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# UKRAINIAN LANGUAGE AND CULTURE NINE-YEAR PROGRAM GRADES 7–8–9

This program of studies is intended for students who began their study of Ukrainian language and culture in Grade 4. It constitutes the fourth, fifth and sixth 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.

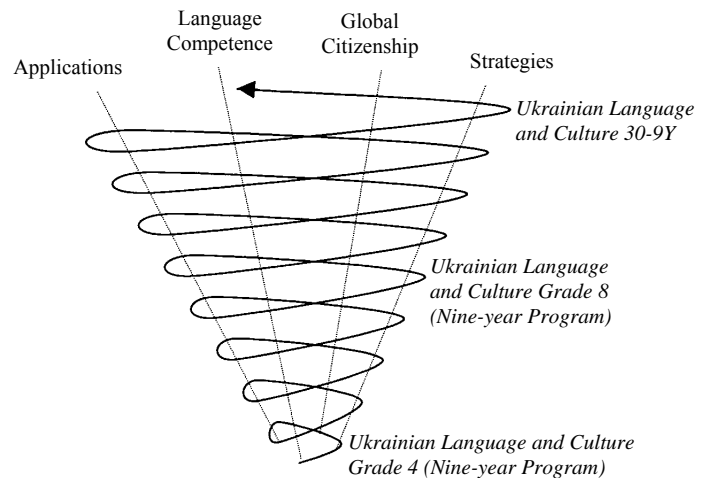
**Interpretation** is receptive communication of oral and written messages in contexts where the listener or reader is not in direct contact with the creator of the message. While there is no opportunity to ask for clarification, there is sometimes the possibility of rereading or listening again, consulting 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.



## 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

|  |   |
|--|---|
| <h2 style="text-align: center;">Applications [A]</h2>  <p>Students will use Ukrainian in a variety of <b>situations</b> and for a variety of <b>purposes</b>.</p> <ul style="list-style-type: none"> <li>A-1 to impart and receive information</li> <li>A-2 to express emotions and personal perspectives</li> <li>A-3 to get things done</li> <li>A-4 to form, maintain and change interpersonal relationships</li> <li>A-5 to extend their knowledge of the world</li> <li>A-6 for imaginative purposes and personal enjoyment</li> </ul> | <h2 style="text-align: center;">Language Competence [LC]</h2>  <p>Students will use Ukrainian <b>effectively</b> and <b>competently</b>.</p> <ul style="list-style-type: none"> <li>LC-1 attend to form</li> <li>LC-2 interpret and produce oral texts</li> <li>LC-3 interpret and produce written and visual texts</li> <li>LC-4 apply knowledge of the sociocultural context</li> <li>LC-5 apply knowledge of how discourse is organized, structured and sequenced</li> </ul> |
| <h2 style="text-align: center;">Global Citizenship [GC]</h2>  <p>Students will acquire the knowledge, skills and attitudes to be effective <b>global citizens</b>.</p> <ul style="list-style-type: none"> <li>GC-1 historical and contemporary elements of Ukrainian culture</li> <li>GC-2 affirming diversity</li> <li>GC-3 personal and career opportunities</li> </ul>   | <h2 style="text-align: center;">Strategies [S]</h2>  <p>Students will know and use strategies to maximize the <b>effectiveness</b> of learning and communication.</p> <ul style="list-style-type: none"> <li>S-1 language learning</li> <li>S-2 language use</li> <li>S-3 general learning</li> </ul>  |

# 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 7**  
(Nine-year Program)

**Grade 8**  
(Nine-year Program)

**Grade 9**  
(Nine-year Program)

*Students will be able to:*

|   |  |   |  |
|---|--|---|--|
| <b>LC-5.1</b><br>cohesion/coherence             | <p>a. organize texts to indicate steps in a procedure or directions to follow</p> <p>b. interpret simple references within texts; e.g., pronouns</p> | <p>a. organize texts, using common patterns; e.g., cause and effect, straightforward time sequencing</p>  | <p>a. use a variety of conventions to structure texts; e.g., titles, paragraphs, letter forms</p> <p>b. interpret and use references within texts; e.g., demonstratives (цей/ця/це/ці; той/та/те/ті)</p> |
| <b>LC-5.2</b><br>text forms                     | <p>a. recognize a variety of text forms delivered through a variety of media; e.g., videotaped instructions, reports with visuals</p>                | <p>a. examine and identify the organizational structure of a variety of text forms; e.g., folk tales, newspaper articles, instructions for a game</p> | <p>a. use a variety of familiar text forms and media in their own productions; e.g., comic strips, letters, radio or television reports, articles, thank-you notes, birthday invitations</p>             |
| <b>LC-5.3</b><br>patterns of social interaction | <p>a. initiate interactions and respond, using a variety of social interaction patterns; e.g., casual conversation with classmates</p>               | <p>a. initiate interactions and respond, using a variety of social interaction patterns; e.g., routine telephone calls</p>                            | <p>a. engage in simple social interaction patterns by using expanded vocabulary; e.g., invitation-acceptance/refusal with explanation</p>  |

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

specific outcome statements for each grade

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

strand headings for specific outcomes





# 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 7**  
(Nine-year Program)

**Grade 8**  
(Nine-year Program)

**Grade 9**  
(Nine-year Program)

*Students will be able to:*

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|                                       |  |   |  |
|---------------------------------------|--|---|--|
| A-1.1<br>share factual<br>information | a. provide information on several aspects of a topic | a. provide information, including details | a. share information about events that took place in the past or that may take place in the future |
|                                       |  |   |  |
|                                       |  |   |  |

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### A-2 to express emotions and personal perspectives

*Students will be able to:*

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|  |  |   |  |
|--|--|---|--|
| A-2.1<br>share ideas, thoughts,<br>opinions, preferences | a. inquire about and express agreement/disagreement                                  | a. inquire about and express interest/lack of interest and satisfaction/dissatisfaction | a. inquire about and express probability and certainty   |
|  |  |   |  |
| A-2.2<br>share emotions,<br>feelings                     | a. inquire about and express emotions and feelings in a variety of familiar contexts | a. express feelings in a variety of situations  | a. express emotions and feelings in a variety of situations; e.g., in regard to a work of art or music |
|  |  | b. inquire about feelings in a variety of situations                                    | b. inquire about emotions and feelings in a variety of situations                                      |

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## General Outcome for Applications

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

### A-3 to get things done

|  | <b>Grade 7</b><br>(Nine-year Program)  | <b>Grade 8</b><br>(Nine-year Program)  | <b>Grade 9</b><br>(Nine-year Program)   |
|--|--|--|---|
| <i>Students will be able to:</i>           |  |  |   |
| <b>A-3.1</b><br>guide actions<br>of others | a. make a suggestion in a variety of situations<br><br>b. respond to a suggestion in a variety of situations | a. give and respond to advice and warnings   | a. make and respond to suggestions or requests in formal situations; e.g., in a public library or post office |
| <b>A-3.2</b><br>state personal<br>actions  | a. state personal actions in a variety of situations   | a. express, in a variety of situations, intention to do something  | a. accept or decline an offer or an invitation, with an explanation   |
| <b>A-3.3</b><br>manage group<br>actions    | a. check for agreement and understanding<br><br>b. express disagreement in an appropriate way                | a. express appreciation, enthusiasm, support and respect for the contributions of others<br><br>b. negotiate in a simple way with peers in a small group | a. elaborate on or clarify another group member's contribution  |

### A-4 to form, maintain and change interpersonal relationships

*Students will be able to:*

|  |  |   |   |
|--|--|---|---|
| <b>A-4.1</b><br>manage personal<br>relationships | a. initiate and participate in informal exchanges with classmates<br><br>b. make and break social engagements in an appropriate manner | a. use routine means of interpersonal communication; e.g., telephone calls, personal notes, e-mail messages | a. offer and respond to congratulations and express sympathy and regret |
|--|--|---|---|

## 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 7 (Nine-year Program)

#### Grade 8 (Nine-year Program)

#### Grade 9 (Nine-year Program)

*Students will be able to:*

|   |   |   |   |
|---|---|---|---|
| A-5.1<br>discover and<br>explore            | a. ask questions to gain knowledge and clarify understanding                                  | a. explore and express meaning in a variety of ways; e.g., by drawing a diagram, making a model, rephrasing                                       | a. explore background knowledge about familiar topics and make connections to personal experiences    |
| A-5.2<br>gather and organize<br>information | a. gather information from a variety of resources; e.g., print, human, multimedia, electronic | a. organize and manipulate information; e.g., transform information from texts into other forms, such as tables, diagrams, story maps, flowcharts | a. gather information, using a prepared format; e.g., interview people, using prepared questions      |
| A-5.3<br>solve problems                     | a. describe and examine a problem, then propose solutions                                     | a. generate and evaluate alternative solutions to problems  | a. use information collected from various sources to solve problems                                   |
| A-5.4<br>explore opinions<br>and values     | a. provide reasons for their opinions   | a. distinguish fact from opinion  | a. explore how values influence behaviour; e.g., describe characters in a story and their motivations |

## General Outcome for Applications

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

### A-6 for imaginative purposes and personal enjoyment

**Grade 7**  
(Nine-year Program)

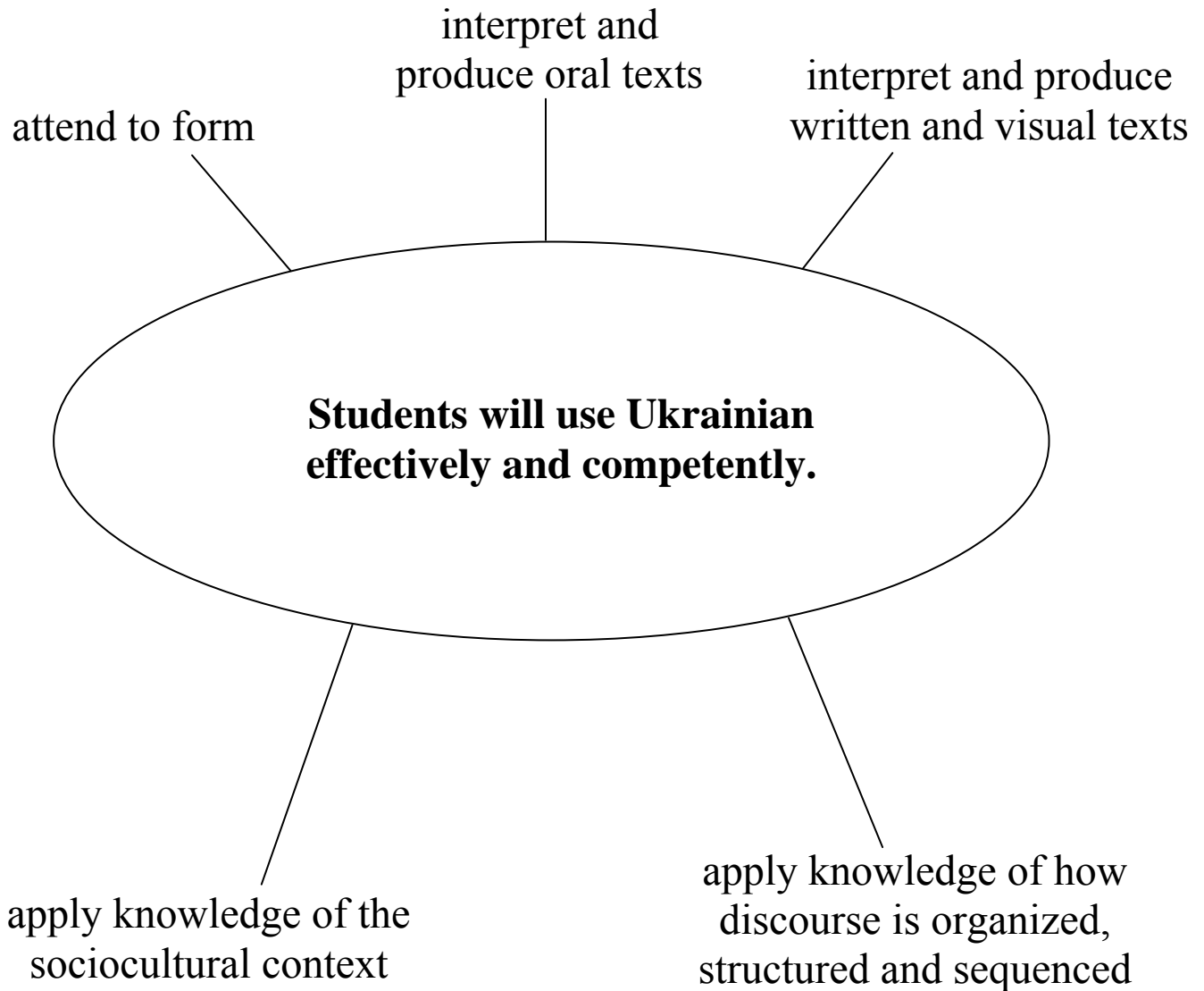
**Grade 8**  
(Nine-year Program)

**Grade 9**  
(Nine-year Program)

*Students will be able to:*

|                                      |  |  |   |
|--------------------------------------|--|--|---|
| A-6.1<br>humour/fun                  | a. use Ukrainian, through a variety of classroom activities, for fun and to understand simple humour                 | a. use Ukrainian for fun and to understand and express simple humour; e.g., learn and perform songs, dances, short plays | a. use Ukrainian for fun and to interpret and express humour; e.g., interpret idiomatic expressions and figures of speech literally, using illustrations or short skits |
| A-6.2<br>creative/aesthetic purposes | a. use Ukrainian creatively and for aesthetic purposes; e.g., experiment with the sounds and rhythms of the language | a. use Ukrainian creatively and for aesthetic purposes; e.g., write simple short stories                                 | a. use Ukrainian creatively and for aesthetic purposes; e.g., write new words to a known melody or create a rap   |
| A-6.3<br>personal enjoyment          | a. use Ukrainian for personal enjoyment; e.g., learn a craft or a dance  | a. use Ukrainian for personal enjoyment; e.g., find a pen pal/key pal and exchange letters/messages                      | a. use Ukrainian for personal enjoyment; e.g., use the Internet to explore the Ukrainian culture  |

# Language Competence



## 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.

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

**LC-1 attend to form**

|                                  | <b>Grade 7<br/>(Nine-year Program)</b>  | <b>Grade 8<br/>(Nine-year Program)</b>   | <b>Grade 9<br/>(Nine-year Program)</b>   |
|----------------------------------|---|--|--|
| <i>Students will be able to:</i> |   |  |  |
| <b>LC-1.1</b><br>phonology       | a. identify and reproduce some critical sound distinctions that are important for meaning   | a. reproduce the pronunciation of familiar and unfamiliar words  | a. use intonation, stress and rhythm appropriately in familiar situations  |
| <b>LC-1.2</b><br>orthography     | a. recognize and use spelling rules and mechanical conventions correctly with familiar words<br>b. use handwriting for written communication  | a. recognize and use spelling rules and mechanical conventions correctly with familiar words and phrases<br>b. use handwriting for written communication   | a. recognize and use spelling rules and mechanical conventions correctly with familiar and unfamiliar words and phrases<br>b. use handwriting for written communication  |
| <b>LC-1.3</b><br>lexicon         | a. use a range of words and phrases within a variety of lexical fields, including: <ul style="list-style-type: none"> <li>• community</li> <li>• sports/games</li> <li>• transportation/travel</li> <li>• family traditions</li> <li>• food and eating out</li> <li>• any other lexical fields that meet their needs and interests</li> </ul> | a. use a range of words and phrases within a variety of lexical fields, including: <ul style="list-style-type: none"> <li>• relationships</li> <li>• vacation</li> <li>• entertainment/music</li> <li>• conflicts/problems</li> <li>• fashion</li> <li>• any other lexical fields that meet their needs and interests</li> </ul> | a. use a range of words and phrases within a variety of lexical fields, including: <ul style="list-style-type: none"> <li>• occupations</li> <li>• identity/style</li> <li>• health/wellness</li> <li>• social events</li> <li>• pop culture in the contemporary Ukrainian-speaking world</li> <li>• any other lexical fields that meet their needs and interests</li> </ul> |

(continued)



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

(continued)

**LC-1 attend to form**

**Grade 7**  
**(Nine-year Program)**

**Grade 8**  
**(Nine-year Program)**

**Grade 9**  
**(Nine-year Program)**

*Students will be able to:*

LC-1.4  
grammatical elements

a. use, in modelled situations,<sup>1</sup> the following grammatical elements: .....

**Nouns**

- genitive singular/plural
- accusative singular/plural animate

**Pronouns**

- interrogative (хто, що, скільки, котрий)

**Adjectives**

- comparative/superlative
- accusative plural animate
- locative singular

**Verbs**

- common of motion (іти, їхати)
- simple future tense
- perfective aspect

**Adverbs**

- location, direction (тут, сюди, далеко, близько, всюди, внизу, вгорі, навкруги, навколо)

**Numerals**

- 5 and higher and noun agreement

**Nouns**

- instrumental plural
- locative plural

**Pronouns**

- personal dative (мені, тобі, йому, їй)

**Adjectives**

- genitive singular
- dative singular
- locative singular

**Verbs**

- -ся + instrumental (користуватися, гордитися, тішитися)
- perfective/imperfective aspects

**Adverbs**

- quantity (багато)

**Numerals**

- 5 and higher and noun agreement

**Nouns**

- irregular plural
- accusative
- genitive
- dative plural (дівчатам, хлопцям)
- irregular plural of locative, instrumental, dative

**Pronouns**

- personal locative (на мені, на тобі, на ній, на ньому)

**Adjectives**

- locative plural
- dative plural
- instrumental plural

**Verbs**

- frequency
- perfective/imperfective aspects

**Adverbs**

- definite, indefinite (колинебудь/коли-небудь, колись)

(continued)

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.

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

(continued)

**LC-1 attend to form**

**Grade 7**  
(Nine-year Program)

**Grade 8**  
(Nine-year Program)

**Grade 9**  
(Nine-year Program)

*Students will be able to:*

b. use, in structured situations,<sup>2</sup> the following grammatical elements: .....

LC-1.4  
grammatical elements

**Nouns**

- accusative singular/plural animate
- accusative singular/plural inanimate
- genitive singular
- nominative plural
- locative singular
- instrumental singular
- dative singular

**Pronouns**

- possessive
- personal accusative (мене, тебе, вас, нас)
- personal instrumental (зі мною, з нами)

**Adjectives**

- noun–adjective agreement
- accusative singular inanimate (новий зошит, нову книжку, нове радіо)

**Verbs**

- imperative
- past tense
- present common
- present common reflexive
- simple future tense

**Adverbs**

- comparative, superlative

**Expressions**

- date and time: hours, minutes, intervals

**Numerals**

- 1–4 and noun agreement, all genders

**Nouns**

- accusative singular/plural animate
- accusative singular/plural inanimate
- genitive plural
- dative singular

**Pronouns**

- possessive
- personal accusative singular (мене, його, її)
- personal instrumental

**Adjectives**

- noun–adjective agreement
- accusative singular
- locative singular

**Verbs**

- imperative
- common of motion
- simple future tense
- past tense
- present common reflexive (цікавитися, займатися)

**Adverbs**

- location, direction
- comparative, superlative

**Expressions**

- date and time

**Numerals**

- 5 and higher and noun agreement

**Nouns**

- accusative singular/plural animate
- accusative singular/plural inanimate
- genitive singular/plural
- dative singular/plural
- locative plural
- instrumental plural

**Pronouns**

- personal dative
- personal instrumental

**Adjectives**

- accusative singular
- genitive singular
- dative singular
- locative singular
- instrumental singular

**Verbs**

- -ся + instrumental (користуватися, гордитися, тішитися)
- common of motion
- simple future tense
- perfective aspect

**Adverbs**

- quantity (багато)
- location, direction

**Numerals**

- 5 and higher and noun agreement

(continued)

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.

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

(continued)

**LC-1 attend to form**

**Grade 7**  
**(Nine-year Program)**

**Grade 8**  
**(Nine-year Program)**

**Grade 9**  
**(Nine-year Program)**

*Students will be able to:*

c. use, independently and consistently,<sup>3</sup> the following grammatical elements: .....

LC-1.4  
 grammatical elements

**Nouns**

- nominative plural

**Pronouns**

- demonstrative

**Adjectives**

- noun–adjective agreement (nominative)
- accusative plural inanimate

**Verbs**

- present common

**Nouns**

- nominative irregular plural
- genitive singular
- locative singular
- instrumental singular

**Adjectives**

- accusative singular inanimate

**Verbs**

- imperative
- modal verbs: подобатися, любити, хотіти

**Adverbs**

- comparative, superlative

**Numerals**

- 1–4 and noun agreement

**Expressions**

- date and time

**Nouns**

- genitive singular

**Pronouns**

- possessive
- personal accusative singular

- genitive singular

**Verbs**

- present common reflexive
- past tense
- imperative

**Adjectives**

- noun–adjective agreement (accusative)

- accusative singular inanimate

- comparative, superlative

**Expressions**

- time expressions using ordinal numbers (i.e., о першій годині)

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.

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

**LC-2 interpret and produce oral texts**

**Grade 7**  
 (Nine-year Program)

**Grade 8**  
 (Nine-year Program)

**Grade 9**  
 (Nine-year Program)

*Students will be able to:*

|                                   |   |  |  |
|-----------------------------------|---|--|--|
| LC-2.1<br>aural<br>interpretation | a. understand a variety of short, simple oral texts in guided and unguided situations         | a. understand short oral texts on unfamiliar topics in guided situations             | a. understand short oral texts on unfamiliar topics in guided situations       |
| LC-2.2<br>oral<br>production      | a. produce a variety of short, simple oral texts in guided situations                         | a. produce short oral texts in guided and unguided situations                        | a. produce short oral texts in guided and unguided situations                  |
| LC-2.3<br>interactive<br>fluency  | a. manage simple, routine interactions, asking for repetition or clarification when necessary | a. manage simple, short interactions with ease, using pauses for planning and repair | a. engage in short, spontaneous exchanges, with pauses for planning and repair |

## General Outcome for Language Competence

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

### LC-3 interpret and produce written and visual texts

**Grade 7**  
(Nine-year Program)

**Grade 8**  
(Nine-year Program)

**Grade 9**  
(Nine-year Program)

*Students will be able to:*

|  |   |   |   |
|--|---|---|---|
| <b>LC-3.1</b><br>written<br>interpretation | a. understand a variety of short, simple written texts on familiar topics in guided and unguided situations | a. understand short written texts on familiar and unfamiliar topics in guided situations                                | a. understand short written texts on familiar and unfamiliar topics in guided situations                                |
| <b>LC-3.2</b><br>written<br>production     | a. produce a variety of short, simple written texts in guided situations                                    | a. produce short, simple written texts on familiar topics in guided and unguided situations                             | a. produce a variety of short, simple written texts on familiar topics in guided and unguided situations                |
| <b>LC-3.3</b><br>viewing                   | a. derive meaning from visual elements in a variety of media in guided situations                           | a. derive meaning from visual elements in a variety of media in guided and unguided situations                          | a. derive meaning from visual elements in a variety of media in guided and unguided situations                          |
| <b>LC-3.4</b><br>representing              | a. express meaning through verbal and nonverbal communication in a variety of media in guided situations    | a. express meaning through the use of verbal and nonverbal communication in a variety of guided and unguided situations | a. express meaning through the use of verbal and nonverbal communication in a variety of guided and unguided situations |

## General Outcome for Language Competence

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

### LC-4 apply knowledge of the sociocultural context

**Grade 7**  
(Nine-year Program)

**Grade 8**  
(Nine-year Program)

**Grade 9**  
(Nine-year Program)

*Students will be able to:*

|  |   |  |   |
|--|---|--|---|
| <b>LC-4.1</b><br>register                | a. identify polite and socially appropriate language in specific situations | a. explore formal and informal uses of language in a variety of contexts                           | a. use suitable, simple formal language in a variety of contexts  |
| <b>LC-4.2</b><br>idiomatic expressions   | a. use learned idiomatic expressions correctly in familiar contexts         | a. use learned idiomatic expressions in a variety of familiar contexts                             | a. examine the role of idiomatic expressions in culture   |
| <b>LC-4.3</b><br>variations in language  | a. recognize some common regional variations in language                    | a. recognize other influences resulting in variations in language; e.g., age, gender, social class | a. recognize other influences resulting in variations in language; e.g., level of education, occupation |
| <b>LC-4.4</b><br>social conventions      | a. recognize important social conventions in everyday interactions          | a. understand the use of social conventions encountered in oral and written texts                  | a. interpret and use important social conventions in interactions                                       |
| <b>LC-4.5</b><br>nonverbal communication | a. use appropriate nonverbal behaviours in a variety of familiar contexts   | a. recognize nonverbal behaviours that are considered impolite                                     | a. avoid nonverbal behaviours that are considered impolite  |

## General Outcome for Language Competence

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

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

**Grade 7**  
(Nine-year Program)

**Grade 8**  
(Nine-year Program)

**Grade 9**  
(Nine-year Program)

*Students will be able to:*

|  |   |  |   |
|--|---|--|---|
| LC-5.1<br>cohesion/coherence             | a. organize texts to indicate steps in a procedure or directions to follow  | a. organize texts, using common patterns; e.g., cause and effect, straightforward time sequencing  | a. use a variety of conventions to structure texts; e.g., titles, paragraphs, letter forms  |
|  | b. interpret simple references within texts; e.g., pronouns   |  | b. interpret and use references within texts; e.g., demonstratives<br>(цей/ця/це/ці; той/та/те/ті)  |
| LC-5.2<br>text forms                     | a. recognize a variety of text forms delivered through a variety of media; e.g., videotaped instructions, reports with visuals  | a. examine and identify the organizational structure of a variety of text forms; e.g., folk tales, newspaper articles, instructions for a game | a. use a variety of familiar text forms and media in their own productions; e.g., comic strips, letters, radio or television reports, articles, thank-you notes, birthday invitations |
| LC-5.3<br>patterns of social interaction | a. initiate interactions and respond, using a variety of social interaction patterns; e.g., casual conversation with classmates | a. initiate interactions and respond, using a variety of social interaction patterns; e.g., routine telephone calls                            | a. engage in simple social interaction patterns by using expanded vocabulary; e.g., invitation–acceptance/refusal with explanation  |

# 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.

## General Outcome for Global Citizenship

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

### GC–1 historical and contemporary elements of Ukrainian culture

**Grade 7**  
(Nine-year Program)

**Grade 8**  
(Nine-year Program)

**Grade 9**  
(Nine-year Program)

*Students will be able to:*

|  |   |   |  |
|--|---|---|--|
| <b>GC–1.1</b><br>accessing/analyzing<br>cultural knowledge | a. formulate questions about elements of Ukrainian culture beyond their immediate community                           | a. use basic research skills to find out about Ukrainian culture  | a. identify and use a variety of sources of information to find out about Ukrainian culture                |
| <b>GC–1.2</b><br>knowledge of<br>Ukrainian culture         | a. explore some elements of Ukrainian culture beyond their immediate community  | a. explore and identify some elements of Ukrainian culture beyond their immediate community                       | a. explore and identify some elements of Ukrainian culture beyond their immediate community                |
| <b>GC–1.3</b><br>applying cultural<br>knowledge            | a. apply knowledge of elements of Ukrainian culture to understand cultural behaviour that is different from their own | a. apply knowledge of elements of Ukrainian culture in interactions with people and in interpreting texts         | a. identify different perspectives on Ukrainian culture and speculate on their origins                     |
| <b>GC–1.4</b><br>diversity within<br>Ukrainian culture     | a. apply knowledge of diverse elements of Ukrainian culture in interactions with people and in interpreting texts     | a. apply knowledge of diverse elements of Ukrainian culture in interactions with people and in interpreting texts | a. identify different perspectives on diverse elements of Ukrainian culture and speculate on their origins |
| <b>GC–1.5</b><br>valuing Ukrainian<br>culture              | a. participate in, and contribute to, activities and experiences that reflect Ukrainian culture                       | a. examine their own perception of Ukrainian language and culture   | a. show understanding for those whose cultural behaviour is different from their own                       |

## General Outcome for Global Citizenship

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

### GC-2 affirming diversity

**Grade 7**  
(Nine-year Program)

**Grade 8**  
(Nine-year Program)

**Grade 9**  
(Nine-year Program)

*Students will be able to:*

|  |   |  |  |
|--|---|--|--|
| <b>GC-2.1</b><br>awareness of first language | <ul style="list-style-type: none"> <li>a. identify aspects of their personal style in language use</li> <li>b. identify some regional variations in their first language</li> </ul> | <ul style="list-style-type: none"> <li>a. identify some words in their first language that have been borrowed from other languages</li> </ul>                      | <ul style="list-style-type: none"> <li>a. identify similarities and differences between their first language and Ukrainian in both oral and written forms</li> </ul> |
| <b>GC-2.2</b><br>general language knowledge  | <ul style="list-style-type: none"> <li>a. recognize that languages can be grouped into families</li> </ul>  | <ul style="list-style-type: none"> <li>a. recognize that languages borrow from one another</li> </ul>  | <ul style="list-style-type: none"> <li>a. recognize that languages may have regional differences in pronunciation, vocabulary or structure</li> </ul>                |
| <b>GC-2.3</b><br>awareness of own culture    | <ul style="list-style-type: none"> <li>a. identify how cultural influences affect individuals</li> </ul>  | <ul style="list-style-type: none"> <li>a. identify common references shared by their own culture and other cultures</li> </ul>                                     | <ul style="list-style-type: none"> <li>a. identify some of the past and present relationships between their own culture and other cultures</li> </ul>                |
| <b>GC-2.4</b><br>general cultural knowledge  | <ul style="list-style-type: none"> <li>a. recognize that within any culture, there are important differences in the way people speak and behave</li> </ul>                          | <ul style="list-style-type: none"> <li>a. recognize the factors that affect the culture of a particular region</li> </ul>  | <ul style="list-style-type: none"> <li>a. recognize that different cultures may have different interpretations of texts, cultural practices or products</li> </ul>   |
| <b>GC-2.5</b><br>valuing diversity           | <ul style="list-style-type: none"> <li>a. demonstrate curiosity about other languages and cultures</li> </ul>   | <ul style="list-style-type: none"> <li>a. recognize and acknowledge different perspectives</li> </ul>  | <ul style="list-style-type: none"> <li>a. recognize the value of different perspectives</li> </ul>   |
| <b>GC-2.6</b><br>intercultural skills        | <ul style="list-style-type: none"> <li>a. explore representations of their own culture and Ukrainian culture created by those who live in other cultures</li> </ul>                 | <ul style="list-style-type: none"> <li>a. identify and access public and private institutions that facilitate contact with other cultures and countries</li> </ul> | <ul style="list-style-type: none"> <li>a. recognize stereotypical thinking</li> </ul>  |

## 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 7**  
(Nine-year Program)

**Grade 8**  
(Nine-year Program)

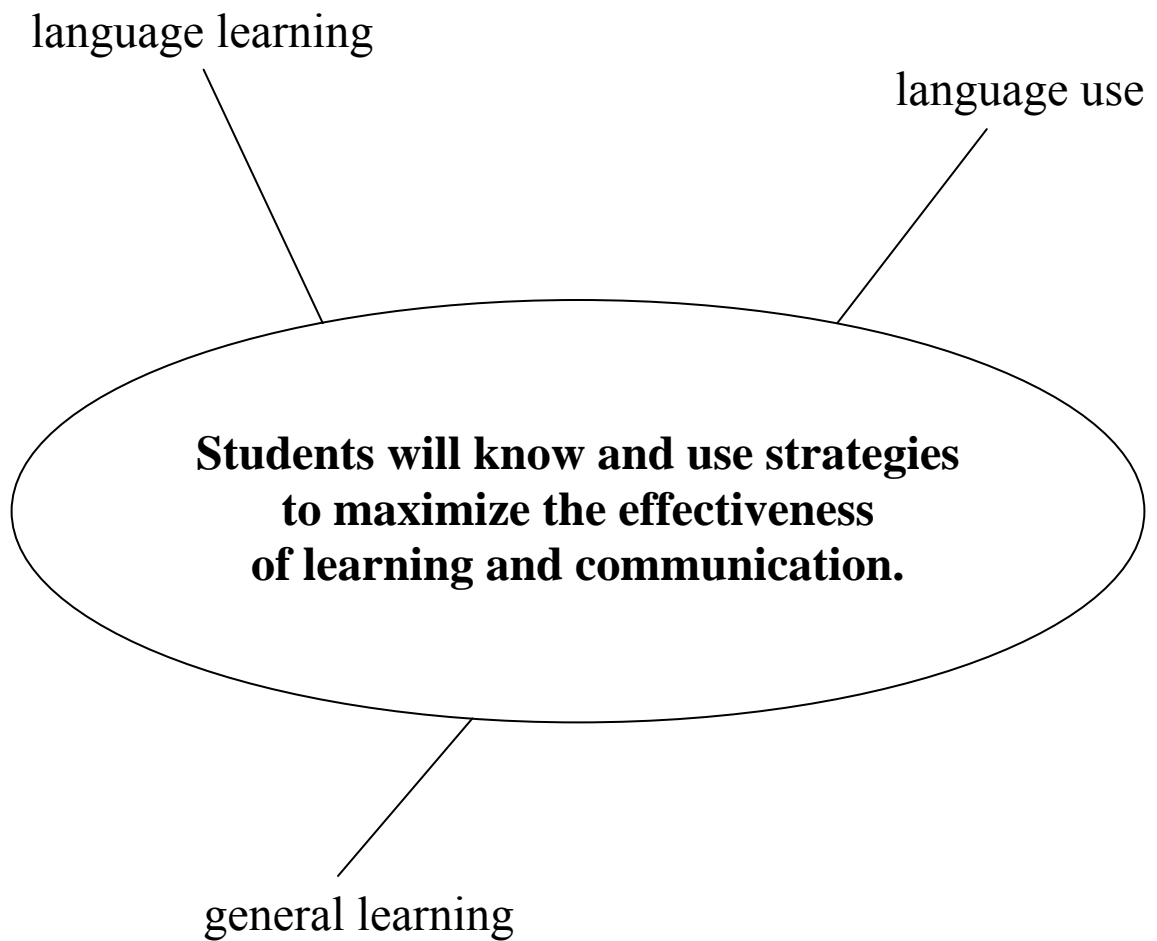
**Grade 9**  
(Nine-year Program)

*Students will be able to:*

|   |   |   |   |
|---|---|---|---|
| <b>GC-3.1</b><br>Ukrainian culture<br>and language    | a. identify aspects of Ukrainian culture that are of personal interest  | a. identify some careers that use knowledge of the Ukrainian language   | a. explore personal reasons for learning Ukrainian  |
| <b>GC-3.2</b><br>cultural and linguistic<br>diversity | a. identify aspects of different cultures that are of personal interest | a. identify some careers that use knowledge of international languages and cultures, and intercultural skills | a. explore personal reasons for learning additional languages and experiencing other cultures |



# Strategies



## 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 повторить., Що ви сказали?*
- 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., 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 7**  
(Nine-year Program)

**Grade 8**  
(Nine-year Program)

**Grade 9**  
(Nine-year Program)

*Students will be able to:*

|                                  |   |   |   |
|----------------------------------|---|---|---|
| <b>S-1.1</b><br>cognitive        | a. identify and use a variety of cognitive strategies to enhance language learning            | a. select and use a variety of cognitive strategies to enhance language learning            | a. select and use a variety of cognitive strategies to enhance language learning            |
| <b>S-1.2</b><br>metacognitive    | a. identify and use a variety of metacognitive strategies to enhance language learning        | a. select and use a variety of metacognitive strategies to enhance language learning        | a. select and use a variety of metacognitive strategies to enhance language learning        |
| <b>S-1.3</b><br>social/affective | a. identify and use a variety of social and affective strategies to enhance language learning | a. select and use a variety of social and affective strategies to enhance language learning | a. select and use a variety of social and affective strategies to enhance language learning |

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

**General Outcome for Strategies**

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

**S–2 language use**

**Grade 7**  
(Nine-year Program)

**Grade 8**  
(Nine-year Program)

**Grade 9**  
(Nine-year Program)

*Students will be able to:*

|                              |  |  |  |
|------------------------------|--|--|--|
| <b>S–2.1</b><br>interactive  | a. identify and use a variety of interactive strategies to enhance language use  | a. select and use a variety of interactive strategies to enhance language use  | a. select and use a variety of interactive strategies to enhance language use  |
| <b>S–2.2</b><br>interpretive | a. identify and use a variety of interpretive strategies to enhance language use | a. select and use a variety of interpretive strategies to enhance language use | a. select and use a variety of interpretive strategies to enhance language use |
| <b>S–2.3</b><br>productive   | a. identify and use a variety of productive strategies to enhance language use   | a. select and use a variety of productive strategies to enhance language use   | a. select and use a variety of productive strategies to enhance language use   |

**See pages 31 and 32 for a sample list of language use strategies.**

**General Outcome for Strategies**

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

**S–3 general learning**

**Grade 7**  
(Nine-year Program)

**Grade 8**  
(Nine-year Program)

**Grade 9**  
(Nine-year Program)

*Students will be able to:*

|                                  |  |  |  |
|----------------------------------|--|--|--|
| <b>S–3.1</b><br>cognitive        | a. identify and use a variety of cognitive strategies to enhance general learning            | a. select and use a variety of cognitive strategies to enhance general learning            | a. select and use a variety of cognitive strategies to enhance general learning            |
| <b>S–3.2</b><br>metacognitive    | a. identify and use a variety of metacognitive strategies to enhance general learning        | a. select and use a variety of metacognitive strategies to enhance general learning        | a. select and use a variety of metacognitive strategies to enhance general learning        |
| <b>S–3.3</b><br>social/affective | a. identify and use a variety of social and affective strategies to enhance general learning | a. select and use a variety of social and affective strategies to enhance general learning | a. select and use a variety of social and affective strategies to enhance general learning |

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