understand and appreciate languages, and use Ukrainian confidently and competently in a variety of situations for communication, personal satisfaction, and further learning.**



## 6.6 General Learning Strategies

### Senior 2

#### *Cognitive*

- select and use appropriate cognitive strategies to enhance general learning in a variety of situations, such as use word maps, mind maps, diagrams, charts or other graphic representations to make information easier to understand and remember, and so on

#### *Metacognitive*

- select and use appropriate metacognitive strategies to enhance general learning in a variety of situations, such as develop criteria for evaluating their own work, and so on

#### *Social/Affective*

- select and use appropriate social and affective strategies to enhance general learning in a variety of situations, such as use self-talk to make themselves feel competent to do the task, and so on

### Senior 3

- select and use appropriate cognitive strategies to enhance general learning in a variety of situations, such as seek information through a network of sources including libraries, the world wide web, individuals and agencies, and so on

- select and use appropriate metacognitive strategies to enhance general learning in a variety of situations, such as reflect upon their thinking processes and how they learn, and so on

- select and use appropriate social and affective strategies to enhance general learning in a variety of situations, such as monitor their level of anxiety about learning tasks and take measures to lower it if necessary, and so on

### Senior 4

- 1. effectively use appropriate cognitive strategies to enhance general learning in a variety of contexts, such as use previously acquired knowledge or skills to assist with a new learning task, and so on

- effectively use appropriate metacognitive strategies to enhance general learning in a variety of contexts, such as take responsibility for planning, monitoring and evaluating learning experiences, and so on

- effectively use appropriate social and affective strategies to enhance general learning in a variety of contexts, such as use social interaction skills to enhance group learning tasks, and so on

Further examples of general learning strategies are available on pages 87 to 88.

**Students will acquire Ukrainian to understand and appreciate languages, and use Ukrainian confidently and competently in a variety of situations for communication, personal satisfaction, and further learning.**

***UKRAINIAN LANGUAGE ARTS  
KINDERGARTEN TO SENIOR 4***

***LANGUAGE ARTS  
CULTURE***

## Culture

The Culture section supports the development of a positive self-concept, a strong self-identity as a bilingual/multicultural learner and a positive identification with Ukrainian language and culture. This section provides opportunities for the exploration of the Ukrainian culture from the perspectives of historical elements, contemporary elements, diversity and change. It promotes the development of a sense of community, an understanding of similarities and differences among people, and an appreciation for personal contributions to society. It also is designed to help students develop an understanding of global interrelatedness and interdependence, as well as cultural sensitivity, and to support their preparation for effective participation in the global marketplace and workplace.

The Culture section is intended to be integrated with language learning, as well as learnings related to other subject areas, and is an essential part of daily activities in Ukrainian bilingual programming. This program of studies divides the Language Arts and Culture sections for ease of use only.

While Ukrainian cultural learning is unquestionably best conducted in Ukrainian, certain concepts may be too complex to be undertaken in the language. On such occasions, limited and judicious use of English may be resorted to in order to facilitate learning.

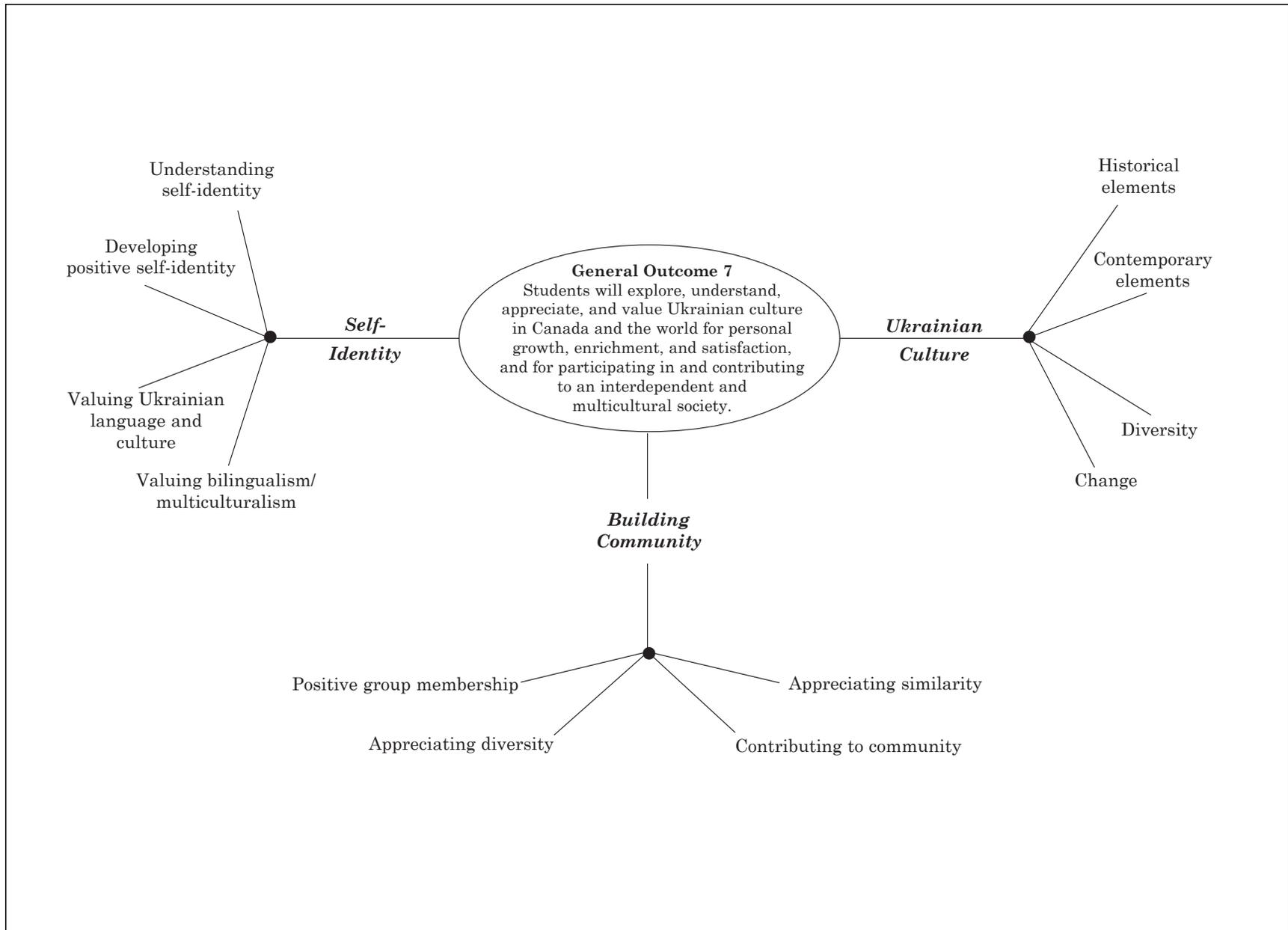
### General Outcome

The following general outcome outlines the key learnings that the Culture section is designed to support.

### General Outcome 7

Students will explore, understand, appreciate and value Ukrainian culture in Canada and the world for personal growth, enrichment and satisfaction and for participating in and contributing to an interdependent and multicultural global society.

**Note:** Additional outcomes that deal with cultural content may be found elsewhere in this program of studies, including sections under General Outcome 5, as well as under cluster heading 6.3 Sociocultural/Sociolinguistic Competence.





## 7.1 Self-Identity

### Kindergarten

#### *Understanding Self-Identity*

- represent self and family

#### *Developing Positive Self-Identity*

- recognize own importance as a person

#### *Valuing Ukrainian Language and Culture*<sup>1</sup>

- participate in Ukrainian language and cultural activities in the classroom and school

#### *Valuing Bilingualism/Multiculturalism*

- participate in classroom and school cultural activities

### Grade 1

- tell and draw about self and family, and appreciate own uniqueness

- understand and accept own importance as a person

- participate in Ukrainian language and cultural activities and traditions

- participate in classroom, school and community cultural activities

### Grade 2

- express own self-concept, and extend that understanding to include new ideas and perspectives

- understand own place and importance in the home and school

- participate in and appreciate Ukrainian language and cultural activities and traditions

- participate in and appreciate bilingual/multicultural educational activities

### Grade 3

- explore and examine various sources of information for development of own self-concept

- understand own strengths and abilities

- recognize and appreciate various elements of Ukrainian language and culture

- recognize and appreciate various elements of a bilingual/ multicultural education

<sup>1</sup> See cluster heading 7.2.

**Students will explore, understand, appreciate, and value Ukrainian culture in Canada and the world for personal growth, enrichment, and satisfaction, and for participating in and contributing to an interdependent and multicultural global society.**



## 7.1 *Self-Identity*

### **Grade 4**

#### ***Understanding Self-Identity***

- identify influences on development of own self-concept and self-identity

#### ***Developing Positive Self-Identity***

- learn that respect for oneself is essential, and understand that self-concept is determined by external and internal forces

#### ***Valuing Ukrainian Language and Culture***<sup>1</sup>

- recognize and appreciate various elements of Ukrainian language and culture

#### ***Valuing Bilingualism/Multiculturalism***

- participate in activities that promote and celebrate the bilingual/multicultural education experience

### **Grade 5**

- express own self-concept, and understand that others' perceptions of them may differ from own

- recognize the effect of "put-ups" and "put-downs" on self and others

- identify the benefits and contributions of the Ukrainian language and culture to self

- recognize the uniqueness of bilingual/multicultural education in a Canadian context

### **Grade 6**

- explore and reflect on various facets of self-identity and how it changes

- understand what stereotyping is

- recognize the value and significance of the Ukrainian language and culture to self

- identify benefits and potential advantages of a bilingual/multicultural education in a Canadian and international context

<sup>1</sup> See cluster heading 7.2.

**Students will explore, understand, appreciate, and value Ukrainian culture in Canada and the world for personal growth, enrichment, and satisfaction, and for participating in and contributing to an interdependent and multicultural global society.**



## 7.1 Self-Identity

### Grade 7

#### ***Understanding Self-Identity***

- understand self-concept and the factors that affect it

#### ***Developing Positive Self-Identity***

- recognize the effects of positive and negative treatment

#### ***Valuing Ukrainian Language and Culture***<sup>1</sup>

- explore and analyze how Ukrainian language and culture has influenced and enriched own life

#### ***Valuing Bilingualism/Multiculturalism***

- explore and analyze how being bilingual/multicultural has influenced and enriched own life

### Grade 8

- examine own identity, and reflect on its effect on relationships and choices

- understand ways in which the individual has rights to safeguard against stereotyping in Canadian society

- explore and analyze how Ukrainian language and culture has enriched the lives of significant individuals at the community, national and international levels; and identify lifelong benefits to self

- explore and analyze how bilingualism/multiculturalism has enriched the lives of significant individuals at the community, national and international levels; and identify lifelong benefits to self

### Senior 1

- understand self-concept and its relationship to overall development, achievement and decisions for the future

- understand stereotyping and its effect on the individual, community and society

- explore how own past and present Ukrainian language and cultural experiences, understanding and knowledge may be assets in future opportunities

- explore how own past and present bilingual/multicultural experiences, knowledge and understanding may be assets in future opportunities

<sup>1</sup> See cluster heading 7.2.

**Students will explore, understand, appreciate, and value Ukrainian culture in Canada and the world for personal growth, enrichment, and satisfaction, and for participating in and contributing to an interdependent and multicultural global society.**



## 7.1 *Self-Identity*

### Senior 2

#### ***Understanding Self-Identity***

- understand that self-identity and self-concept change

#### ***Developing Positive Self-Identity***

- identify areas of personal strength and possible future opportunities; plan for future self-development and growth

#### ***Valuing Ukrainian Language and Culture***<sup>1</sup>

- participate in and contribute to community-based activities in which knowledge and skills related to Ukrainian language and culture will be applied

#### ***Valuing Bilingualism/Multiculturalism***

- participate in and contribute to community-based activities in which bilingual/ multicultural knowledge and skills will be applied

### Senior 3

- understand that self-identity and self-concept can change over time and in various contexts

- explore the alignment of personal strengths with possible future and career opportunities

- participate in and contribute to intercultural interactions, such as exchanges, inter-visitations and penpal activities, with members of the Ukrainian culture

- participate in and contribute to intercultural interactions, such as exchanges, inter-visitations and penpal activities

### Senior 4

- articulate, express and celebrate one's own unique identity

- identify personal strengths in planning for a career or further studies

- identify activities that will promote own lifelong language and cultural development

- identify activities that will promote own lifelong bilingual/multicultural development

<sup>1</sup> See cluster heading 7.2.

**Students will explore, understand, appreciate, and value Ukrainian culture in Canada and the world for personal growth, enrichment, and satisfaction, and for participating in and contributing to an interdependent and multicultural global society.**



## 7.2 Ukrainian Centre

### Kindergarten

#### *Historical Elements*

- participate in activities and experiences that reflect traditional elements of the Ukrainian culture; e.g., krapanky, hahilky, carols

#### *Contemporary Elements*

- participate in activities and experiences that reflect contemporary elements of the Ukrainian language and culture

#### *Diversity*

- experience linguistic/cultural elements of diverse origins from within the Ukrainian language and culture

#### *Change*

- participate in events marking changes

### Grade 1

- participate in activities and experiences that reflect traditional elements of the Ukrainian language and culture; e.g., Christmas, Easter

- participate in activities and experiences that reflect contemporary elements of the Ukrainian language and culture

- experience linguistic/cultural elements of diverse origins from within the Ukrainian language and culture

- illustrate that change occurs in one's immediate environment

### Grade 2

- participate in activities and experiences that reflect traditional elements of the Ukrainian language and culture; e.g., Christmas, Easter

- participate in activities and experiences that reflect contemporary elements of the Ukrainian language and culture

- recognize diverse elements of the Ukrainian language and culture in school and/or the local community

- gather information to demonstrate change within the Ukrainian language and culture

### Grade 3

- participate in activities and experiences that reflect traditional elements of the Ukrainian language and culture; e.g., Christmas, Easter

- participate in activities and experiences that reflect contemporary elements of the Ukrainian language and culture

- identify diverse elements of the Ukrainian language and culture in school and/or the local community

- identify how people's actions and lifestyles change to accommodate the changing needs of people

Students will explore, understand, appreciate, and value Ukrainian culture in Canada and the world for personal growth, enrichment, and satisfaction, and for participating in and contributing to an interdependent and multicultural global society.



## 7.2 Ukrainian Centre

### Grade 4

#### *Historical Elements*

- explore elements in the immediate environment that reflect the historical roots of the Ukrainian language and culture; e.g., the first wave of immigrants, settlement areas

#### *Contemporary Elements*

- explore elements in the immediate environment that reflect the contemporary features of the Ukrainian language and culture; e.g., monuments, art work, buildings

#### *Diversity*

- explore diversity of the Ukrainian language and culture in the immediate environment

#### *Change*

- explore and reflect on change within own family and community

### Grade 5

- explore key historical elements, events, figures and developments of the Ukrainian language and culture; e.g., early Ukrainian immigrants, adapting to a new life

- explore key contemporary elements, events, figures and developments of the Ukrainian language and culture; e.g., authors, artists, athletes

- explore diversity of the Ukrainian language and culture at the provincial level

- explore and reflect on change in the Ukrainian language and culture at the provincial level

### Grade 6

- identify major historical elements, events, figures and developments of the Ukrainian language and culture; e.g., immigration

- identify major contemporary elements, events, figures and developments of the Ukrainian language and culture; e.g., political figures, dance groups, choirs

- explore diversity of the Ukrainian language and culture in Canada

- explore and reflect on change in the Ukrainian language and culture within Canada

**Students will explore, understand, appreciate, and value Ukrainian culture in Canada and the world for personal growth, enrichment, and satisfaction, and for participating in and contributing to an interdependent and multicultural global society.**



## 7.2 Ukrainian Centre

### Grade 7

#### ***Historical Elements***

- explore how major historical events, figures and developments of Ukrainian culture have influenced contemporary culture in Canadian contexts; e.g., great figures, periods of history, immigration, tragic historical events

#### ***Contemporary Elements***

- explore how contemporary events, figures and developments of Ukrainian culture have influenced contemporary culture in Canadian contexts; e.g., current events, celebrations, fine arts, lifestyles

#### ***Diversity***

- explore the diversity of Ukrainian culture at the international level

#### ***Change***

- explore how changes in Ukrainian culture have influenced own life

### Grade 8

- analyze how major historical events, figures and developments of Ukrainian culture have influenced contemporary culture in Canadian contexts; e.g., great figures, periods of history, immigration, tragic historical events

- explore how contemporary events, figures and developments of Ukrainian culture have influenced contemporary culture in Canadian contexts; e.g., current events, celebrations, sports and recreation, pop culture

- explore the influence of diversity within Ukrainian culture on its own development

- explore the significance of changes in Ukrainian culture to the rest of the world

### Senior 1

- explore the influence and contributions of major historical events, figures and developments of Ukrainian culture worldwide; e.g., great figures, periods of history, immigration, tragic historical events

- recognize and appreciate the influence and contributions of major contemporary events, figures and developments of Ukrainian culture worldwide; e.g., current events, celebrations, literary arts, pop culture

- examine the influence of diversity within Ukrainian culture on its own development

- compare changes in Ukrainian culture to changes in other cultures

**Students will explore, understand, appreciate, and value Ukrainian culture in Canada and the world for personal growth, enrichment, and satisfaction, and for participating in and contributing to an interdependent and multicultural global society.**



## 7.2 Ukrainian Centre

### Senior 2

#### ***Historical Elements***

- recognize and appreciate the influence and contributions of major historical events, historical figures and cultural developments

#### ***Contemporary Elements***

- analyze the influence and contributions of major contemporary events, contemporary figures and cultural developments in Ukrainian language and culture

#### ***Diversity***

- explore various aspects of diversity, regionally and nationally

#### ***Change***

- examine historical influences that have impacted Ukrainian language and culture

### Senior 3

- examine various perspectives regarding the influence and contributions of major historical events, historical figures and cultural developments

- examine various perspectives regarding the influence and contributions of major contemporary events, contemporary figures and cultural developments of the Ukrainian language and culture

- explore various aspects of diversity at the international level

- examine contemporary influences that have impacted the Ukrainian language and culture

### Senior 4

- identify and analyze how historical experiences have shaped the contemporary Ukrainian language and culture group in local, Canadian and international contexts

- identify and analyze the impact of contemporary influences on Ukrainian language and culture in local, Canadian and international contexts

- examine how historical and current influences have contributed to diversity within contemporary Ukrainian language and culture

- identify and analyze the significance of historical and contemporary changes of the Ukrainian language and culture on the rest of the world

**Students will explore, understand, appreciate, and value Ukrainian culture in Canada and the world for personal growth, enrichment, and satisfaction, and for participating in and contributing to an interdependent and multicultural global society.**



### 7.3 Building Community

#### Kindergarten

#### Grade 1

#### Grade 2

#### Grade 3

##### ***Positive Group Membership***

- contribute to and cooperate in group activities

- develop a special awareness and concern for classmates

- practise consideration for others

- experience that helping others is rewarding

##### ***Appreciating Diversity***

- recognize differences between self and peers

- explore diversity in the school and within own family

- recognize and appreciate diversity in the family, school and community

- explore diversity in the classroom, school and local community; and reflect on its significance to self

##### ***Appreciating Similarity***

- recognize similarities between self and peers

- explore similarities between self and peers and within own family

- recognize and appreciate similarities between self and others

- explore similarities among members of the immediate community, and reflect on the significance of this to self

##### ***Contributing to Community***

- participate in and contribute to classroom activities

- participate in, cooperate in and contribute to classroom and school activities

- participate cooperatively in group activities, by contributing ideas and supporting others

- participate cooperatively in daily classroom duties, and support peers and classmates

Students will explore, understand, appreciate, and value Ukrainian culture in Canada and the world for personal growth, enrichment, and satisfaction, and for participating in and contributing to an interdependent and multicultural global society.



### 7.3 Building Community

#### Grade 4

##### ***Positive Group Membership***

- encourage and support classmates and schoolmates

##### ***Appreciating Diversity***

- explore diversity in the immediate and local community, and reflect on its significance to self

##### ***Appreciating Similarity***

- explore similarities among members of the local community, and reflect on the significance of this to self

##### ***Contributing to Community***

- demonstrate a desire to assist others, and contribute to classroom or community activities

#### Grade 5

- develop skills that promote cooperation and mutual respect within the classroom and the school

- explore, compare and reflect on how diversity in Canada has an impact on self and others

- explore, compare and reflect on common human needs and experiences of Canadians

- demonstrate concern for the quality of own contribution to the classroom or community

#### Grade 6

- use skills that promote cooperation and mutual respect within the classroom and the school

- explore the impact of diversity in other regions of the world, and compare this with the impact of diversity in Canada

- examine the common needs and experiences of people around the world

- take initiative and provide positive contributions to the school and community

Students will explore, understand, appreciate, and value Ukrainian culture in Canada and the world for personal growth, enrichment, and satisfaction, and for participating in and contributing to an interdependent and multicultural global society.



### 7.3 *Building Community*

#### **Grade 7**

##### ***Positive Group Membership***

- demonstrate respect for the rights and opinions of others

##### ***Appreciating Diversity***

- examine diversity in the school and community; and reflect on its impact on self, relationships and personal choices

##### ***Appreciating Similarity***

- examine similarities among peers and members of the school and community, and reflect on the impact of this on self

##### ***Contributing to Community***

- participate and contribute effectively, and reflect on personal contributions to group activities

#### **Grade 8**

- demonstrate positive group member behaviours

- examine diversity in the school and community; and reflect on its impact on self, school and community

- examine similarities that exist among cultures in Canadian society; examine cultural similarities in the school and community; and reflect on the impact of this on self, school and community

- appreciate the contributions of different individuals and groups to the community

#### **Senior 1**

- support classmates and peers in group activities

- explore and analyze how diversity has contributed to and enriched Canadian society

- explore and analyze how similarities among cultures have contributed to and enriched Canadian society

- appreciate the contributions of different individuals and groups to the Ukrainian community

**Students will explore, understand, appreciate, and value Ukrainian culture in Canada and the world for personal growth, enrichment, and satisfaction, and for participating in and contributing to an interdependent and multicultural global society.**



### 7.3 Building Community

#### Senior 2

##### ***Positive Group Membership***

- demonstrate respect for the rights and opinions of others; understand that social, political and economic issues are complex

##### ***Appreciating Diversity***

- identify and analyze how Canada's response to diversity has changed; identify the benefits of a pluralistic approach

##### ***Appreciating Similarity***

- identify and explain how common human experiences and needs are reflected in culture, social structure and day-to-day patterns of behaviour in Canada

##### ***Contributing to Community***

- participate in various school and community events to promote intercultural understanding

#### Senior 3

- demonstrate respect for the rights and opinions of others focusing on social, political and economic issues

- analyze and understand the significance of diversity in shaping contemporary and future opportunities for growth

- examine how common human experiences and needs are reflected in culture, social structure and day-to-day patterns of behaviour in different societies

- participate in various school, community and Canadian events to promote intercultural understanding

#### Senior 4

- demonstrate understanding that various social, political and economic systems impose different values on the rights and opinions of others

- participate in various individual, group, school and community activities that celebrate diversity and promote intercultural understanding

- examine and appreciate how common human experiences and needs are reflected in various societies around the world

- participate and contribute to individual, group, school and community activities using own knowledge and skills related to the Ukrainian language and culture

**Students will explore, understand, appreciate, and value Ukrainian culture in Canada and the world for personal growth, enrichment, and satisfaction, and for participating in and contributing to an interdependent and multicultural global society.**



## 7.4 Global Citizenship

### Kindergarten

#### ***Responsible Citizenship***

- demonstrate personal and social responsibility in the classroom

#### ***Interdependence***

- participate and cooperate in tasks and activities with partners and in groups

#### ***Intercultural Skills***

- adapt to new situations

#### ***Future Opportunities***

- share or demonstrate personal strengths or achievements

### Grade 1

- demonstrate personal and social responsibility in the classroom and school

- recognize own and others' contributions to a group

- work and play with others who are different, and recognize that rules can be different for different people

- share or demonstrate personal strengths and areas for further development

### Grade 2

- demonstrate personal and social responsibility in the classroom, school and community

- recognize the advantages of working with a partner or within a group, and recognize that one affects and is affected by the actions of others

- identify and describe causes of conflict in the classroom, and listen with attention to the opinions of others

- identify personal strengths and areas for improvement

### Grade 3

- recognize that growing up involves making decisions and accepting consequences

- identify the advantages and disadvantages of working collaboratively with a partner or group

- explore ways to resolve interpersonal conflict, and initiate and maintain new relationships

- identify personal strengths and areas for improvement and/or change, and set personal goals

**Students will explore, understand, appreciate, and value Ukrainian culture in Canada and the world for personal growth, enrichment, and satisfaction, and for participating in and contributing to an interdependent and multicultural global society.**



## 7.4 Global Citizenship

### Grade 4

#### ***Responsible Citizenship***

- respect the feelings, rights and property of others; and accept responsibility for own actions

#### ***Interdependence***

- recognize that people must depend on others to meet their needs, and recognize the effects of one's actions on others

#### ***Intercultural Skills***

- engage in activities that reflect other ways of doing things or other perspectives

#### ***Future Opportunities***

- identify personal strengths and areas for improvement and/or change, and establish personal goals and action plans

### Grade 5

- recognize the positive and negative aspects of the consequences of one's actions, and demonstrate honesty and reliability in a variety of situations

- reflect on the effectiveness of own contributions, and examine the role of the individual in group activities

- accept differences in characteristics and abilities of peers and others

- identify individual strengths and areas for further development, and establish personal goals and action plans

### Grade 6

- explore the meaning of personal and social conscience, and demonstrate problem-solving and decision-making skills

- recognize that cooperation is important, and participate in and contribute to group activities effectively

- recognize and respect individual differences, and recognize the worth of every individual

- identify own interests, and explore future opportunities for learning and employment

**Students will explore, understand, appreciate, and value Ukrainian culture in Canada and the world for personal growth, enrichment, and satisfaction, and for participating in and contributing to an interdependent and multicultural global society.**



## 7.4 Global Citizenship

### Grade 7

#### ***Responsible Citizenship***

- understand and analyze the rights and responsibilities of citizens, and provide examples

#### ***Interdependence***

- explore different roles and responsibilities of a group member

#### ***Intercultural Skills***

- explore representations of one's culture as perceived by others, and examine examples of societal conflict

#### ***Future Opportunities***

- explore learning and work opportunities around the world

### Grade 8

- identify how citizen action can affect public policy, including cultural diversity

- identify the impact of actions of an individual upon the group

- explore ways in which group conflict can be resolved in Canadian society, and recognize and acknowledge the value of different perspectives as opposed to stereotypical thinking

- explore essential skills, knowledge and attitudes required for effective participation in the global workplace and marketplace

### Senior 1

- explore how public policies, including cultural diversity, are affected by public opinion, the media and political groups

- identify ways in which individuals, community members and societal members are interrelated and interdependent

- appreciate that various constitutional documents and charters have governed the behaviour of various cultural groups, and appreciate and understand the value of different perspectives

- examine personal plans for further development of skills, knowledge and attitudes that are required for effective participation in the global workplace and marketplace

**Students will explore, understand, appreciate, and value Ukrainian culture in Canada and the world for personal growth, enrichment, and satisfaction, and for participating in and contributing to an interdependent and multicultural global society.**



## 7.4 Global Citizenship

### Senior 2

#### ***Responsible Citizenship***

- understand, identify and analyze a citizen's role and responsibility in interrelated local, national and international contexts

#### ***Interdependence***

- explore ways in which peoples and nations are linked in an interrelated global system

#### ***Intercultural Skills***

- examine attitudes and values that contribute to cross-cultural understanding

#### ***Future Opportunities***

- explore career fields in which bilingual and multicultural knowledge, skills and attitudes can be applied in the global workplace

### Senior 3

- participate in group decision making and problem solving in ways that demonstrate concern for others and understanding of responsibilities as citizens

- explore how global links and interdependency affect one's role as a citizen in one nation among many others

- identify how intercultural and multicultural organizations have impacted on global citizenship

- apply bilingual and multicultural skills in specific activities that will further develop the skills required for effective participation in the global workplace

### Senior 4

- examine global conflict and cooperation between nations

- examine the local and global consequences of individual and collective decision making

- demonstrate cultural sensitivity and awareness of cultural diversity in everyday situations through appropriate behaviour and language

- apply bilingual and multicultural knowledge and skills in specific activities that will promote skill development and opportunities for future participation in the global workplace

**Students will explore, understand, appreciate, and value Ukrainian culture in Canada and the world for personal growth, enrichment, and satisfaction, and for participating in and contributing to an interdependent and multicultural global society.**

***UKRAINIAN LANGUAGE ARTS  
KINDERGARTEN TO SENIOR 4***

***APPENDIX A  
SAMPLE LIST OF TEXT FORMS***

## Appendix A: Sample List of Text Forms

The following list is not intended to be prescriptive but is provided to suggest possibilities for expanding students' experience with different text forms.

### Written Texts

- Advertisements
- Biographies and autobiographies
- Brochures, pamphlets, and leaflets
- Catalogues
- Dictionary and grammar items
- Encyclopedia entries
- Folk tales and legends
- Forms
- Graffiti
- Instructions and other “how to” texts
- Invitations
- Journals, agendas, diaries, and logs
- Labels and packaging
- Letters—business and personal
- Lists, notes, personal messages
- Maps
- Menus
- Myths
- Newspaper and magazine articles
- Novels
- Plays
- Poetry
- Programs
- Questionnaires
- Recipes
- Reports and manuals
- Short stories
- Signs, notices, announcements
- Stories
- Textbook articles
- Tickets, timetables, and schedules

### Oral Texts

- Advertisements
- Announcements
- Ceremonies
- Debates
- Formal and informal conversations
- Interviews
- Lectures
- Messages
- Oral stories and histories
- Plays and other performances
- Radio programs
- Readers' theatre
- Reports and presentations
- Songs and raps
- Telephone conversations

### **Multimedia Texts**

- Board games
- Comic strips
- Computer games and programs
- Movies and films
- Slide/tape/CD and video/DVD presentations
- Television programs
- Websites