UKRAINIAN LANGUAGE AND CULTURE NINE-YEAR PROGRAM GRADES 4–5–6

This program of studies is intended for students who are beginning their study of Ukrainian language and culture in Grade 4. It constitutes the first three years of the Ukrainian Language and Culture Nine-year (9Y) Program (Grade 4 to Grade 12).

INTRODUCTION

The learning of Ukrainian, as any other language, develops awareness of, and sensitivity to, cultural and linguistic diversity. In addition to preserving cultural identity, language learning is a means of cultural enrichment and is the best means of fostering understanding and solidarity among peoples and countries. Furthermore, it gives the opportunity to identify, question and challenge one's own cultural assumptions, values and perspectives and to contribute positively to society.

A Means of Communication

Ukrainian is spoken by more than 50 million people in the world living in Ukraine, Argentina, Australia, Brazil, Canada, the United Kingdom, the United States of America and other countries. Ukrainian is closely related to other Slavic languages. Since there are almost 300 million people in the world who speak a Slavic language, Ukrainian can be an important key to communication in many parts of the world. Speakers of Ukrainian can make themselves understood in many countries in Europe; i.e., Belarus, Bosnia, Bulgaria, Croatia, Czech Republic, Macedonia, Poland, Russia, Serbia, Slovakia and Slovenia. Acquiring Ukrainian as an additional language, therefore, opens up important doors for communicating with others around the world.

Personal and Cognitive Benefits

There is significant evidence to suggest that learning another language contributes to the development of first language skills and enhances cognitive functioning. Learning a second language increases the ability to conceptualize and to think abstractly, and it fosters cognitive flexibility, divergent thinking, creativity and metalinguistic competence.

First Language Skills and Cultural Connections

For those students who already have some knowledge of Ukrainian or a family connection to the culture, there is the opportunity to renew contact with their language, culture and heritage. For some, there is the opportunity to maintain and further develop literacy in their first language, which is not necessarily the majority language in the community.

Economic Benefits

In today's world, knowledge of a second language and culture in general, and Ukrainian in particular, is an economic advantage for individuals, providing skills that enable them to communicate and interact effectively in the global marketplace and workplace.

ASSUMPTIONS

The following statements are assumptions that have guided the development process of this program of studies.

- Language is communication.
- All students can be successful learners of language and culture, although they will learn in a variety of ways and acquire proficiency at varied rates.
- All languages can be taught and learned.
- Learning Ukrainian as a second or additional language leads to enhanced learning in both the student's primary language and in related areas of cognitive development and knowledge acquisition. This is true for students who come to the class with some background knowledge of Ukrainian and further develop literacy skills in the language. It is also true for students who have no cultural or linguistic background in Ukrainian and are studying Ukrainian as a second or additional language.

THE CONCEPTUAL MODEL

The aim of this program of studies is the development of communicative competence in Ukrainian.

Four Components

For the purposes of this program of studies, communicative competence is represented by four interrelated and interdependent components.

Applications deal with what the students will be able to do with the language, the functions they will be able to perform and the contexts in which they will be able to operate.

Language Competence addresses the students' knowledge of the language and their ability to use that knowledge to interpret and produce meaningful texts appropriate to the situations in which they are used.

Global Citizenship aims to develop intercultural competence, with a particular focus on cultures associated with Ukrainian.

Strategies help students learn and communicate more effectively and more efficiently.

Each of these components is described more fully at the beginning of the corresponding section of this program of studies.

Modes of Communication

Because of the focus on using language to communicate in specific contexts, with a particular purpose or task in mind, three modes of communication are used to organize some of the specific outcomes.

Interaction is most often direct, face-to-face oral communication, but it can take the form of written communication between individuals, using a medium such as e-mail where the exchange of information is fairly immediate. It is characterized principally by the opportunity to actively negotiate meaning; that is, helping others understand and working to understand others. Interactive communication generally requires more speed but less accuracy than the other two modes.
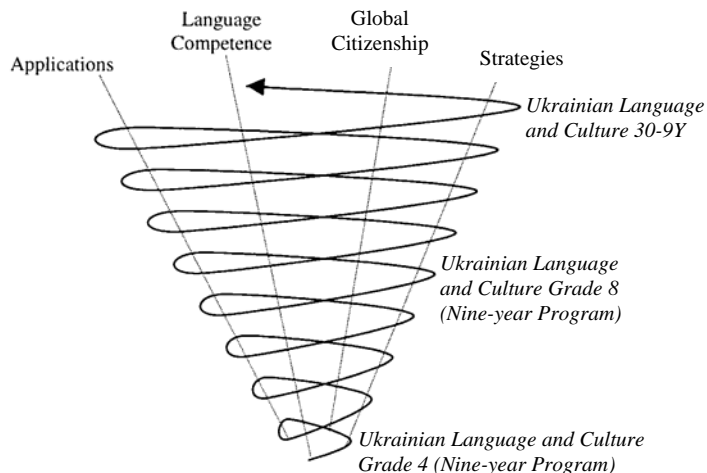
Interpretation is receptive communication of oral and written messages in contexts where the listener or reader is not in direct contact with the creator of the message. While there is no opportunity to ask for clarification, there is sometimes the possibility of rereading or listening again, consulting references, or making the meaning clearer in other ways. Reading and listening will sometimes involve **viewing** and

interpreting visual elements, such as illustrations in books or moving images in television and film. Interpretation goes beyond a literal comprehension to include an understanding of some of the unspoken or unwritten meaning intended by the speaker or author.

Production is communication of oral and written messages in contexts where the audience is not in personal contact with the speaker or writer, or in situations of one-to-many communication; e.g., a lecture or a performance where there is no opportunity for the listener to interact with the speaker. Oral and written presentations will sometimes be enhanced by **representing** the meaning visually, using pictures, diagrams, models, drama techniques or other nonverbal forms of communication. Greater knowledge of the language and culture is required to ensure that communication is successful, since the participants cannot directly negotiate meaning.

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 vocabulary, text forms, contexts and so on). The spiral also represents how language learning activities are best structured. Particular lexical fields, learning strategies or language functions, for example, are revisited at different points in the nine-year program (i.e., in different grades/courses), but from a different perspective, in broader contexts or at a slightly higher level of proficiency each time. Learning is reinforced, extended and broadened with each successive pass.

Ukrainian Language and Culture 30-9Y

Ukrainian Language and Culture Grade 8 (Nine-year Program)

Ukrainian Language and Culture Grade 4 (Nine-year Program)

ORGANIZATION OF THE PROGRAM OF STUDIES

General Outcomes

General outcomes are broad statements identifying the knowledge, skills and attitudes that students are expected to achieve in the course of their language learning experience. The four general outcomes serve as the foundation for this program of studies and are based on the conceptual model outlined above.

Applications [A]
- Students will use Ukrainian in a variety of **situations** and for a variety of **purposes**.

Language Competence [LC]
- Students will use Ukrainian **effectively** and **competently**.

Global Citizenship [GC]
- Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

Strategies [S]
- Students will know and use strategies to maximize the **effectiveness** of learning and communication.

The order in which the general outcomes are presented in this program of studies does not represent a sequential order, nor does it indicate the relative importance of each component. The general outcomes are to be implemented in an integrated manner.

Specific Outcomes

Each general outcome is further broken down into specific outcomes that students are to achieve by the end of each grade. The specific outcomes are interrelated and interdependent. In most classroom activities, a number of learning outcomes will be dealt with in an integrated manner.

The specific outcomes are categorized under cluster headings, which show the scope of each of the four general outcomes. These headings are shown in the table on the following page.

The specific outcomes are further categorized by strands, which show the developmental flow of learning from the beginning to the end of the program. However, an outcome for a particular grade will not be dealt with only in that particular year of the program. The spiral progression that is part of the conceptual model means that activities in the years preceding will prepare the ground for acquisition and in the years following will broaden applications.

The Four Components and Their General Outcomes

Applications [A]

Students will use Ukrainian in a variety of **situations** and for a variety of **purposes**.
A–1 to impart and receive information
A–2 to express emotions and personal perspectives
A–3 to get things done
A–4 to form, maintain and change interpersonal relationships
A–5 to extend their knowledge of the world
A–6 for imaginative purposes and personal enjoyment

Language Competence [LC]

Students will use Ukrainian **effectively** and **competently**.
LC–1 attend to form
LC–2 interpret and produce oral texts
LC–3 interpret and produce written and visual texts
LC–4 apply knowledge of the sociocultural context
LC–5 apply knowledge of how discourse is organized, structured and sequenced

Global Citizenship [GC]

Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.
GC–1 historical and contemporary elements of Ukrainian culture
GC–2 affirming diversity
GC–3 personal and career opportunities

Strategies [S]

Students will know and use strategies to maximize the **effectiveness** of learning and communication.
S–1 language learning
S–2 language use
S–3 general learning

Guide to Reading the Program of Studies

General Outcome for Language Competence
Students will use Ukrainian **effectively** and **competently**.

cluster heading
for specific
outcomes

LC–5   apply knowledge of how discourse is organized, structured and sequenced

		Grade 4 (Nine-year Program)	**Grade 5** (Nine-year Program)	**Grade 6** (Nine-year Program)
		Students will be able to:		
LC–5.1 cohesion/coherence		a. imitate speech that uses simple link words	a. link words or groups of words in simple ways b. sequence elements of a simple story, process or series of events	a. link several sentences coherently b. use common conventions to structure texts
LC–5.2 text forms		a. experience a variety of oral text forms b. recognize some simple oral text forms	a. recognize some simple oral and written text forms; e.g., lists, letters, stories, songs	a. use some simple text forms in their own productions
LC–5.3 patterns of social interaction		a. respond using very simple social interaction patterns	a. initiate interactions and respond using simple social interaction patterns; e.g., request–acceptance/ nonacceptance	a. use simple conventions to open and close conversations and to manage turn taking

read each page vertically for the outcomes expected at the end of each grade

strand headings for specific outcomes

specific outcome statements for each grade

read each page horizontally for the developmental flow of outcomes from grade to grade

Applications

to express emotions and
personal perspectives

to impart and
receive information

to get things done

Students will use Ukrainian in a variety of
situations and for a variety of purposes.

to form, maintain and change
interpersonal relationships

for imaginative purposes
and personal enjoyment

to extend their
knowledge of the world

APPLICATIONS

The specific outcomes under the heading Applications deal with **what** the students will be able to do with the Ukrainian language; that is, the **functions** they will be able to perform and the **contexts** in which they will be able to operate.

The functions are grouped under six cluster headings—see the illustration on the preceding page. Under each of these headings there are one or more strands that show the developmental flow of learning from grade to grade. Each strand, identified by a strand heading at the left end of a row, deals with a specific language function; e.g., "share factual information." Students at any grade level will be able to share factual information. Beginning learners will do this in very simple ways. As students gain more knowledge and experience, they will broaden the range of subjects they can deal with, they will learn to share information in writing as well as orally, and they will be able to handle formal and informal situations.

Different models of communicative competence have organized language functions in a variety of ways. The organizational structure chosen here reflects the needs and interests of students in a classroom where activities are focused on meaning and are interactive. For example, the strand entitled "manage group actions" has been included to ensure that students acquire the Ukrainian language skills necessary to function independently in small groups, since this is an effective way of organizing second language classrooms. The strands under the cluster heading "to extend their knowledge of the world" will accommodate a content-based approach to language learning where students learn content from another subject area as they learn the Ukrainian language.

The level of linguistic, sociolinguistic and discourse competence that students will exhibit when carrying out the functions is defined in the specific outcomes for Language Competence for each grade. To know how well students will be able to perform the specific function, the Applications outcomes must be read in conjunction with the Language Competence outcomes.

General Outcome for Applications
Students will use Ukrainian in a variety of **situations** and for a variety of **purposes**.

A–1 to impart and receive information

	Grade 4 (Nine-year Program)	**Grade 5** (Nine-year Program)	**Grade 6** (Nine-year Program)
	Students will be able to:		
A–1.1 share factual information	a. share basic information b. identify people, places and things	a. ask for and provide information; e.g., time, dates, locations b. respond to simple, predictable questions c. describe people, places and things	a. describe people, places and things b. describe series or sequences of events or actions

A–2 to express emotions and personal perspectives

Students will be able to:

	Grade 4	**Grade 5**	**Grade 6**
A–2.1 share ideas, thoughts, opinions, preferences	a. express simple preferences b. express a personal response	a. inquire about and express likes and dislikes b. express a personal response to a variety of situations	a. inquire about and express likes and dislikes b. share thoughts and ideas with others
A–2.2 share emotions, feelings	a. recognize and express basic emotions and feelings	a. respond to emotions and feelings b. express a variety of emotions and feelings	a. inquire about, express and respond to emotions and feelings

A–3 to get things done

	Grade 4 (Nine-year Program)	Grade 5 (Nine-year Program)	Grade 6 (Nine-year Program)
	Students will be able to:		
A–3.1 guide actions of others	a. indicate needs and wants b. give and respond to simple oral instructions or commands c. ask for permission	a. suggest a course of action and respond to a suggestion b. make and respond to a variety of simple requests c. seek, grant and withhold permission	a. encourage or discourage others from a course of action b. give and follow a simple sequence of instructions
A–3.2 state personal actions	a. respond to offers and instructions b. ask or offer to do something	a. indicate choice from among several options b. express a wish or a desire to do something	a. make and respond to an invitation/offer b. inquire about and express ability and inability to do something
A–3.3 manage group actions	a. manage turn taking b. encourage other group members to act appropriately	a. ask for help or for clarification of what is being said or done in the group b. suggest or direct action in group activities	a. encourage other group members to participate b. assume a variety of roles and responsibilities as group members

A–4 to form, maintain and change interpersonal relationships

Students will be able to:

	Grade 4	Grade 5	Grade 6
A–4.1 manage personal relationships	a. exchange greetings and farewells b. address a new acquaintance and introduce themselves c. exchange some basic personal information	a. initiate interactions; e.g., invite others to play b. accept, refuse and apologize politely	a. talk about themselves and respond to the talk of others by showing attention and interest b. accept, refuse and apologize politely

General Outcome for Applications
Students will use Ukrainian in a variety of **situations** and for a variety of **purposes**.

A–5   to extend their knowledge of the world

	Grade 4 (Nine-year Program)	Grade 5 (Nine-year Program)	Grade 6 (Nine-year Program)
	Students will be able to:		
A–5.1 discover and explore	a. explore the immediate environment	a. explore the immediate environment b. make and talk about personal observations	a. explore classification systems and determine criteria for categories b. discuss relationships and patterns
A–5.2 gather and organize information	a. gather simple information b. organize items in different ways	a. sequence items in different ways b. record and share personal knowledge of a topic	a. compare and contrast items in simple ways b. compose questions to guide research c. identify sources of information d. record observations
A–5.3 solve problems	a. participate in problem-solving situations in the classroom	a. define a problem and search for solutions b. choose between alternative solutions	a. use appropriate steps to solve simple problems
A–5.4 explore opinions and values	a. listen attentively to opinions expressed b. respond appropriately to the opinions of others	a. make connections between behaviour and values b. recognize and respect differences of opinion	a. express views on a variety of topics within their personal experience b. gather opinions on a topic within their scope of experience

A–6 for imaginative purposes and personal enjoyment

	Grade 4 (Nine-year Program)	Grade 5 (Nine-year Program)	Grade 6 (Nine-year Program)
	Students will be able to:		
A–6.1 humour/fun	a. use Ukrainian for fun	a. use Ukrainian for fun	a. use Ukrainian for fun and humour
A–6.2 creative/aesthetic purposes	a. use Ukrainian creatively	a. use Ukrainian creatively	a. use Ukrainian creatively and for aesthetic purposes
A–6.3 personal enjoyment	a. use Ukrainian for personal enjoyment	a. use Ukrainian for personal enjoyment	a. use Ukrainian for personal enjoyment

Language Competence

interpret and
produce oral texts

attend to form

interpret and produce
written and visual texts

**Students will use Ukrainian
effectively and competently.**

apply knowledge of the
sociocultural context

apply knowledge of how
discourse is organized,
structured and sequenced
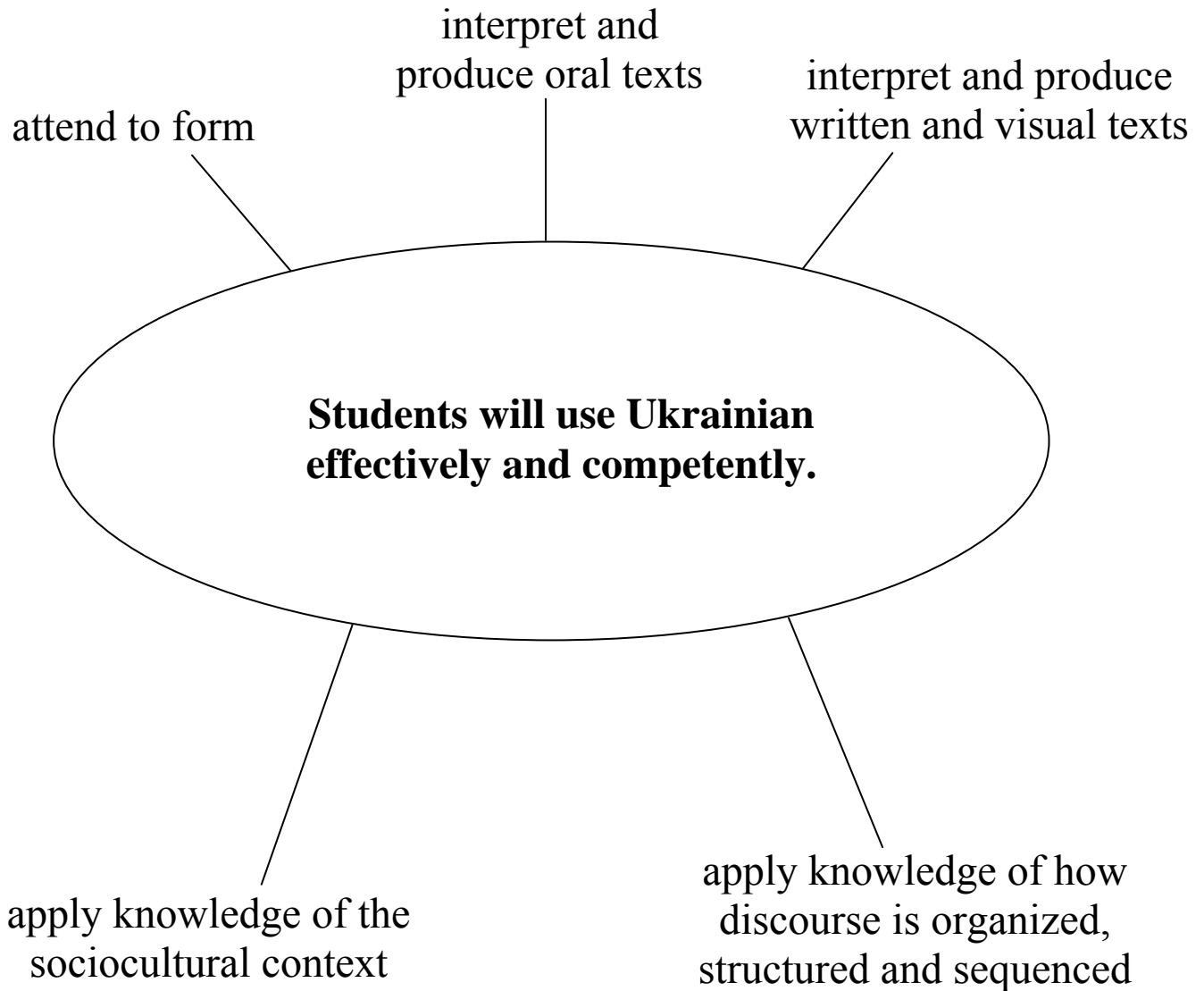
LANGUAGE COMPETENCE

Language competence is a broad term that includes linguistic or grammatical competence, discourse competence, sociolinguistic or sociocultural competence, and what might be called textual competence. The specific outcomes under Language Competence deal with knowledge of the Ukrainian language and the ability to use that knowledge to interpret and produce meaningful texts appropriate to the situations in which they are used. Language competence is best developed in the context of activities or tasks where the language is used for real purposes; in other words, in practical **applications**.

The various components of language competence are grouped under five cluster headings—see the illustration on the preceding page. Under each of these headings there are several strands, identified by strand headings at the left end of each row, which show the developmental flow of learning from grade to grade. Each strand deals with a single aspect of language competence. For example, under the cluster heading "attend to form," there are strands for phonology (pronunciation, stress, intonation), orthography (spelling, mechanical features), lexicon (vocabulary words and phrases) and grammatical elements (morphology and syntax).

Although the outcomes isolate these individual aspects, language competence should be developed through classroom activities that focus on meaningful uses of the Ukrainian language and on **language in context**. Tasks will be chosen based on the needs, interests and experiences of students. The vocabulary, grammar structures, text forms and social conventions necessary to carry out a task will be taught, practised and assessed as students are involved in various aspects of the task itself, **not in isolation**.

Strategic competence is often closely associated with language competence, since students need to learn ways to compensate for low proficiency in the early stages of learning if they are to engage in authentic language use from the beginning. This component is included in the language use strategies in the Strategies section.

LC–1   attend to form

	Grade 4 (Nine-year Program)	Grade 5 (Nine-year Program)	Grade 6 (Nine-year Program)
	Students will be able to:		
LC–1.1 phonology	a. pronounce the sounds of the letters of the alphabet and common words and phrases comprehensibly b. use intonation to express meaning	a. distinguish particular sounds of the language b. use comprehensible pronunciation, stress and intonation when producing familiar words or phrases	a. recognize some critical sound distinctions that are important for meaning b. recognize some of the effects that intonation and stress have in different situations
LC–1.2 orthography	a. recognize and name letters of the alphabet b. write their own name and some basic words	a. copy familiar words, phrases and sentences b. relate letters to the sounds they make	a. recognize and use some basic conventions of spelling and mechanics b. use handwriting for written communication
LC–1.3 lexicon	a. use a range of words and phrases within a variety of lexical fields, including: • self • school • food • clothing • family • any other lexical fields that meet their needs and interests	a. use a range of words and phrases within a variety of lexical fields, including: • weather • daily routines • friends • extracurricular activities • any other lexical fields that meet their needs and interests	a. use a range of words and phrases within a variety of lexical fields, including: • home • cultural holidays • school environment • activities • any other lexical fields that meet their needs and interests

General Outcome for Language Competence
Students will use Ukrainian **effectively** and **competently**.

(continued)

LC–1 attend to form

Grade 4 (Nine-year Program)	Grade 5 (Nine-year Program)	Grade 6 (Nine-year Program)

Students will be able to:

a. use, in modelled situations,[1] the following grammatical elements: ....

Nouns
- nominative singular
- nominative plural
- vocative
- accusative singular inanimate
- accusative singular animate

Pronouns
- personal nominative (я, ми)
- personal accusative (мене, тебе)
- demonstrative (той, ця)
- possessive (мій, твій)
- interrogative (чий, яка)

Adjectives
- noun–adjective agreement
- accusative singular inanimate
- accusative singular animate

Verbs
- present common
- imperative
- present common reflexive

Adverbs
- quality (добре, гарно)

Expressions
- interrogative (як, хто, що)
- date
- time, hour

Numerals
- numeral–noun agreement (numerals 1–10)

Nouns
- genitive singular following negation
- genitive singular with preposition
- locative singular
- instrumental singular
- accusative singular animate
- accusative plural inanimate
- irregular plural nominative (дівчата)

Pronouns
- personal dative (мені, вам)
- personal genitive (мене, вас)

Adjectives
- comparative, superlative
- accusative inanimate

Verbs
- past tense

Adverbs
- comparative, superlative
- quality
- time

Expressions
- date
- seasons of year
- time

Nouns
- genitive singular following negation
- dative singular
- accusative singular and plural inanimate

Pronouns
- personal instrumental (зі мною, з вами)
- personal dative

Adjectives
- comparative, superlative
- accusative singular animate

Verbs
- perfective aspect
- simple future tense

Adverbs
- comparative, superlative
- quality
- time

Expressions
- time: hours, minutes, intervals

LC–1.4
grammatical elements

(continued)

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1. 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 will be able to apply them in very limited situations. Limited fluency and confidence characterize student language.

(continued)

LC–1   attend to form

	Grade 4 **(Nine-year Program)**	**Grade 5** **(Nine-year Program)**	**Grade 6** **(Nine-year Program)**

Students will be able to:

b. use, in structured situations,[2] the following grammatical elements: ....

LC–1.4
grammatical elements

Grade 4	Grade 5	Grade 6
Nouns • nominative singular ***Pronouns*** • personal nominative ***Adverbs*** • quality ***Expressions*** • interrogative ***Numerals*** • numeral–noun agreement (numerals 1–10)	***Nouns*** • nominative singular • nominative plural • vocative ***Pronouns*** • personal nominative • personal accusative • demonstrative • possessive ***Adjectives*** • noun–adjective agreement ***Verbs*** • present common • imperative • present common reflexive ***Adverbs*** • quality • time ***Expressions*** • interrogative • date (not including year) • time, hour ***Numerals*** • numeral–noun agreement (numerals 11–20)	***Nouns*** • nominative • genitive singular • instrumental singular • accusative singular animate • accusative plural inanimate ***Pronouns*** • demonstrative • personal accusative • personal dative • personal genitive ***Adjectives*** • noun–adjective agreement • accusative inanimate ***Verbs*** • imperative • present common • past tense • present common reflexive ***Adverbs*** • comparative, superlative ***Expressions*** • date and time

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2. 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 the use of these linguistic elements. Students in such situations will have increased awareness and emerging control of the linguistic elements and will be able to apply them in familiar contexts with teacher guidance. Student language is characterized by increasing fluency and confidence.

(continued)

LC–1   attend to form

Grade 4 (Nine-year Program)	Grade 5 (Nine-year Program)	Grade 6 (Nine-year Program)

Students will be able to:

c. use, independently and consistently,[3] the following grammatical elements: ....

LC–1.4
grammatical elements
	Expressions
	• interrogative
	Numerals
	• numeral–noun agreement
	  (numerals 1–10)
		Nouns
		• nominative singular
		• vocative
		Pronouns
		• personal nominative
		Numerals
		• numeral–noun agreement
		  (numerals 11–20)

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3. Independently and Consistently: This term is used to describe learning situations where students use specific linguistic elements consistently in a variety of contexts with limited or no teacher guidance. Fluency and confidence characterize student language.

LC–2   interpret and produce oral texts

	Grade 4 (Nine-year Program)	**Grade 5** (Nine-year Program)	**Grade 6** (Nine-year Program)
	Students will be able to:		
LC–2.1 aural interpretation	a. understand simple spoken sentences in guided situations	a. understand short, simple oral texts in guided situations	a. understand short, simple oral texts in guided and unguided situations
LC–2.2 oral production	a. produce simple oral words and phrases in guided situations	a. produce simple oral sentences in guided situations	a. produce short, simple oral texts in guided situations
LC–2.3 interactive fluency	a. engage in simple interactions, using short, isolated lexical phrases	a. engage in simple interactions, using simple sentences	a. engage in simple interactions in guided situations

LC–3 interpret and produce written and visual texts

	Grade 4 (Nine-year Program)	Grade 5 (Nine-year Program)	Grade 6 (Nine-year Program)
	Students will be able to:		
LC–3.1 written interpretation	a. understand simple written sentences in guided situations	a. understand short, simple written texts in guided situations	a. understand short, simple written texts in guided and unguided situations
LC–3.2 written production	a. produce simple written words and phrases in guided situations	a. produce simple written sentences in guided situations	a. produce short, simple written texts in guided situations
LC–3.3 viewing	a. derive meaning from visuals and other forms of nonverbal communication in guided situations	a. derive meaning from a variety of visuals and other forms of nonverbal communication in guided situations	a. derive meaning from the visual elements of a variety of media in guided situations
LC–3.4 representing	a. use visuals and other forms of nonverbal communication to express meaning in guided situations	a. use a variety of visuals and other forms of nonverbal communication to express meaning in guided situations	a. express meaning through the use of visual elements in a variety of media in guided situations

LC–4 apply knowledge of the sociocultural context

	Grade 4 (Nine-year Program)	Grade 5 (Nine-year Program)	Grade 6 (Nine-year Program)
	Students will be able to:		
LC–4.1 register	a. speak at a volume appropriate to classroom situations b. respond to tone of voice	a. distinguish between formal and informal situations b. recognize that some topics, words or intonations are inappropriate in certain contexts	a. use informal language in familiar contexts
LC–4.2 idiomatic expressions	a. imitate age-appropriate idiomatic expressions	a. understand and use a variety of simple idiomatic expressions as set phrases	a. use learned idiomatic expressions correctly in familiar contexts
LC–4.3 variations in language	a. experience a variety of voices; i.e., male, female, young, old	a. acknowledge and accept individual differences in speech	a. experience a variety of accents, variations in speech and regional variations in language
LC–4.4 social conventions	a. imitate simple, routine social interactions b. use basic social expressions appropriate to the classroom	a. use basic politeness conventions b. use appropriate oral forms of address for people frequently encountered	a. recognize verbal behaviours that are considered impolite b. recognize simple social conventions in informal conversation; e.g., turn taking
LC–4.5 nonverbal communication	a. understand the meaning of, and imitate, some common nonverbal behaviours used in Ukrainian culture	a. experiment with using some simple nonverbal means of communication b. recognize that some nonverbal behaviours may be inappropriate in certain contexts	a. use appropriate nonverbal behaviours in a variety of familiar contexts

LC–5   apply knowledge of how discourse is organized, structured and sequenced

	Grade 4 (Nine-year Program)	Grade 5 (Nine-year Program)	Grade 6 (Nine-year Program)
	Students will be able to:		
LC–5.1 cohesion/coherence	a. imitate speech that uses simple link words	a. link words or groups of words in simple ways b. sequence elements of a simple story, process or series of events	a. link several sentences coherently b. use common conventions to structure texts
LC–5.2 text forms	a. experience a variety of oral text forms b. recognize some simple oral text forms	a. recognize some simple oral and written text forms; e.g., lists, letters, stories, songs	a. use some simple text forms in their own productions
LC–5.3 patterns of social interaction	a. respond using very simple social interaction patterns	a. initiate interactions and respond using simple social interaction patterns; e.g., request–acceptance/ nonacceptance	a. use simple conventions to open and close conversations and to manage turn taking

Global Citizenship

historical and contemporary
elements of Ukrainian culture

affirming diversity

**Students will acquire
the knowledge, skills and attitudes
to be effective global citizens.**

personal and career opportunities

GLOBAL CITIZENSHIP

The learning outcomes for Global Citizenship deal with the development of intercultural competence, encompassing some of the knowledge, skills and attitudes that students need in order to be effective global citizens. The concept of global citizenship encompasses citizenship at all levels, from the local school and community to Canada and the world.

The various components of global citizenship are grouped under three cluster headings—see the illustration on the preceding page. Under each of these headings there are several strands, identified by strand headings at the left end of each row, which show the developmental flow of learning from grade to grade. Each strand deals with a single aspect of intercultural competence. For example, under the cluster heading "historical and contemporary elements of Ukrainian culture," there are strands for accessing/analyzing cultural knowledge, knowledge of Ukrainian culture, applying cultural knowledge, diversity within Ukrainian culture and valuing Ukrainian culture.

Developing cultural knowledge and skills is a lifelong process. Knowledge of one's own culture is acquired over a lifetime. Cultures change over time. Rather than simply developing a bank of knowledge about Ukrainian culture, it is more important for students to develop skills in accessing and understanding information about culture and in applying that knowledge for the purposes of interaction and communication. Students will gain cultural knowledge in the process of developing these skills. In this way, if they encounter elements of the culture they have not learned about in class, they will have the skills and abilities to deal with them effectively and appropriately.

The "affirming diversity" heading covers knowledge, skills and attitudes that are developed as a result of bringing other languages and cultures into relationship with one's own. There is a natural tendency when learning a new language and culture to compare it with what is familiar. Many students leave a second language learning experience with a heightened awareness and knowledge of their own language and culture.

They will also be able to make some generalizations about languages and cultures based on their experiences and those of their classmates, who may have a variety of cultural backgrounds. This will provide students with an understanding of diversity within both a global and a Canadian context.

GC–1   historical and contemporary elements of Ukrainian culture

	Grade 4 (Nine-year Program)	**Grade 5** (Nine-year Program)	**Grade 6** (Nine-year Program)
	Students will be able to:		
GC–1.1 accessing/analyzing cultural knowledge	a. participate in activities and experiences that reflect elements of Ukrainian culture b. ask questions, using English, about elements of Ukrainian culture	a. make observations of Ukrainian culture; e.g., as it is portrayed in texts and in the community b. seek out information about Ukrainian culture from authentic sources	a. compare some elements of Ukrainian culture with their own personal experiences
GC–1.2 knowledge of Ukrainian culture	a. participate in activities and experiences that reflect elements of Ukrainian culture	a. participate in activities and experiences that reflect elements of Ukrainian culture	a. explore some elements of Ukrainian culture b. identify some things they have in common with Ukrainian speakers their own age
GC–1.3 applying cultural knowledge	a. recognize elements of Ukrainian culture in the classroom	a. identify elements of Ukrainian culture in the school and community	a. identify commonalities and differences between Ukrainian culture and their own culture b. apply knowledge of Ukrainian culture to interpret similarities and differences between Ukrainian culture and their own culture
GC–1.4 diversity within Ukrainian culture	a. experience diverse elements of Ukrainian culture	a. identify some elements that reflect diversity within Ukrainian culture	a. identify variations among groups within Ukrainian culture b. apply knowledge of Ukrainian culture to interpret variations among groups within the culture
GC–1.5 valuing Ukrainian culture	a. participate in cultural activities and experiences	a. participate in cultural activities and experiences	a. seek out information about people their own age who speak Ukrainian and identify similarities

GC–2   affirming diversity

	Grade 4 **(Nine-year Program)**	**Grade 5** **(Nine-year Program)**	**Grade 6** **(Nine-year Program)**
	Students will be able to:		
GC–2.1 awareness of first language	a. distinguish between their first language and Ukrainian	a. identify similarities between their first language and Ukrainian	a. identify similarities and differences between their first language and Ukrainian
GC–2.2 general language knowledge	a. explore the variety of languages spoken by those around them b. identify similarities among words from different languages within their personal experience	a. identify differences and similarities among writing systems from different languages within their personal experience b. describe ways that languages can be taught and learned	a. recognize that in any language there are different words for the same thing
GC–2.3 awareness of own culture	a. explore similarities between their own culture and other cultures	a. recognize similarities between their own culture and other cultures b. make connections between individuals or situations in texts and their own personal experiences	a. recognize and identify similarities and differences between their own culture and other cultures
GC–2.4 general cultural knowledge	a. participate in activities and experiences that reflect elements of different cultures	a. recognize that a variety of cultural practices are followed by their schoolmates and by different groups in their community b. recognize that culture is expressed through a variety of forms	a. recognize that speakers of the same language may come from different cultural backgrounds b. recognize some of the factors that affect the culture of a particular region
GC–2.5 valuing diversity	a. interact with others	a. engage in activities that reflect other ways of doing things	a. engage in activities that reflect other ways of doing things b. recognize the limitations of adopting a single perspective
GC–2.6 intercultural skills	a. adapt to new situations	a. listen appropriately to others b. initiate and maintain new relationships	a. reflect on their actions and the implications of their actions for others b. explore how their perspective is shaped by a variety of factors

General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–3   personal and career opportunities

	Grade 4 (Nine-year Program)	**Grade 5** (Nine-year Program)	**Grade 6** (Nine-year Program)
	Students will be able to:		
GC–3.1 Ukrainian culture and language	a. identify reasons for learning Ukrainian	a. identify ways in which they have used their knowledge of the Ukrainian language and culture	a. identify some careers for which knowledge of Ukrainian is useful b. identify some places that they could visit where Ukrainian is spoken
GC–3.2 cultural and linguistic diversity	a. suggest reasons for participating in activities and experiences that reflect elements of different cultures	a. identify ways in which they have used their knowledge of different languages and cultures	a. identify some careers for which knowledge of different languages and cultures is useful b. identify countries where there is linguistic and cultural diversity

Strategies

language learning

language use

Students will know and use strategies
to maximize the effectiveness
of learning and communication.

general learning
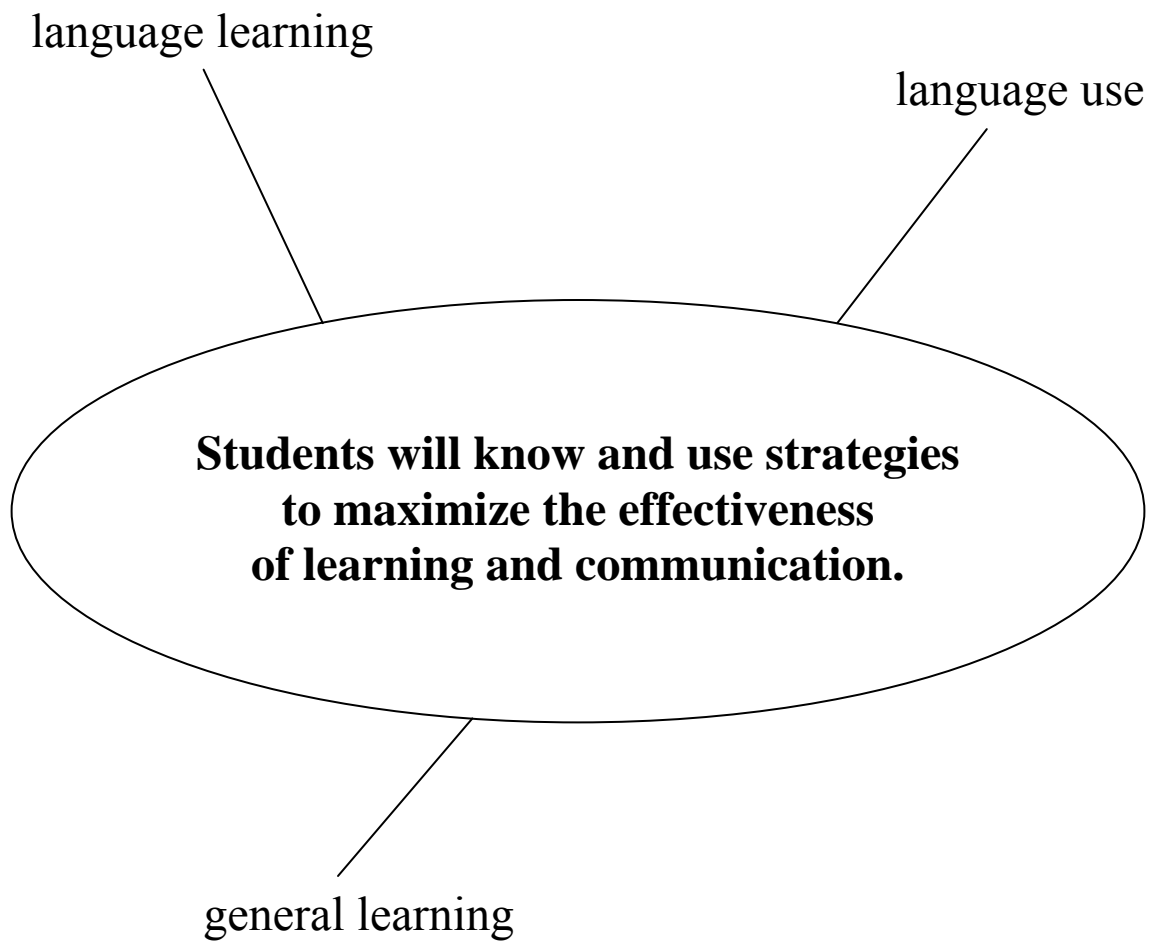
STRATEGIES

Under the Strategies heading are specific outcomes that will help students learn and communicate more **effectively**. Strategic competence has long been recognized as an important component of communicative competence. The learning outcomes that follow deal not only with compensation and repair strategies, important in the early stages of language learning when proficiency is low, but with strategies for language learning, language use in a broader sense, as well as general learning strategies that help students acquire content. Although people may use strategies unconsciously, the learning outcomes deal only with the **conscious use** of strategies.

The strategies are grouped under three cluster headings—see the illustration on the preceding page. Under each of these headings there are several strands that show the development of awareness and skill in using strategies from grade to grade. Each strand, identified by a strand heading at the left end of the row, 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 at a particular grade level. 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 sample list of strategies below. The specific strategies provided in the sample 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.

SAMPLE LIST OF STRATEGIES

Language Learning Strategies

Cognitive
- listen attentively
- perform actions to match the 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
- repeat words or phrases in the course of performing a language task
- make personal dictionaries
- experiment with various elements of Ukrainian
- use mental images to remember new information
- group together sets of things—vocabulary, structures—with similar characteristics
- identify similarities and differences between aspects of Ukrainian and your own language
- 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 your own language
- find information, using reference materials such as 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 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, speaking, reading and writing process
- decide in advance to attend to specific aspects of input
- listen or read for key words
- evaluate your 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 factors that might hinder successful completion of a task, and seek solutions
- monitor your speech and writing to check for persistent errors
- be aware of your strengths and weaknesses, identify your 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 to try unfamiliar tasks and approaches
- repeat new words and expressions occurring in your 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 your own rewards when successful

Language Use Strategies

Interactive
- use words from your first language to get meaning across
- acknowledge being spoken to
- interpret and use a variety of nonverbal cues to communicate; e.g., mime, pointing, gestures, pictures
- indicate lack of understanding verbally or nonverbally; e.g., Вибачте/Перепрошую, я не розумію., raised eyebrows, blank look
- ask for clarification or repetition when you do not understand; e.g., Прошу повторіть., Що ви сказали?, Що прошу?
- use other speakers' words in subsequent conversations
- assess feedback from a conversation partner to recognize when a message has not been understood
- start again, using a different tactic, when communication breaks down; e.g., Я хотів сказати, що…, Це означає, що…, Тобто…
- use a simple word similar to the concept to convey the concept, and invite correction; e.g., риба for лосось

- invite others into the discussion
- ask for confirmation that a form used is correct; e.g., Чи так можна казати?, Чи це правильно?, Чи так говорять?
- use a range of fillers, hesitation devices and gambits to sustain conversations; e.g., Скажім, Отже, І так, От, Значить, Ну
- use circumlocution to compensate for lack of vocabulary; e.g., те, на що вішають одяг for вішак
- repeat part of what someone has said to confirm mutual understanding; e.g., Так що, на вашу думку,…, І так, на ваш погляд,…, Ви кажете, що…, Так, як я розумію,…
- summarize the point reached in a discussion to help focus the talk
- ask follow-up questions to check for understanding; e.g., Чи це зрозуміло?, Чи ти розумієш?
- use suitable phrases to intervene in a discussion; e.g., Говорячи про…, Щодо (чого), то…, На рахунок (чого),…, Наприклад,…
- self-correct if errors lead to misunderstandings; e.g., Я хотіла сказати, що…, Я намагалася сказати, що…, Я мала на увазі те, що…

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 you expect to hear 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 your 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 that are 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 your 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, research, 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 your own text
- revise and correct final versions of texts
- 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
- write down key words and concepts in abbreviated form 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 your efforts can affect learning
- reflect upon your 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 your needs and interests
- manage your physical working environment
- keep a learning journal, such as a diary or a log

- develop criteria for evaluating your work
- discuss strategies with others to monitor your learning
- take responsibility for planning, monitoring and evaluating your learning experiences

Social/Affective
- watch others' actions and copy them
- seek help from others
- follow your 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 to try unfamiliar tasks and approaches
- monitor your 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 for Strategies
Students will know and use strategies to maximize the **effectiveness** of learning and communication.

S–1   language learning

	Grade 4 **(Nine-year Program)**	**Grade 5** **(Nine-year Program)**	**Grade 6** **(Nine-year Program)**
	Students will be able to:		
S–1.1 cognitive	a. use simple cognitive strategies, with guidance, to enhance language learning	a. use a variety of simple cognitive strategies, with guidance, to enhance language learning	a. identify and use a variety of cognitive strategies, with guidance, to enhance language learning
S–1.2 metacognitive	a. use simple metacognitive strategies, with guidance, to enhance language learning	a. use a variety of simple metacognitive strategies, with guidance, to enhance language learning	a. identify and use a variety of metacognitive strategies, with guidance, to enhance language learning
S–1.3 social/affective	a. use simple social and affective strategies, with guidance, to enhance language learning	a. use a variety of simple social and affective strategies, with guidance, to enhance language learning	a. identify and use a variety of social and affective strategies, with guidance, to enhance language learning

See pages 30 and 31 for a sample list of language learning strategies.

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| **General Outcome for Strategies** |
| Students will know and use strategies to maximize the **effectiveness** of learning and |
| communication. |
+---+

S–2   language use

	Grade 4 (Nine-year Program)	Grade 5 (Nine-year Program)	Grade 6 (Nine-year Program)
	Students will be able to:		
S–2.1 interactive	a. use simple interactive strategies, with guidance, to enhance language use	a. use a variety of simple interactive strategies, with guidance, to enhance language use	a. identify and use a variety of interactive strategies, with guidance, to enhance language use
S–2.2 interpretive	a. use simple interpretive strategies, with guidance, to enhance language use	a. use a variety of simple interpretive strategies, with guidance, to enhance language use	a. identify and use a variety of interpretive strategies, with guidance, to enhance language use
S–2.3 productive	a. use simple productive strategies, with guidance, to enhance language use	a. use a variety of simple productive strategies, with guidance, to enhance language use	a. identify and use a variety of productive strategies, with guidance, to enhance language use

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| **See pages 31 and 32 for a sample list of language use strategies.** |
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General Outcome for Strategies

Students will know and use strategies to maximize the **effectiveness** of learning and communication.

S–3   general learning

	Grade 4 (Nine-year Program)	Grade 5 (Nine-year Program)	Grade 6 (Nine-year Program)
	Students will be able to:		
S–3.1 cognitive	a. use simple cognitive strategies, with guidance, to enhance general learning	a. use simple cognitive strategies to enhance general learning	a. identify and use a variety of cognitive strategies, with guidance, to enhance general learning
S–3.2 metacognitive	a. use simple metacognitive strategies, with guidance, to enhance general learning	a. use simple metacognitive strategies to enhance general learning	a. identify and use a variety of metacognitive strategies, with guidance, to enhance general learning
S–3.3 social/affective	a. use simple social and affective strategies, with guidance, to enhance general learning	a. use simple social and affective strategies to enhance general learning	a. identify and use a variety of social and affective strategies, with guidance, to enhance general learning

See page 33 for a sample list of general learning strategies.