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

This program of studies is intended for students who are beginning their study of Ukrainian language and culture in Grade 7. It constitutes the first three years of Ukrainian Language and Culture Six-year (6Y) Program. The Ukrainian Language and Culture 10-6Y, 20-6Y, 30-6Y Program of Studies constitutes the last three years of the six-year program.

INTRODUCTION

The study of Ukrainian develops awareness of and sensitivity to cultural and linguistic diversity. Learning Ukrainian helps to preserve the cultural identity of those who have a family connection to Ukraine, including 1 million Canadians and 286 000 Albertans. At the same time, learning a second language enriches the identity of all Canadians. It is the best means of fostering understanding and solidarity among peoples and countries. Finally, it provides 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 living in Ukraine, Argentina, Australia, Brazil, Canada, the United Kingdom, the United States of America and Western Europe. As well, 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 enable communication in many parts of the world. Speakers of Ukrainian can make themselves understood in many countries in

Europe and can understand the languages of many Eastern European countries, in particular, Belarus, Bosnia, Bulgaria, Croatia, the Czech Republic, Macedonia, Poland, Russia, Serbia, Slovakia and Slovenia. Students should, therefore, be given the opportunity and encouragement to acquire Ukrainian as an additional language.

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, to think abstractly, and it fosters more cognitive flexibility, greater divergent thinking, creativity and metalinguistic competence.

First Language Skills and Cultural Connections

For those students who already have some knowledge of the Ukrainian language or a family connection to the culture, the study of Ukrainian offers an opportunity to renew contact with their language, culture and heritage. Some students may have acquired Ukrainian as their first

language, but live in a community where few other people speak it. For these students, the study of Ukrainian helps them to maintain and further develop literacy in their first language.

Economic Benefits

In today's world, the knowledge of a second language and culture in general, and Ukrainian in particular, provides individuals with an economic advantage. Learning another language enables them to communicate and interact effectively in the global marketplace and workplace.

ASSUMPTIONS

The following statements are assumptions that have guided the development 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 such a medium as e-mail where the exchange of information is fairly immediate. It is characterized principally by the opportunity to negotiate meaning actively; that is, helping others understand and working to understand others. Interactive communication generally requires quicker processing 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.

Lexical Fields

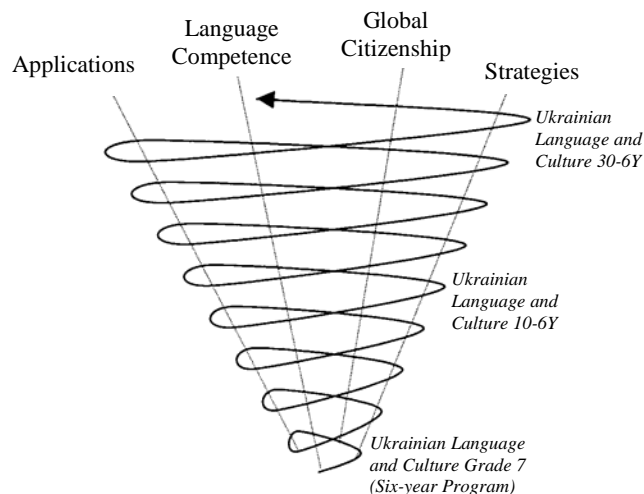
Students' language learning should focus on meaningful, functional learning activities that are structured around topics based on students' experiences and interests.

The following lexical fields are included in this program of studies. The linguistic elements that are needed to allow learners to communicate about these topics are specified in the Language Competence component under the cluster heading "attend to form."

Grades 7–8–9 (Six-year Program)	
• school	• shopping and consumerism
• family and friends	• vacation
• weather	• occupations
• home	• body/health
• community	• geography
• clothing and fashions	• any other lexical fields that meet the needs and interests of the students
• food	
• holidays/celebrations/traditions	
• leisure activities and entertainment	

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 program, 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 on the preceding pages.

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 various strategies to maximize the **effectiveness** of learning and communication.

The order in which the general outcomes are presented in the 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

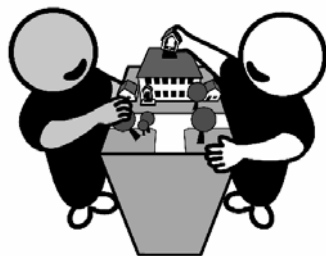
Each general outcome is further broken down into specific outcomes that students are to achieve by the end of each grade. The specific outcomes are interrelated and interdependent. In most classroom activities, a number of learning outcomes will be dealt with in an integrated manner.

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.

General Outcomes

Applications



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

- A-1 to receive and impart 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



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

- LC-1 attend to form
- LC-2 interpret and produce texts
- LC-3 apply knowledge of the sociocultural context
- LC-4 apply knowledge of how the Ukrainian language is organized, structured and sequenced

Global Citizenship



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 and valuing diversity
- GC-3 personal and career opportunities

Strategies



Students will know and use various 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-4 apply knowledge of how the Ukrainian language is organized, structured and sequenced

Grade 7
(Six-year Program)

Grade 8
(Six-year Program)

Grade 9
(Six-year Program)

Students will be able to:

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

LC-4.1 cohesion/ coherence	a. link words or groups of words with simple connectors such as conjunctions; e.g., бо, але	a. link sentences using sequencing words; e.g., перше, тоді, потім	a. use common conventions to link sentences in short texts using some connective devices; e.g., також, то, отже
LC-4.2 text forms	a. experience a variety of oral and written text forms in guided situations	a. recognize and use some simple oral and written text forms in guided situations; e.g., lists, letters, stories, songs	a. recognize a variety of oral and written text forms; e.g., recipes, invitations, messages b. produce some simple oral and written text forms in guided situations; e.g., maps, interviews, simple surveys
LC-4.3 patterns of social interaction	a. recognize and respond to simple interpersonal communication patterns; e.g., greeting patterns, leave-taking patterns	a. recognize and respond to simple social interactions in guided situations; e.g., request–acceptance/ nonacceptance	a. initiate interactions and respond using a variety of social interaction patterns in guided situations; e.g., statement–agreement/ disagreement–reaction

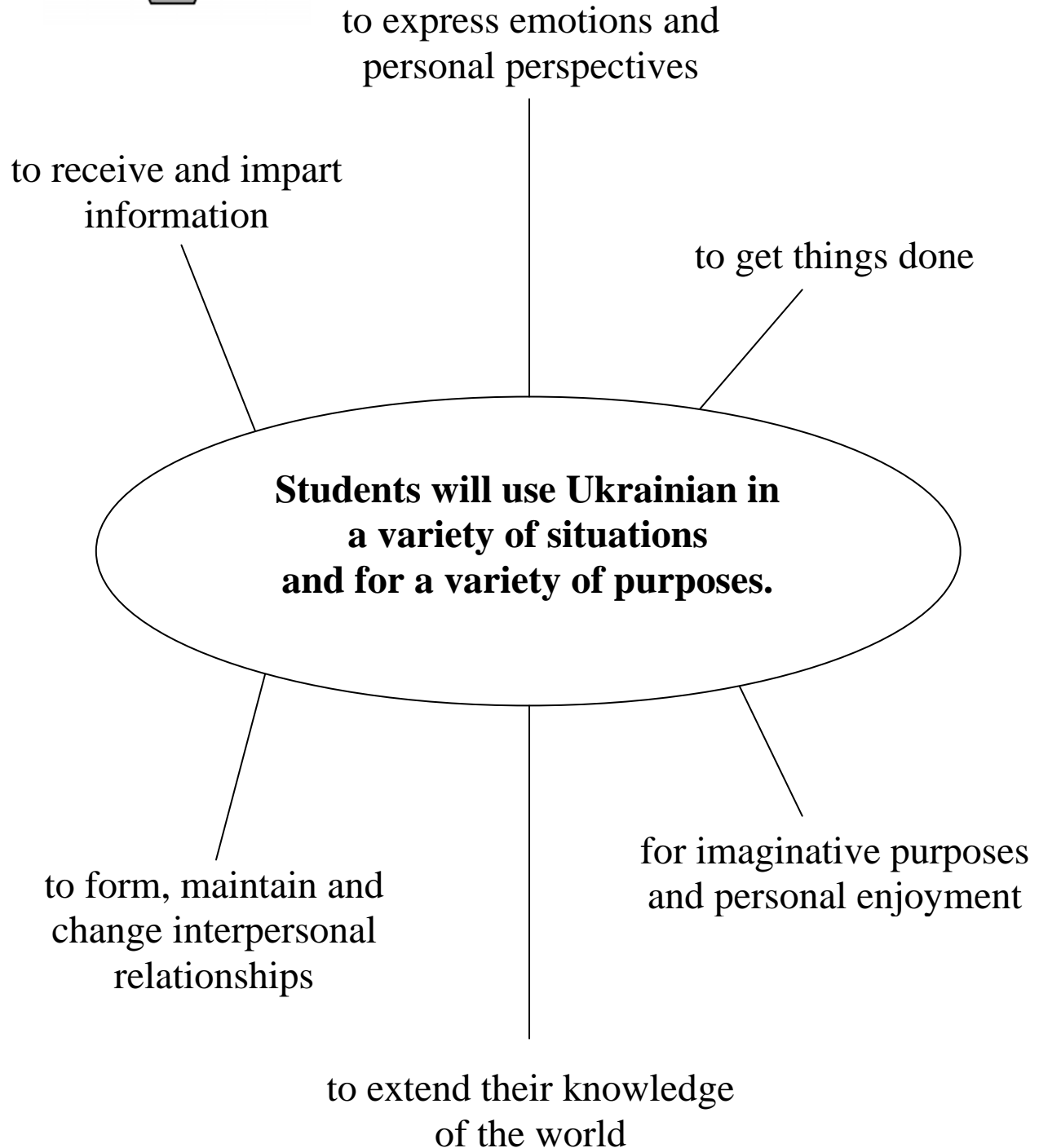
strand headings for
specific outcomes

specific outcome statements for each grade

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



Applications



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 receive and impart information

Grade 7 (Six-year Program)

Grade 8 (Six-year Program)

Grade 9 (Six-year Program)

Students will be able to:

A-1.1 share factual information	a. understand and respond to simple structured questions	a. describe people, places, things, events and actions	a. ask for and provide information on several aspects of familiar topics
	b. identify people, places and things		b. describe a series and sequence of events
	c. ask for and provide basic information; e.g., own name		

A-2 to express emotions and personal perspectives

Students will be able to:

A-2.1 share ideas, thoughts, opinions, preferences	a. express simple preferences; e.g., мені подобається, я люблю	a. identify favourite people, places and things	a. inquire about and give simple reasons for thoughts and preferences
	b. express a personal response; e.g., respond to a song or story	b. express a personal response to a variety of situations	
A-2.2 share emotions, feelings	a. express emotions and feelings; e.g., мені весело, я щаслива	a. respond to and express emotions and feelings; e.g., мені страшно, мені жаль, я задоволена	a. inquire about, express and respond to emotions and feelings

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

	Grade 7 (Six-year Program)	Grade 8 (Six-year Program)	Grade 9 (Six-year Program)
<i>Students will be able to:</i>			
A-3.1 guide actions of others	a. indicate basic needs and wants b. give and respond to simple instructions c. make simple requests	a. suggest a course of action, and respond to a suggestion b. make and respond to a variety of simple requests c. seek, grant or withhold permission	a. relay simple messages b. encourage or discourage others from a course of action c. give and follow a simple sequence of instructions in a variety of situations
A-3.2 state personal actions	a. state simple personal actions	a. state and describe personal actions	a. make an offer or an invitation, and respond to offers and invitations made by others b. inquire about and express ability and inability to do something c. make choices
A-3.3 manage group actions	a. manage turn taking	a. ask for help or clarification	a. encourage other group members to participate appropriately b. assume a variety of roles and responsibilities in a group

A-4 to form, maintain and change interpersonal relationships

Students will be able to:

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. make and respond to requests for personal information b. give and respond to compliments	a. initiate and participate in casual exchanges with peers
---	---	--	--

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 (Six-year Program)	Grade 8 (Six-year Program)	Grade 9 (Six-year Program)
<i>Students will be able to:</i>			
A-5.1 discover and explore	a. ask simple questions	a. ask basic questions to gain knowledge and clarify understanding	a. ask questions to gain knowledge, clarify understanding and gather information b. investigate the immediate environment
A-5.2 gather and organize information	a. gather simple information b. organize items in different ways	a. record, organize, categorize and sequence elements	a. record, organize, categorize and sequence elements using a variety of resources; e.g., print, audio, visual, multimedia, human
A-5.3 solve problems	a. experience problem-solving situations in the classroom; e.g., in stories	a. gather and examine opinions	a. describe a problem, then propose solutions
A-5.4 explore opinions and values	a. listen attentively to expressed opinions	a. recognize differences of opinion	a. gather opinions on a variety of familiar topics b. express personal views on a variety of topics from direct experience

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
(Six-year Program)

Grade 8
(Six-year Program)

Grade 9
(Six-year Program)

Students will be able to:

A-6.1 humour/fun	a. use Ukrainian for fun; e.g., learn simple riddles, jingles, humorous songs	a. manipulate words or phrases to express humour	a. use Ukrainian for fun and humour; e.g., explore humorous cartoons, songs and poems
A-6.2 creative/aesthetic purposes	a. engage in creative language activities; e.g., concrete poetry, tongue twisters	a. engage in creative language activities; e.g., experiment with the sounds and rhythms of Ukrainian	a. engage in creative language activities; e.g., write poems based on simple language, using a model such as acrostic poems
A-6.3 personal enjoyment	a. identify language activities for personal enjoyment	a. participate in language activities for personal enjoyment; e.g., community activities	a. participate in language activities that reflect personal preferences and interests

Language Competence



attend to form

interpret and produce texts

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

apply knowledge of the
sociocultural context

apply knowledge of how the
Ukrainian language 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 four 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 is a strand for phonology (pronunciation, stress, intonation), orthography (spelling, mechanical features), lexicon (vocabulary words and phrases) and grammatical elements (syntax and morphology).

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

	Grade 7 (Six-year Program)	Grade 8 (Six-year Program)	Grade 9 (Six-year Program)
<i>Students will be able to:</i>			
LC-1.1 phonology	a. distinguish particular sounds of Ukrainian b. pronounce some common words and phrases comprehensibly	a. use comprehensible pronunciation, stress and intonation when producing familiar words or phrases	a. recognize some of the effects that intonation and stress have in different situations
LC-1.2 orthography	a. recognize and name the letters of the alphabet b. recognize basic capitalization and punctuation rules c. reproduce short text in cursive writing	a. write familiar words, phrases and sentences in cursive form b. use basic writing conventions; e.g., punctuation, capitalization	a. write (spell) familiar words correctly b. recognize and use some basic writing conventions; e.g., capitalization and punctuation c. use cursive writing consistently
LC-1.3 lexicon	a. understand and use a repertoire of vocabulary and expressions in familiar contexts within a variety of lexical fields, including: school; family and friends; weather; home; community; clothing and fashions; food; holidays/celebrations/traditions; leisure activities and entertainment; shopping and consumerism; vacation; occupations; body/health; geography; any other lexical fields that meet their needs and interests		

(continued)

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

(continued)

LC-1 attend to form

	Grade 7 (Six-year Program)	Grade 8 (Six-year Program)	Grade 9 (Six-year Program)
	<i>Students will be able to:</i>		
	a. use, in modelled situations, ¹ the following grammatical elements:		
LC-1.4 grammatical elements	<p>Nouns</p> <ul style="list-style-type: none"> vocative; e.g., мамо, Лесю, Степане, тату accusative singular; e.g., зошит, мітлу, авто genitive following negation; e.g., зошита, мітли, авта locative singular; e.g., на зошиті, мітлі, авті <p>Pronouns</p> <ul style="list-style-type: none"> possessive; e.g., мій, твій demonstrative; e.g., цей, ця, той, та interrogative nominative singular; e.g., який, яка, хто, що, чий, чия <p>Adjectives</p> <ul style="list-style-type: none"> accusative singular inanimate; e.g., новий зошит, нову мітлу, нове авто <p>Verbs</p> <ul style="list-style-type: none"> present of regular verbs; e.g., я читаю, ти пишеш imperative; e.g., читай, читаймо, читайте <p>Adverbs</p> <ul style="list-style-type: none"> of quality; e.g., добре, погано, цікаво, швидко, весело <p>Expressions</p> <ul style="list-style-type: none"> calendar; e.g., сьогодні, понеділок, третє березня, дві тисячі першого року appreal; e.g., мені подобається, мені смакує, я люблю interrogative; e.g., де, коли, чому 	<p>Nouns</p> <ul style="list-style-type: none"> genitive singular accusative singular animate <p>Pronouns</p> <ul style="list-style-type: none"> personal <ul style="list-style-type: none"> accusative singular; e.g., мене, тебе, їх genitive singular; e.g., мене, тебе, їх/них possessive, demonstrative, interrogative: <ul style="list-style-type: none"> nominative plural; e.g., мої, твої, ці, які genitive singular; e.g., мого, твоєї, цього, якої, кого/чого accusative singular; e.g., мій, твоєю, цей, яку, кого/що <p>Adjectives</p> <ul style="list-style-type: none"> genitive singular; e.g., нового, нової, нового accusative singular; e.g., новий/нового, нову, нове noun–adjective agreement; e.g., приємний Микола, довга ніч, щасливе життя <p>Verbs</p> <ul style="list-style-type: none"> modal verbs; e.g., хотіти, мусити, могли <p>Expressions</p> <ul style="list-style-type: none"> at what time; e.g., о першій годині <p>Numerals</p> <ul style="list-style-type: none"> 1–4 plus noun agreement; e.g., два зошити, дві книжки, два крісла 	<p>Nouns</p> <ul style="list-style-type: none"> instrumental singular of hard, soft, mixed stem; e.g., пишу пером, читаю з Вірою dative singular of hard, soft, mixed stem; e.g., Степанові, Вірі genitive plural of hard, soft, mixed stem; e.g., до хлопців, до дівчат accusative plural of hard, soft, mixed stem; e.g., зошити, хлопців <p>Pronouns</p> <ul style="list-style-type: none"> personal instrumental singular; e.g., мною, тобою dative singular; e.g., мені, тобі locative singular; e.g., на мені, на тобі definite and indefinite; e.g., ніхто, хтось, усі, хтонебудь, щонебудь instrumental singular of possessive, demonstrative, interrogative; e.g., моїм, твоєю, цим, якою, ким/чим locative singular; e.g., на моїм, твоїй, цьому, якій, кому/чому <p>Adjectives</p> <ul style="list-style-type: none"> comparative and superlative; e.g., новіший, найновіший instrumental dative singular; e.g., новим, новому <p>Verbs</p> <ul style="list-style-type: none"> past perfective/imperfective and future perfective; e.g., я прочитала/я читала, я прочитаю/я буду читати <p>Adverbs</p> <ul style="list-style-type: none"> definite and indefinite; e.g., десь, кудись, колись, донебудь, кудинебудь, колинебудь <p>Conjunctions</p> <ul style="list-style-type: none"> comparative; e.g., як, ніж, ніби <p>Numerals</p> <ul style="list-style-type: none"> 5 and higher plus noun agreement; e.g., 5 хлопців, 6 дівчат, 7 авт

(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
(Six-year Program)

Grade 8
(Six-year Program)

Grade 9
(Six-year Program)

Students will be able to:

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

LC-1.4
grammatical elements

Nouns

- nominative singular and plural of all genders; e.g., зошит/-и, мітла/-и, авто/-а

Pronouns

- personal nominative; e.g., я, ти, вони

Adjectives

- noun/adjective agreement; e.g., новий зошит, нова мітла, нове авто

Verbs

- infinitive; e.g., читати, писати

Adverbs

- expressions of weather; e.g., зимно, холодно, тепло

Conjunctions

- coordinate; e.g., і, але, а, бо, та

Nouns

- vocative
- genitive singular
- locative singular

Pronouns

- possessive, demonstrative, interrogative nominative

Adjectives

- nominative plural; e.g., нові

Verbs

- present; e.g., я слухаю, ти любиш
- future imperfect; e.g., я буду говорити, ти будеш говорити
- past; e.g., я читав, ти читала
- infinitive
- imperative

Adverbs

- location; e.g., де, тут, там
- direction; e.g., куди, сюди, туди

Expressions

- time; e.g., перша, тридцять
- calendar
- interrogative

Numerals

- cardinals 1–100
- ordinals 1–12

Nouns

- accusative singular animate
- genitive following negation

Pronouns

- nominative plural, genitive singular and accusative singular of personal, possessive, demonstrative and interrogative

Adjectives

- genitive singular
- accusative singular

Verbs

- reflexive verbs; e.g., одягатися
- present
- modal verbs
- past

Adverbs

- of time; e.g., часом, часто
- of quantity; e.g., багато, мало, трохи

Expressions

- at what time

Numerals

- 1–4 plus 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 (Six-year Program)	Grade 8 (Six-year Program)	Grade 9 (Six-year Program)
	<i>Students will be able to:</i>		
	c. use, independently and consistently, ³ the following grammatical elements:		
LC-1.4 grammatical elements	Numerals	Nouns	Nouns
	• cardinals 1–20	• nominative singular and plural of all genders	• genitive singular, locative singular and vocative of all genders
		• accusative singular of all genders	Pronouns
		Pronouns	• nominative singular of personal, possessive, demonstrative, interrogative
		Adjectives	Adjectives
		• accusative singular inanimate	• nominative plural
		Verbs	Verbs
		• infinitive	• present
		Adverbs	• future imperfective
		• expressions of weather	• past
	Conjunctions	Adverbs	
	• coordinate	• of location	
		• of direction	
		Expressions	
		• calendar	
		• time	
		• interrogative	
		Numerals	
		• cardinals 1–100	
		• ordinals 1–12	

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 texts

Grade 7
(Six-year Program)

Grade 8
(Six-year Program)

Grade 9
(Six-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 simple oral texts on familiar topics in guided situations
LC–2.2 written interpretation	a. understand simple written sentences in guided situations	a. understand short, simple written texts in guided situations	a. understand simple written texts on familiar topics in guided situations
LC–2.3 visual interpretation	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 a variety of visual elements in familiar situations
LC–2.4 oral production	a. produce meaningful words, phrases and short, simple sentences in guided situations	a. produce meaningful simple sentences using familiar structures in guided situations	a. produce short, simple oral texts in guided situations
LC–2.5 interactive fluency	a. interact using simple words and phrases in modelled situations	a. interact using a sequence of simple sentences in guided situations	a. interact using a sequence of simple sentences in familiar situations
LC–2.6 written production	a. produce 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–2.7 representation	a. use a variety of visuals and other forms of nonverbal communication to express meaning in guided situations	a. express meaning through a variety of visual elements in guided situations	a. express meaning through a variety of visual elements in guided and unguided situations

General Outcome for Language Competence

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

LC-3 apply knowledge of the sociocultural context

	Grade 7 (Six-year Program)	Grade 8 (Six-year Program)	Grade 9 (Six-year Program)
<i>Students will be able to:</i>			
LC-3.1 register	a. distinguish between formal and informal situations; e.g., expressing respect for elders	a. use simple forms of formal and informal language, with guidance; e.g., пан, пані + first name пан, пані + surname	a. use formal and informal language in a variety of guided situations
LC-3.2 idiomatic expressions	a. understand some simple idiomatic expressions; e.g., швидкий як вітер, ллє як з відра	a. understand and use simple idiomatic expressions as set phrases	a. use idiomatic expressions in a variety of contexts in guided situations
LC-3.3 variations in language	a. experience a variety of voices	a. experience some variations in language	a. recognize variations in language
LC-3.4 social conventions	a. use basic social expressions appropriate to the classroom; e.g., прошу, дякую	a. identify conventions in various social interactions	a. recognize expressions that are appropriate in a specific social situation
LC-3.5 nonverbal communication	a. understand the meaning of and imitate some common nonverbal behaviours; e.g., greeting with a kiss	a. experiment with using some simple nonverbal means of communication	a. recognize and use appropriate nonverbal behaviours in familiar contexts

General Outcome for Language Competence

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

LC-4 apply knowledge of how the Ukrainian language is organized, structured and sequenced

	Grade 7 (Six-year Program)	Grade 8 (Six-year Program)	Grade 9 (Six-year Program)
<i>Students will be able to:</i>			
LC-4.1 cohesion/coherence	a. link words or groups of words with simple connectors such as conjunctions; e.g., бо, але	a. link sentences using sequencing words; e.g., перше, тоді, потім	a. use common conventions to link sentences in short texts using some connective devices; e.g., також, то, отже
LC-4.2 text forms	a. experience a variety of oral and written text forms in guided situations	a. recognize and use some simple oral and written text forms in guided situations; e.g., lists, letters, stories, songs	a. recognize a variety of oral and written text forms; e.g., recipes, invitations, messages b. produce some simple oral and written text forms in guided situations; e.g., maps, interviews, simple surveys
LC-4.3 patterns of social interaction	a. recognize and respond to simple interpersonal communication patterns; e.g., greeting patterns, leave-taking patterns	a. recognize and respond to simple social interactions in guided situations; e.g., request–acceptance/nonacceptance	a. initiate interactions and respond using a variety of social interaction patterns in guided situations; e.g., statement–agreement/disagreement–reaction

Global Citizenship



historical and contemporary
elements of Ukrainian culture

affirming and valuing
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 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 knowledge of Ukrainian culture, applying cultural knowledge, diversity within Ukrainian culture and valuing Ukrainian culture. Elements of the culture may include a variety of topics; e.g., great figures, periods of history, immigration, historical events, current events, celebrations, fine arts, pop culture, lifestyles.

Developing cultural knowledge and skills is a lifelong process. Knowledge of one’s own culture is acquired over a lifetime. Cultures change over time. Within any national group, there may be a dominant culture or cultures and a number of additional cultures. Rather than simply developing a bank of knowledge about the 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 and valuing 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 (Six-year Program)	Grade 8 (Six-year Program)	Grade 9 (Six-year Program)
<i>Students will be able to:</i>			
GC–1.1 accessing/analyzing knowledge of Ukrainian culture	a. ask questions, using their first language, about elements of Ukrainian culture experienced in class; e.g., maps, pictures, posters	a. explore and identify elements that reflect traditional and contemporary Ukrainian culture	a. compare and contrast elements that reflect traditional and contemporary Ukrainian culture
GC–1.2 applying cultural knowledge	a. observe and imitate practices that are common among Ukrainian people	a. identify some things they have in common with Ukrainian people their own age; e.g., music, clothing	a. recognize how practices may vary from region to region; e.g., clothing, activities, food, festivals
GC–1.3 diversity within Ukrainian culture	a. experience diverse elements of Ukrainian culture; e.g., music, clothing, food	a. identify some elements that reflect diversity within the culture; e.g., food, costumes, dialects	a. identify commonalities and differences between diverse groups within Ukrainian culture
GC–1.4 valuing Ukrainian culture	a. participate in cultural activities and experiences	a. identify opportunities to participate in cultural activities and experiences	a. express an interest in finding out about people their own age who speak Ukrainian

General Outcome for Global Citizenship

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

GC–2 affirming and valuing diversity

	Grade 7 (Six-year Program)	Grade 8 (Six-year Program)	Grade 9 (Six-year Program)
<i>Students will be able to:</i>			
GC–2.1 awareness of first language	a. recognize similarities between their first language and Ukrainian; e.g., cognates	a. recognize similarities and differences between their first language and Ukrainian; e.g., basic word order	a. identify similarities and differences between their first language and Ukrainian; e.g., sentence structure
GC–2.2 general language knowledge	a. identify differences and similarities among writing systems from different languages	a. recognize that languages can be grouped into families based on common origins	a. recognize that within any linguistic group, people from different regions and/or social contexts may use the language differently; e.g., pronunciation, vocabulary, structure
GC–2.3 awareness of Canadian culture	a. recognize similarities between Canadian culture and other cultures	a. recognize differences between Canadian culture and other cultures	a. identify similarities and differences between Canadian culture and other cultures
GC–2.4 general cultural knowledge	a. recognize that culture is expressed through a variety of forms; e.g., behaviours, stories, food, clothes	a. recognize that speakers of the same language may come from different cultural backgrounds	a. recognize some of the factors that affect the culture of a particular region; e.g., geography, climate
GC–2.5 intercultural skills	a. adapt to new situations; e.g., the Ukrainian classroom	a. recognize factors that contribute to intercultural communication; e.g., language, body language, perspectives	a. recognize that there are various ways of dealing with linguistically and culturally unfamiliar situations

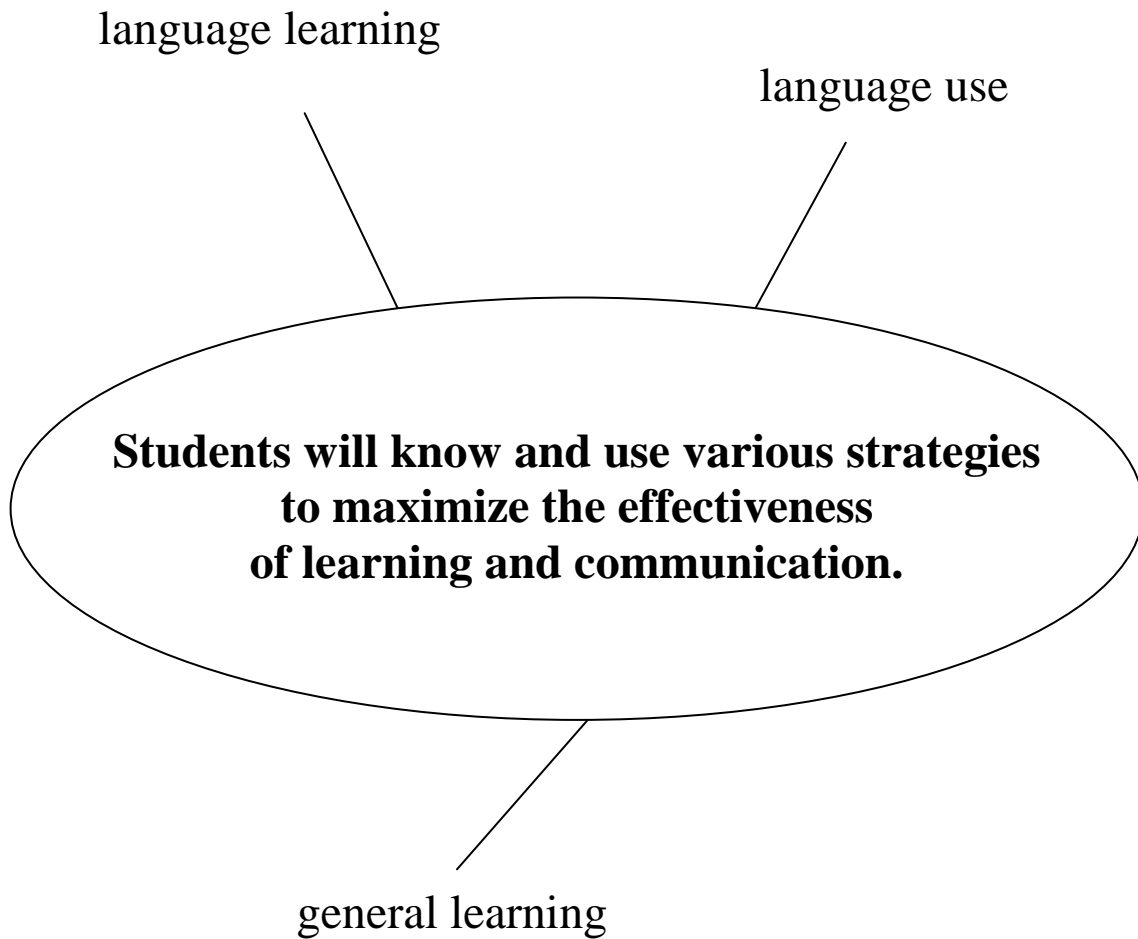
General Outcome for Global Citizenship

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

GC-3 personal and career opportunities

	Grade 7 (Six-year Program)	Grade 8 (Six-year Program)	Grade 9 (Six-year Program)
<i>Students will be able to:</i>			
GC-3.1 Ukrainian language and culture	a. identify personal reasons for learning Ukrainian b. identify some places that they can visit where Ukrainian is spoken	a. identify a variety of reasons for learning Ukrainian	a. identify some careers in which knowledge of Ukrainian is useful
GC-3.2 cultural and linguistic enrichment	a. suggest some reasons for learning additional languages and for learning about world cultures	a. explore some reasons for learning additional languages and for learning about world cultures	a. identify some reasons for learning additional languages and for learning about world cultures b. recognize that knowledge of an additional language is an asset to any career

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 be 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 the language
- use mental images to remember new information
- group together sets of things—vocabulary, structures—with similar characteristics
- identify similarities and differences between aspects of Ukrainian and 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 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 to 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 own performance or comprehension at the end of a task
- keep a learning log
- experience various methods of language acquisition, and identify one or more considered to be particularly useful personally
- be aware of the potential of learning through direct exposure to the language
- know how strategies may enable coping with texts containing unknown elements
- identify problems that might hinder successful completion of a task, and seek solutions
- monitor own speech and writing to check for persistent errors
- be aware of own strengths and weaknesses, identify own needs and goals, and organize strategies and procedures accordingly

Social/Affective

- initiate or maintain interaction with others
- participate in shared reading experiences
- seek the assistance of a friend to interpret a text
- reread familiar self-chosen texts to enhance understanding and enjoyment

- work cooperatively with peers in small groups
- understand that making mistakes is a natural part of language learning
- experiment with various forms of expression, and note their acceptance or nonacceptance by more experienced speakers
- participate actively in brainstorming and conferencing as prewriting and postwriting exercises
- use self-talk to feel competent to do the task
- be willing to take risks and try unfamiliar tasks and approaches
- repeat new words and expressions occurring in own conversations, and make use of these new words and expressions as soon as appropriate
- reduce anxiety by using mental techniques, such as positive self-talk or humour
- work with others to solve problems and get feedback on tasks
- provide personal motivation by arranging own rewards when successful

Language Use Strategies

Interactive

- use words from own first language to get meaning across; e.g., use a literal translation of a phrase in the first language, use a first language word but pronounce it as in Ukrainian
- acknowledge being spoken to
- interpret and use a variety of nonverbal clues to communicate; e.g., mime, pointing, gestures, drawing pictures
- indicate lack of understanding verbally (e.g., *Вибачте., Перепрошую., Я не зрозумів.*) or nonverbally (e.g., raised eyebrows, blank look)
- ask for clarification or repetition when something is not understood; e.g., *Прошу повторити., 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; e.g., raised eyebrows, blank look
- start again, using a different tactic, when communication breaks down; e.g., *Я хотіє сказати, що...*

- use a known generic word in place of an unknown specific one, and invite correction; e.g., *риба* for *лосось*
- invite others into the discussion
- ask for confirmation of correct language usage; e.g., *Чи так можна сказати?*, *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*
- use circumlocution and definition to compensate for lack of vocabulary; e.g., *на те, 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; e.g., *отже, одним словом*
- ask follow-up questions to check for understanding; e.g., *Чи це зрозуміло?*
- use suitable phrases to intervene in a discussion; e.g., *Говорячи про...*, *Щодо (чого), то...*, *На рахунок (чого),...*
- 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 will be heard or read based on prior knowledge and personal experience
- use knowledge of the sound–symbol system to aid reading comprehension
- infer probable meanings of unknown words or expressions from contextual clues
- prepare questions or a guide to note down information found in a text

- use key content words or discourse markers to follow an extended text
- reread several times to understand complex ideas
- summarize information gathered
- assess own information needs before listening, viewing or reading
- use skimming and scanning to locate key information in texts

Productive

- mimic what the speaker says
- use nonverbal means to communicate
- copy what others say or write
- use words visible in the immediate environment
- use resources to increase vocabulary
- use familiar repetitive patterns from stories, songs, rhymes or media
- use illustrations to provide detail when producing own texts
- use various techniques to explore ideas at the planning stage, such as brainstorming or keeping a notebook or log of ideas
- use knowledge of sentence patterns to form new sentences
- be aware of and use the steps of the writing process: prewriting (gathering ideas, planning the text, 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 own text
- revise and correct final version of text
- use circumlocution and definition to compensate for gaps in vocabulary
- apply grammar rules to improve accuracy at the correction stage
- compensate for avoiding difficult structures by rephrasing

General Learning Strategies

Cognitive

- classify objects and ideas according to their attributes; e.g., red objects and blue objects, or animals that eat meat and animals that eat plants
- use models
- connect what is already known with what is being learned
- experiment with and concentrate on one thing at a time
- focus on and complete learning tasks
- record key words and concepts in abbreviated form—verbal, graphic or numerical—to assist with performance of a learning task
- use mental images to remember new information
- distinguish between fact and opinion when using a variety of sources of information
- formulate key questions to guide research
- make inferences, and identify and justify the evidence on which these inferences are based
- use word maps, mind maps, diagrams, charts or other graphic representations to make information easier to understand and remember
- seek information through a network of sources, including libraries, the Internet, individuals and agencies
- use previously acquired knowledge or skills to assist with a new learning task

Metacognitive

- reflect on learning tasks with the guidance of the teacher
- choose from among learning options
- discover how own efforts can affect learning
- reflect upon own thinking processes and individual learning style
- decide in advance to attend to the learning task
- divide an overall learning task into a number of subtasks
- make a plan in advance about how to approach a task
- identify own needs and interests
- manage own physical working environment
- keep a learning journal, such as a diary or a log

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

Social/Affective

- watch others' actions and copy them
- seek help from others
- follow own natural curiosity and intrinsic motivation to learn
- participate in cooperative group learning tasks
- choose learning activities that enhance understanding and enjoyment
- be encouraged to try, even though mistakes might be made
- take part in group decision-making processes
- use support strategies to help peers persevere at learning tasks; e.g., offer encouragement, praise, ideas
- take part in group problem-solving processes
- use self-talk to feel competent to do the task
- be willing to take risks and to try unfamiliar tasks and approaches
- monitor own level of anxiety about learning tasks, and take measures to lower it if necessary; e.g., deep breathing, laughter
- use social interaction skills to enhance group learning activities

General Outcome for Strategies

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

S–1 language learning

Grade 7 (Six-year Program)

Grade 8 (Six-year Program)

Grade 9 (Six-year Program)

Students will be able to:

S-1.1 cognitive	a. use simple cognitive strategies, with guidance, to enhance language learning; e.g., memorize new words by repeating them silently or aloud, make personal dictionaries	a. use a variety of simple cognitive strategies, with guidance, to enhance language learning; e.g., use mental images to remember new information, repeat words or phrases in the course of performing a language task	a. identify and use a variety of cognitive strategies to enhance language learning; e.g., look for patterns and relationships, use previously acquired knowledge to facilitate a learning task
S-1.2 metacognitive	a. use simple metacognitive strategies, with guidance, to enhance language learning; e.g., decide in advance to attend to specific aspects of input, listen or read for key words	a. use a variety of simple metacognitive strategies, with guidance, to enhance language learning; e.g., rehearse or role-play language	a. identify and use a variety of metacognitive strategies to enhance language learning; e.g., reflect on learning tasks with guidance of the teacher
S-1.3 social/affective	a. use simple social and affective strategies, with guidance, to enhance language learning; e.g., participate in shared reading experiences	a. use a variety of simple social and affective strategies, with guidance, to enhance language learning; e.g., work cooperatively with peers in small groups, understand that making mistakes is a natural part of language learning	a. identify and use a variety of social and affective strategies to enhance language learning; e.g., participate actively in brainstorming and conferencing as prewriting and postwriting exercises, use self-talk to feel competent to do the task

Further examples of language learning strategies are available on pages 30 and 31.

General Outcome for Strategies

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

S–2 language use

Grade 7 (Six-year Program)

Grade 8 (Six-year Program)

Grade 9 (Six-year Program)

Students will be able to:

S–2.1 interactive	a. use simple interactive strategies, with guidance; e.g., interpret and use a variety of nonverbal clues to communicate	a. use a variety of simple interactive strategies, with guidance; e.g., use other speakers' words in subsequent conversations; indicate lack of understanding verbally or nonverbally	a. identify and use a variety of interactive strategies to enhance language use; e.g., use a range of fillers, hesitation devices and gambits to sustain conversations
S–2.2 interpretive	a. use simple interpretive strategies, with guidance; e.g., use gestures, intonation and visual supports to aid comprehension, use illustrations to aid reading comprehension	a. use a variety of simple interpretive strategies, with guidance; e.g., determine the purpose of listening, listen or look for key words	a. identify and use a variety of interpretive strategies to enhance language use; e.g., infer probable meanings of unknown words or expressions from contextual clues
S–2.3 productive	a. use simple productive strategies, with guidance; e.g., copy what others say or write, use resources to increase vocabulary	a. use a variety of simple productive strategies, with guidance; e.g., use various techniques to explore ideas at the planning stage, such as brainstorming or keeping a notebook or log of ideas	a. identify and use a variety of productive strategies to enhance language use; e.g., use knowledge of sentence patterns to form new sentences

Further examples of language use strategies are available on pages 31 and 32.

General Outcome for Strategies

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

S–3 general learning

	Grade 7 (Six-year Program)	Grade 8 (Six-year Program)	Grade 9 (Six-year Program)
<i>Students will be able to:</i>			
S–3.1 cognitive	a. use simple cognitive strategies, with guidance, to enhance general learning; e.g., use models, classify objects and ideas according to their attributes	a. use a variety of simple cognitive strategies, with guidance, to enhance general learning; e.g., experiment with and concentrate on one thing at a time	a. identify and use a variety of cognitive strategies to enhance general learning; e.g., record key words and concepts in abbreviated form—verbal, graphic or numerical—to assist with performance of a learning task
S–3.2 metacognitive	a. use simple metacognitive strategies, with guidance, to enhance general learning; e.g., discover how own efforts can affect learning	a. use a variety of simple metacognitive strategies, with guidance, to enhance general learning; e.g., decide in advance to attend to the learning task	a. identify and use a variety of metacognitive strategies to enhance general learning; e.g., make a plan in advance about how to approach a task
S–3.3 social/affective	a. use simple social and affective strategies, with guidance, to enhance general learning; e.g., be willing to take risks and to try unfamiliar tasks and approaches, seek help from others	a. use simple social and affective strategies, with guidance, to enhance general learning; e.g., participate in cooperative group learning tasks	a. identify and use a variety of social and affective strategies to enhance general learning; e.g., be encouraged to try, even though mistakes might be made

Further examples of general learning strategies are available on page 33.