

- use support strategies to help peers persevere at learning tasks; e.g., offer encouragement, praise, ideas
- take part in group problem-solving processes
- use self-talk to feel competent to do the task
- be willing to take risks, and try unfamiliar tasks and approaches
- monitor own level of anxiety about learning tasks, and take measures to lower it if necessary; e.g., deep breathing, laughter
- use social interaction skills to enhance group learning activities

General Outcome

The following general outcome outlines the key learnings that the Specific Language Component is designed to support.

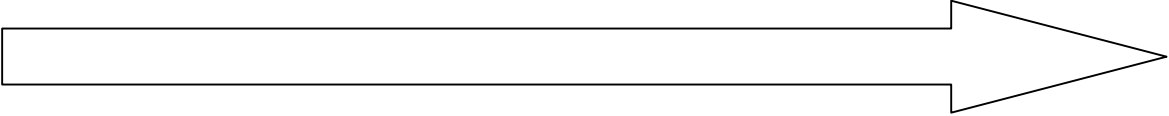
General Outcome 6

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

General Outcome 6

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

6.1 Linguistic Elements

	Kindergarten	Grade 1	Grade 2	Grade 3
<i>Students will be able to:</i>				
sound–symbol system	<ul style="list-style-type: none"> listen to, identify and begin to produce basic sounds of the Ukrainian language 	<ul style="list-style-type: none"> listen to, identify and produce basic sounds of the Ukrainian language; and connect some sounds to the appropriate symbols 	<ul style="list-style-type: none"> use, orally and in writing, the Ukrainian alphabet—consonants and vowels 	<ul style="list-style-type: none"> use the Ukrainian alphabet accurately, orally and in writing—phonemes, double consonants and blends
lexicon	<ul style="list-style-type: none"> repeat and recognize basic vocabulary and expressions used in daily situations in the immediate environment 	<ul style="list-style-type: none"> use simple vocabulary and expressions in daily situations 	<ul style="list-style-type: none"> experiment with and use vocabulary and expressions in a variety of contexts in the classroom and school environment 	<ul style="list-style-type: none"> use vocabulary and expressions appropriately in various situations in the classroom and school environment
grammatical elements	<ul style="list-style-type: none"> (see following page) 	<ul style="list-style-type: none"> (see following page) 	<ul style="list-style-type: none"> (see following page) 	<ul style="list-style-type: none"> (see following page)
				
mechanical features	<ul style="list-style-type: none"> imitate basic mechanical features 	<ul style="list-style-type: none"> imitate and experiment with basic mechanical features 	<ul style="list-style-type: none"> imitate and experiment with basic mechanical features 	<ul style="list-style-type: none"> experiment with and use basic mechanical features
discourse features	<ul style="list-style-type: none"> imitate simple, basic discourse features in oral interactions in the immediate learning environment 	<ul style="list-style-type: none"> imitate and experiment with basic discourse features in oral interactions in the immediate learning environment 	<ul style="list-style-type: none"> experiment with and use basic discourse features in oral and print texts 	<ul style="list-style-type: none"> experiment with and use basic discourse features in oral, print and visual texts

6.1 Linguistic Elements (continued)

	Kindergarten	Grade 1	Grade 2	Grade 3
Grammatical Elements	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> use, in modelled situations,⁸ the following grammatical elements: 			
	<p>Nouns</p> <ul style="list-style-type: none"> all genders; e.g., <i>зошит, книжка, авто</i> nominative singular and plural; e.g., <i>зошит/-и, книжка/-и, авто/-а</i> vocative; e.g., <i>мамо, Лесю, Степане, тату</i> <p>Pronouns</p> <ul style="list-style-type: none"> demonstrative, possessive, interrogative nominative singular; e.g., <i>той, моя, яке, хто/що</i> <p>Adjectives</p> <ul style="list-style-type: none"> noun–adjective agreement; e.g., <i>новий зошит, цікава книжка, гарне авто</i> nominative singular; e.g., <i>новий зошит, цікава книжка, гарне авто</i> <p>Verbs</p> <ul style="list-style-type: none"> present of common verbs; e.g., <i>читаю, пишеш</i> 	<p>Nouns</p> <ul style="list-style-type: none"> accusative singular inanimate; e.g., <i>зошит, книжку, авто</i> genitive singular following negation; e.g., <i>зошита, книжки, авта</i> locative singular; e.g., <i>у зошиті, книжці, авті</i> <p>Pronouns</p> <ul style="list-style-type: none"> personal accusative; e.g., <i>мене, тебе, їх</i> demonstrative, possessive, interrogative <ul style="list-style-type: none"> nominative singular and plural; e.g., <i>той/ті, моя/мої, яке/які</i> accusative singular inanimate; e.g., <i>той, мою, яке, що</i> <p>Adjectives</p> <ul style="list-style-type: none"> accusative singular inanimate; e.g., <i>новий зошит, цікаву книжку, гарне авто</i> <p>Verbs</p> <ul style="list-style-type: none"> present; e.g., <i>роблю, сидиш</i> present of common reflexives; e.g., <i>одягаюся, мисюся</i> imperative; e.g., <i>читай, пиши́ть, робімо</i> <p>Expressions</p> <ul style="list-style-type: none"> date; e.g., <i>сьогодні третє вересня</i> interrogative; e.g., <i>чому, коли, де, як</i> of appeal; e.g., <i>мені подобається, тобі смакує</i> 	<p>Nouns</p> <ul style="list-style-type: none"> accusative singular animate; e.g., <i>Степана, учня</i> genitive singular irregular plurals, including pluralia tantum, nominative; e.g., <i>двері, штани, окуляри, гроші, люди, діти</i> <p>Pronouns</p> <ul style="list-style-type: none"> personal genitive; e.g., <i>мене, тебе, їх</i> demonstrative, possessive, interrogative <ul style="list-style-type: none"> accusative singular inanimate and animate; e.g., <i>той/того, мою, яке, кого/що</i> genitive singular; e.g., <i>того, моєї, якого, кого/чого</i> <p>Adjectives</p> <ul style="list-style-type: none"> accusative singular animate; e.g., <i>доброго учня</i> genitive singular; e.g., <i>нового зошита, цікавої книжки, гарного авта</i> <p>Verbs</p> <ul style="list-style-type: none"> future imperfective; e.g., <i>буду робити, будуть читати</i> modal verbs; e.g., <i>хотіти, мусити, могли</i> <p>Expressions</p> <ul style="list-style-type: none"> date and year; e.g., <i>сьогодні третє вересня дві тисячі першого року</i> time; e.g., <i>перша тридцять</i> <p>Numerals</p> <ul style="list-style-type: none"> 1–4 plus noun agreement; e.g., <i>дві книжки, три учні</i> ordinals 1–12; e.g., <i>перший, друга, дванадцята</i> 	<p>Nouns</p> <ul style="list-style-type: none"> accusative plural inanimate; e.g., <i>зошити, книжки, авта</i> <p>Pronouns</p> <ul style="list-style-type: none"> personal locative; e.g., <i>на мені, тобі, них</i> demonstrative, possessive, interrogative <ul style="list-style-type: none"> accusative singular animate genitive singular accusative plural inanimate; e.g., <i>ті, мої, які</i> <p>Adjectives</p> <ul style="list-style-type: none"> noun–adjective agreement; e.g., <i>високий Микола, щасливе життя, українське ім'я</i> accusative singular animate genitive singular accusative plural inanimate; e.g., <i>нові зошити, цікаві книжки, гарні авта</i> <p>Verbs</p> <ul style="list-style-type: none"> past, all genders singular and plural; e.g., <i>читав, читала, читали</i> <p>Expressions</p> <ul style="list-style-type: none"> of time; e.g., <i>учора, позавчора, минулого тижня</i>

(continued)

8. 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.

6.1 Linguistic Elements (continued)

	Kindergarten	Grade 1	Grade 2	Grade 3
Grammatical Elements	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> use, in structured situations,⁹ the following grammatical elements:..... 			
	<p>Pronouns – personal nominative; e.g., <i>я, ти, вони</i></p> <p>Verbs – infinitive; e.g., <i>читати, писати</i></p> <p>Adverbs – of quality; e.g., <i>добре, погано</i></p>	<p>Nouns – all genders – nominative singular and plural – vocative</p> <p>Adjectives – noun–adjective agreement – nominative singular and plural; e.g., <i>новий/-і зошит/-и, цікава/-і книжка/-и, гарне/-і авто/-а</i></p> <p>Verbs – present of common verbs</p> <p>Adverbs – of location; e.g., <i>тут, там</i> – to express weather conditions; e.g., <i>холодно, тепло, соняшно</i></p> <p>Conjunctions – coordinating; e.g., <i>і, та</i></p>	<p>Nouns – accusative singular inanimate – genitive singular following negation – locative singular</p> <p>Pronouns – personal accusative – demonstrative, possessive, interrogative – nominative singular and plural</p> <p>Adjectives – accusative singular inanimate</p> <p>Verbs – present – present of common reflexives – imperative</p> <p>Adverbs – of location/direction – of time; e.g., <i>сьогодні, завтра, щодня</i></p> <p>Expressions – date – interrogative; e.g., <i>куди</i> – of appeal</p> <p>Conjunctions – coordinating; e.g., <i>а, але, або, бо</i></p>	<p>Nouns – accusative singular animate – genitive singular – locative singular – irregular plurals, including pluralia tantum, nominative; e.g., <i>двері, штани, окуляри, гроші, люди, діти</i></p> <p>Pronouns – personal genitive – demonstrative, possessive, interrogative • nominative singular and plural • accusative singular inanimate</p> <p>Adjectives – accusative singular inanimate</p> <p>Verbs – present – present of common reflexives – imperative – future imperfective – modal verbs</p> <p>Adverbs – of motion; e.g., <i>швидко, повільно</i> – of distance; e.g., <i>близько, далеко</i> – to express seasons; e.g., <i>узимку, восени</i></p> <p>Expressions – date and year – time – of appeal</p> <p>Numerals – 1–4 plus noun agreement – ordinals 1–12</p>

(continued)

9. 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.

6.1 Linguistic Elements (continued)

	Kindergarten	Grade 1	Grade 2	Grade 3
Grammatical Elements	<i>Students will be able to:</i>			
	<ul style="list-style-type: none"> use, independently and consistently,¹⁰ the following grammatical elements:..... 			
	<p>Pronouns – personal nominative</p> <p>Verbs – infinitive</p> <p>Adverbs – of quality; e.g., <i>добре, погано</i></p> <p>Numerals – cardinals 1–20; e.g., <i>один, двадцять</i></p>	<p>Nouns – all genders – nominative singular and plural – vocative</p> <p>Adjectives – noun–adjective agreement – nominative singular and plural</p> <p>Adverbs – of location – to express weather conditions</p> <p>Conjunctions – coordinating; e.g., <i>i, ma</i></p>	<p>Nouns – accusative singular inanimate</p> <p>Pronouns – personal accusative</p> <p>Verbs – present of common verbs</p> <p>Adverbs – of location/direction – of time; e.g., <i>сьогодні</i></p> <p>Expressions – date – interrogative; e.g., <i>куди</i></p> <p>Conjunctions – coordinating; e.g., <i>a, але, або, бо</i></p> <p>Numerals – cardinals 1–100; e.g., <i>тридцять, сто</i></p>	

Note: Grammatical elements that students are able to use independently and consistently are to be maintained for the duration of the students' bilingual programming.

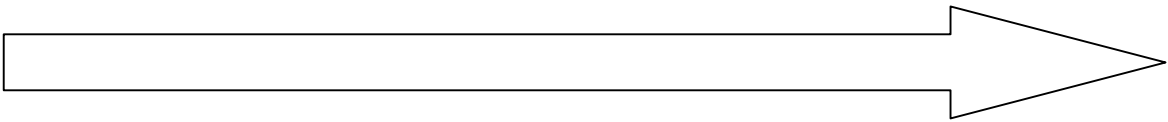
10. Independently and Consistently: This term is used to describe learning situations where students use specific linguistic elements in a variety of contexts with limited teacher guidance. Students in such situations will have consistent control of the linguistic elements and will be able to apply them in a variety of contexts with limited teacher guidance. Fluency and confidence characterize student language.

General Outcome 6

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

6.1 Linguistic Elements

	Grade 4	Grade 5	Grade 6
<i>Students will be able to:</i>			
sound-symbol system	<ul style="list-style-type: none"> apply knowledge of the Ukrainian alphabet accurately in a variety of contexts, orally and in reading and writing 	<ul style="list-style-type: none"> apply knowledge of the Ukrainian alphabet accurately in unfamiliar contexts, orally and in reading and writing 	<ul style="list-style-type: none"> apply knowledge of the Ukrainian alphabet consistently and accurately in familiar and unfamiliar contexts
lexicon	<ul style="list-style-type: none"> use vocabulary and expressions appropriately in a variety of classroom and school contexts, and experiment with vocabulary and expressions in community contexts 	<ul style="list-style-type: none"> use vocabulary and expressions appropriately in a variety of classroom, school and community contexts 	<ul style="list-style-type: none"> recognize that one word may have multiple meanings, and recognize that various words and expressions may express the same idea
grammatical elements	<ul style="list-style-type: none"> (see following page) 	<ul style="list-style-type: none"> (see following page) 	<ul style="list-style-type: none"> (see following page)
mechanical features	<ul style="list-style-type: none"> use basic mechanical features correctly, and explore their use for effect 	<ul style="list-style-type: none"> use basic mechanical features correctly, and apply these features for effect 	<ul style="list-style-type: none"> use basic mechanical features correctly and for effect
discourse features	<ul style="list-style-type: none"> use basic discourse features in oral, print and visual texts; and explore their use for effect 	<ul style="list-style-type: none"> use basic discourse features in oral, print and visual texts; and apply these features for effect 	<ul style="list-style-type: none"> use basic discourse features in oral, print and visual texts; and apply these features independently for effect



6.1 Linguistic Elements (continued)

	Grade 4	Grade 5	Grade 6
Grammatical Elements	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> use, in modelled situations,¹¹ the following grammatical elements: 		
	<p>Nouns</p> <ul style="list-style-type: none"> hard, soft, mixed stem; e.g., <i>зошит, Леся, миша, дощ</i> instrumental singular; e.g., <i>зошитом, книжкою, авто</i> dative singular; e.g., <i>братові, сестрі</i> <p>Pronouns</p> <ul style="list-style-type: none"> personal <ul style="list-style-type: none"> instrumental; e.g., <i>(зі) мною, тобою, ними</i> dative; e.g., <i>мені, тобі, їм</i> demonstrative, possessive, interrogative <ul style="list-style-type: none"> accusative singular animate genitive singular locative singular; e.g., <i>у цій школі, на кому/чому</i> <p>Adjectives</p> <ul style="list-style-type: none"> accusative singular animate genitive singular locative singular; e.g., <i>у новому зошиті, у цікавій книжці, у гарному авті</i> comparative and superlative; e.g., <i>гарніший, найгарніший</i> <p>Verbs</p> <ul style="list-style-type: none"> perfective/imperfective past and future; e.g., <i>прочитав/читав, прочитає/буде читати</i> -ся verbs with dative; e.g., <i>подобатися</i> <p>Expressions</p> <ul style="list-style-type: none"> of emotions; e.g., <i>мені нудно, йому цікаво</i> at what time; e.g., <i>о четвертій</i> <p>Conjunctions</p> <ul style="list-style-type: none"> comparative; e.g., <i>як, ніж, ніби</i> <p>Numerals</p> <ul style="list-style-type: none"> cardinals over 100; e.g., <i>двісті, тисяча</i> ordinals over 12; e.g., <i>тринадцятий</i> 	<p>Nouns</p> <ul style="list-style-type: none"> instrumental singular dative singular accusative plural; e.g., <i>книжки, братів, сестер</i> genitive plural; e.g., <i>книжок, братів, сестер</i> <p>Pronouns</p> <ul style="list-style-type: none"> personal <ul style="list-style-type: none"> instrumental dative demonstrative, possessive, interrogative <ul style="list-style-type: none"> instrumental singular; e.g., <i>(з) цим хлопцем, моєю сестрою, якою книжкою, ким/чим</i> dative singular; e.g., <i>цьому хлопцеві, моїй сестрі, якій дівчині, кому/чому</i> definite and indefinite; e.g., <i>усі, усе, ніхто, хтось, хтонебудь, ніщо, щось, щонебудь</i> <p>Adjectives</p> <ul style="list-style-type: none"> instrumental singular; e.g., <i>новим зошитом, цікавою книжкою, гарним авто</i> dative singular; e.g., <i>гарному хлопцеві, старшій сестрі</i> <p>Verbs</p> <ul style="list-style-type: none"> perfective/imperfective past and future -ся verbs with genitive, instrumental; e.g., <i>боятися, цікавитися, займатися</i> verbs <i>могти, знати, вміти</i> <p>Adverbs</p> <ul style="list-style-type: none"> definite and indefinite; e.g., <i>десь, донебудь, кудись, колись, якось</i> of quantity; e.g., <i>багато, мало, трохи</i> <p>Numerals</p> <ul style="list-style-type: none"> 5 and higher plus noun agreement; e.g., <i>шість приятелів</i> 	<p>Nouns</p> <ul style="list-style-type: none"> accusative plural genitive plural locative plural; e.g., <i>у книжках, на столах</i> <p>Pronouns</p> <ul style="list-style-type: none"> demonstrative, possessive, interrogative <ul style="list-style-type: none"> instrumental singular dative singular locative plural; e.g., <i>у цих книжках, у моїх зошитах, на яких столах</i> definite and indefinite <p>Adjectives</p> <ul style="list-style-type: none"> instrumental singular dative singular locative plural; e.g., <i>у великих крамницях, у нових журналах</i> <p>Verbs</p> <ul style="list-style-type: none"> present, including archaic; e.g., <i>їм, їси, дамо, дадуть</i> <p>Expressions</p> <ul style="list-style-type: none"> time (hours, minutes, intervals); e.g., <i>чверть по третій, за десять шоста</i> <p>Numerals</p> <ul style="list-style-type: none"> 5 and higher plus noun agreement

(continued)

11. 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.

6.1 Linguistic Elements (continued)

	Grade 4	Grade 5	Grade 6
Grammatical Elements	<i>Students will be able to:</i>		
	• use, in structured situations, ¹² the following grammatical elements:.....		
	Nouns – accusative singular animate – genitive singular – accusative plural inanimate	Nouns – hard, soft, mixed stem – accusative singular animate – genitive singular	Nouns – hard, soft, mixed stem – instrumental singular – dative singular
	Pronouns – personal locative – demonstrative, possessive, interrogative • nominative singular and plural • accusative singular inanimate • accusative plural inanimate	Pronouns – demonstrative, possessive, interrogative • accusative singular animate • genitive singular • locative singular • accusative plural inanimate	Pronouns – personal • instrumental • dative – demonstrative, possessive, interrogative • accusative singular animate • genitive singular • locative singular
	Adjectives – noun–adjective agreement; e.g., <i>високий Микола</i> – accusative plural inanimate	Adjectives – accusative singular animate – genitive singular – locative singular – accusative plural inanimate – comparative and superlative	Adjectives – accusative singular animate – genitive singular – locative singular
	Verbs – present – present of common reflexives – imperative – modal verbs – past, all genders singular and plural	Verbs – <i>-ся</i> verbs with dative Adverbs – of frequency; e.g., <i>іноді, часом, щотижня</i>	Verbs – perfective/imperfective past and future – <i>-ся</i> verbs with genitive, instrumental – verbs <i>могти, знати, вміти</i>
	Adverbs – of time; e.g., <i>учора</i> – of frequency; e.g., <i>часто, рідко</i>	Expressions – date and year – at what time – of emotions	Adverbs – definite and indefinite – of quantity
	Expressions – date and year – time	Conjunctions – comparative	Conjunctions – comparative
	Numerals – 1–4 plus noun agreement	Numerals – cardinals over 100 – ordinals over 12	Numerals – cardinals over 100 – ordinals over 12

(continued)

12. 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.

6.1 Linguistic Elements (continued)

	Grade 4	Grade 5	Grade 6
Grammatical Elements	<i>Students will be able to:</i> <ul style="list-style-type: none"> use, independently and consistently,¹³ the following grammatical elements: 		
	Nouns – locative singular – irregular plurals, including pluralia tantum, nominative; e.g., <i>двери, штани, окуляри, зрощі, люди, діти</i>	Nouns – accusative plural inanimate	Nouns – accusative singular animate – genitive singular
	Pronouns – personal genitive	Pronouns – personal locative – demonstrative, possessive, interrogative <ul style="list-style-type: none"> nominative singular and plural accusative singular inanimate 	Pronouns – demonstrative, possessive, interrogative accusative plural inanimate
	Adjectives – accusative singular inanimate	Adjectives – noun–adjective agreement; e.g., <i>високий Микола</i>	Adjectives – accusative plural inanimate – comparative and superlative
	Verbs – future imperfective	Verbs – present – present of common reflexives – imperative – modal verbs – past, all genders singular and plural	Verbs – <i>-ся</i> verbs with dative
	Adverbs – of motion – of distance – to express seasons	Adverbs – of time; e.g., <i>учора</i> – of frequency; e.g., <i>часто</i>	Adverbs – of frequency; e.g., <i>іноді</i>
	Expressions – of appeal	Expressions – at what time	Expressions – date and year – at what time – of emotions
	Numerals – ordinals 1–12	Numerals – 1–4 plus noun agreement	

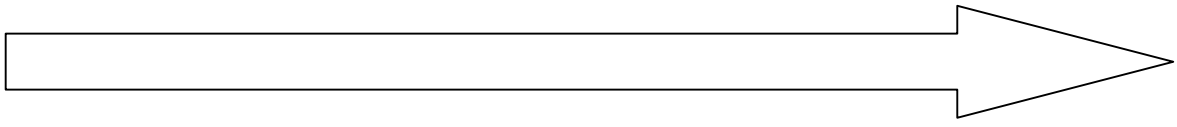
Note: Grammatical elements that students are able to use independently and consistently are to be maintained for the duration of the students' bilingual programming.

13. Independently and Consistently: This term is used to describe learning situations where students use specific linguistic elements in a variety of contexts with limited teacher guidance. Students in such situations will have consistent control of the linguistic elements and will be able to apply them in a variety of contexts with limited teacher guidance. Fluency and confidence characterize student language.

General Outcome 6

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

6.1 Linguistic Elements

	Grade 7	Grade 8	Grade 9
	<i>Students will be able to:</i>		
sound-symbol system	<ul style="list-style-type: none"> apply knowledge of the Ukrainian alphabet consistently and accurately in a variety of contexts 	<ul style="list-style-type: none"> apply knowledge of the Ukrainian alphabet consistently and accurately in a variety of contexts 	<ul style="list-style-type: none"> apply knowledge of the Ukrainian alphabet consistently and accurately in a variety of contexts
lexicon	<ul style="list-style-type: none"> use multiple words or phrases to express the same idea 	<ul style="list-style-type: none"> select the most appropriate or effective words or phrases to express ideas 	<ul style="list-style-type: none"> select the most appropriate or effective words or phrases to express ideas accurately
grammatical elements	<ul style="list-style-type: none"> (see following page) 	<ul style="list-style-type: none"> (see following page) 	<ul style="list-style-type: none"> (see following page)
			
mechanical features	<ul style="list-style-type: none"> use basic mechanical features correctly and effectively 	<ul style="list-style-type: none"> use basic mechanical features correctly and effectively 	<ul style="list-style-type: none"> use basic mechanical features correctly and effectively
discourse features	<ul style="list-style-type: none"> use basic discourse features correctly; and apply these features for desired effect, with teacher guidance 	<ul style="list-style-type: none"> use basic discourse features correctly; and apply these features for effect, with increasing independence 	<ul style="list-style-type: none"> use basic discourse features correctly and effectively

6.1 Linguistic Elements (continued)

	Grade 7	Grade 8	Grade 9
Grammatical Elements	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> use, in modelled situations,¹⁴ the following grammatical elements: 		
	<p>Nouns</p> <ul style="list-style-type: none"> instrumental plural; e.g., (3) <i>братами, сестрами</i> dative plural; e.g., <i>братам, сестрам</i> <p>Pronouns</p> <ul style="list-style-type: none"> demonstrative, possessive, interrogative accusative plural animate; e.g., <i>тих хлопців, моїх сестер, яких братів</i> genitive plural; e.g., <i>тих хлопців, моїх сестер, яких братів</i> <p>Adjectives</p> <ul style="list-style-type: none"> accusative plural animate; e.g., <i>старших братів, молодших сестер</i> genitive plural; e.g., <i>старших братів, молодших сестер, нових книжок</i> <p>Verbs</p> <ul style="list-style-type: none"> study verbs; e.g., <i>вчитися (чого, де), вчити (чого), вивчати (що)</i> 	<p>Nouns</p> <ul style="list-style-type: none"> irregular plurals, including pluralia tantum accusative; e.g., <i>двері, людей, дітей</i> genitive; e.g., <i>дверей, штанів, окулярів, грошей, людей, дітей</i> <p>Pronouns</p> <ul style="list-style-type: none"> demonstrative, possessive, interrogative accusative plural animate genitive plural instrumental plural; e.g., <i>тими хлопцями, моїми батьками, якими братами</i> dative plural; e.g., <i>тим хлопцям, моїм батькам, яким братам</i> <p>Adjectives</p> <ul style="list-style-type: none"> accusative plural animate genitive plural instrumental plural; e.g., (3) <i>старшими братами, молодшими сестрами</i> dative plural; e.g., <i>старшим братам, молодшим сестрам</i> <p>Verbs</p> <ul style="list-style-type: none"> simple future; e.g., <i>читатиму</i> verbs of motion; e.g., <i>іти/ходити/їти, їхати/їздити/поїхати</i> <p>Adverbs</p> <ul style="list-style-type: none"> of location/direction; e.g., <i>вдома/додому, надворі/ надвір</i> <p>Conjunctions</p> <ul style="list-style-type: none"> causal; e.g., <i>тому що, через те що</i> 	<p>Nouns</p> <ul style="list-style-type: none"> government by prepositions; e.g., <i>без, біля, коло, до, від, з</i> (genitive); <i>на, у/в, за, через, про</i> (accusative); <i>на, у/в, при</i> (locative); <i>під, над, за, перед, з</i> (instrumental) irregular plurals, including pluralia tantum locative; e.g., <i>на дверях, людях</i> instrumental; e.g., <i>дверима, штаньми, окулярами, грошима/гривнями, людьми</i> dative; e.g., <i>людям</i> <p>Pronouns</p> <ul style="list-style-type: none"> demonstrative, possessive, interrogative accusative plural animate genitive plural instrumental plural dative plural reflexive, all cases; e.g., <i>себе, собі, на собі, собою</i> possessive reflexive, all cases; e.g., <i>свій, своя, своє, свої</i> <p>Adjectives</p> <ul style="list-style-type: none"> accusative plural animate genitive plural instrumental plural dative plural <p>Verbs</p> <ul style="list-style-type: none"> government of cases; e.g., <i>шукати</i> (accusative, genitive), <i>дарувати</i> (dative), <i>займатися</i> (instrumental) verbs of motion; e.g., <i>летіти/літати/полетіти, бігти/бігати/побігти</i> <p>Adverbs</p> <ul style="list-style-type: none"> comparative and superlative; e.g., <i>краще, найсмачніше</i> <p>Conjunctions</p> <ul style="list-style-type: none"> disjunctive; e.g., <i>хоч, або... або, чи... чи</i> copulative; e.g., <i>і... і, ні... ні</i> <p>Numerals</p> <ul style="list-style-type: none"> fractions; e.g., <i>одна десята</i> percentages; e.g., <i>сорок відсотків</i>

(continued)

14. 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.

6.1 Linguistic Elements (continued)

	Grade 7	Grade 8	Grade 9
Grammatical Elements	<i>Students will be able to:</i>		
	<ul style="list-style-type: none"> use, in structured situations,¹⁵ the following grammatical elements:..... 		
	<p>Nouns</p> <ul style="list-style-type: none"> – accusative plural – genitive plural – locative plural 	<p>Nouns</p> <ul style="list-style-type: none"> – accusative plural – genitive plural – locative plural – instrumental plural – dative plural 	<p>Nouns</p> <ul style="list-style-type: none"> – instrumental plural – dative plural – irregular plurals, including pluralia tantum <ul style="list-style-type: none"> • accusative • genitive
	<p>Pronouns</p> <ul style="list-style-type: none"> – personal <ul style="list-style-type: none"> • instrumental • dative – demonstrative, possessive, interrogative <ul style="list-style-type: none"> • accusative singular animate • genitive singular • locative singular • instrumental singular • dative singular • locative plural – definite and indefinite 	<p>Pronouns</p> <ul style="list-style-type: none"> – demonstrative, possessive, interrogative <ul style="list-style-type: none"> • accusative singular animate • genitive singular • locative singular • instrumental singular • dative singular • locative plural – definite and indefinite 	<p>Pronouns</p> <ul style="list-style-type: none"> – demonstrative, possessive, interrogative <ul style="list-style-type: none"> • instrumental singular • dative singular • locative plural – definite and indefinite
	<p>Adjectives</p> <ul style="list-style-type: none"> – accusative singular animate – genitive singular – locative singular – instrumental singular – dative singular – locative plural 	<p>Adjectives</p> <ul style="list-style-type: none"> – accusative singular animate – genitive singular – locative singular – instrumental singular – dative singular – locative plural 	<p>Adjectives</p> <ul style="list-style-type: none"> – instrumental singular – dative singular – locative plural
	<p>Verbs</p> <ul style="list-style-type: none"> – perfective/imperfective past and future – present, including archaic 	<p>Verbs</p> <ul style="list-style-type: none"> – perfective/imperfective past and future – study verbs 	<p>Verbs</p> <ul style="list-style-type: none"> – simple future – verbs of motion
	<p>Adverbs</p> <ul style="list-style-type: none"> – of quantity 	<p>Expressions</p> <ul style="list-style-type: none"> – time—hours, minutes, intervals 	<p>Adverbs</p> <ul style="list-style-type: none"> – of location/direction – spatial; e.g., <i>недалеко (від), навпроти, прямо, направо, попереду</i>
	<p>Expressions</p> <ul style="list-style-type: none"> – time—hours, minutes, intervals 	<p>Numerals</p> <ul style="list-style-type: none"> – 5 and higher plus noun agreement 	<p>Conjunctions</p> <ul style="list-style-type: none"> – causal
	<p>Numerals</p> <ul style="list-style-type: none"> – 5 and higher plus noun agreement 		

(continued)

15. 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.

6.1 Linguistic Elements (continued)

	Grade 7	Grade 8	Grade 9
Grammatical Elements	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> use, independently and consistently,¹⁶ the following grammatical elements: 		
	<p>Nouns</p> <ul style="list-style-type: none"> hard, soft, mixed stem instrumental singular dative singular <p>Verbs</p> <ul style="list-style-type: none"> -ся verbs with genitive and instrumental verbs <i>могти, знати, вміти</i> <p>Adverbs</p> <ul style="list-style-type: none"> definite and indefinite <p>Conjunctions</p> <ul style="list-style-type: none"> comparative <p>Numerals</p> <ul style="list-style-type: none"> cardinals over 100 ordinals over 12 	<p>Pronouns</p> <ul style="list-style-type: none"> personal <ul style="list-style-type: none"> instrumental dative <p>Verbs</p> <ul style="list-style-type: none"> present, including archaic <p>Adverbs</p> <ul style="list-style-type: none"> of quantity 	<p>Nouns</p> <ul style="list-style-type: none"> accusative plural genitive plural locative plural <p>Pronouns</p> <ul style="list-style-type: none"> demonstrative, possessive, interrogative <ul style="list-style-type: none"> accusative singular animate genitive singular locative singular <p>Adjectives</p> <ul style="list-style-type: none"> accusative singular animate genitive singular locative singular <p>Verbs</p> <ul style="list-style-type: none"> perfective/imperfective past and future study verbs <p>Expressions</p> <ul style="list-style-type: none"> time—hours, minutes, intervals <p>Numerals</p> <ul style="list-style-type: none"> 5 and higher plus noun agreement

Note: Grammatical elements that students are able to use independently and consistently are to be maintained for the duration of the students' bilingual programming.

16. Independently and Consistently: This term is used to describe learning situations where students use specific linguistic elements in a variety of contexts with limited teacher guidance. Students in such situations will have consistent control of the linguistic elements and will be able to apply them in a variety of contexts with limited teacher guidance. Fluency and confidence characterize student language.

General Outcome 6

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

6.2 Language Competence

	Kindergarten	Grade 1	Grade 2	Grade 3
	<i>Students will be able to:</i>			
listening	<ul style="list-style-type: none">listen and respond to basic phrases in the learning environment	<ul style="list-style-type: none">listen to and understand simple oral sentences in the learning environment	<ul style="list-style-type: none">listen to and understand simple oral sentences in a variety of familiar situations	<ul style="list-style-type: none">listen to and understand a series of oral sentences or a short oral presentation on a familiar topic in structured situations
speaking	<ul style="list-style-type: none">repeat and create simple, patterned oral phrases in the learning environment	<ul style="list-style-type: none">produce, orally, simple sentences in structured situations	<ul style="list-style-type: none">produce, spontaneously and with guidance, simple oral sentences in a variety of familiar situations	<ul style="list-style-type: none">produce, spontaneously or with guidance, a series of interrelated ideas on a familiar topic
reading	<ul style="list-style-type: none">recognize some letters	<ul style="list-style-type: none">recognize and understand simple words in structured situations	<ul style="list-style-type: none">read and understand simple words and sentences in structured situations	<ul style="list-style-type: none">read and understand a series of sentences or a short text on a familiar topic in structured situations
writing	<ul style="list-style-type: none">copy letters	<ul style="list-style-type: none">copy simple words and sentences	<ul style="list-style-type: none">produce, with guidance, simple words and sentences on familiar topics	<ul style="list-style-type: none">produce, spontaneously or with guidance, simple texts on a familiar topic in structured situations
viewing	<ul style="list-style-type: none">view and respond to familiar events and representations in the learning environment	<ul style="list-style-type: none">view and understand simple, familiar events and representations in the learning environment	<ul style="list-style-type: none">view and understand simple, familiar events and representations	<ul style="list-style-type: none">view and understand simple events and representations
representing	<ul style="list-style-type: none">imitate and create simple representations of familiar ideas, events and information	<ul style="list-style-type: none">create simple representations of familiar ideas, events and information	<ul style="list-style-type: none">use a variety of forms to create simple representations of ideas, events and information	<ul style="list-style-type: none">use a variety of forms to create representations of ideas, events and information

General Outcome 6

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

6.2 Language Competence

	Grade 4	Grade 5	Grade 6
<i>Students will be able to:</i>			
listening	<ul style="list-style-type: none">listen to and understand a short oral or media presentation on a familiar topic in structured and unstructured situations	<ul style="list-style-type: none">listen to and understand the main points of an oral or media presentation on a familiar topic in structured and unstructured situations	<ul style="list-style-type: none">listen to and understand the main points of a lengthy oral or media presentation on a familiar topic in structured and unstructured situations
speaking	<ul style="list-style-type: none">produce, spontaneously and/or with guidance, a short oral presentation on a familiar topic in a structured situation	<ul style="list-style-type: none">produce a prepared or spontaneous oral presentation on a familiar topic in a structured situation	<ul style="list-style-type: none">produce a prepared or spontaneous oral presentation on a familiar topic in a structured or unstructured situation
reading	<ul style="list-style-type: none">read and understand the main idea of texts dealing with familiar topics in structured and unstructured situations	<ul style="list-style-type: none">read and understand the main idea and supporting details of texts dealing with a familiar topic in structured situations	<ul style="list-style-type: none">read and understand the main idea and supporting details of lengthy texts dealing with a familiar topic in structured situations
writing	<ul style="list-style-type: none">produce, spontaneously or with guidance, simple texts on familiar topics in structured and unstructured situations	<ul style="list-style-type: none">produce, spontaneously or with guidance, texts on familiar topics in structured and unstructured situations	<ul style="list-style-type: none">produce, spontaneously or with preparation, lengthy texts dealing with familiar topics in structured and unstructured situations
viewing	<ul style="list-style-type: none">view and understand a variety of simple events and/or representations	<ul style="list-style-type: none">view and understand a series of simple events and/or representations	<ul style="list-style-type: none">view and understand events and/or representations within and beyond the school context
representing	<ul style="list-style-type: none">create multiple representations of the same familiar ideas, events and/or information	<ul style="list-style-type: none">create multiple representations of the same ideas, events and/or information	<ul style="list-style-type: none">create multiple representations of ideas, events and/or information, using a variety of forms

General Outcome 6

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

6.2 Language Competence

	Grade 7	Grade 8	Grade 9
	<i>Students will be able to:</i>		
listening	<ul style="list-style-type: none">listen to and understand the main points of lengthy oral or media presentations on a variety of familiar topics in structured and unstructured situations	<ul style="list-style-type: none">listen to and understand the main points of oral presentations containing simple and complex ideas and dealing with a variety of familiar topics in structured and unstructured situations	<ul style="list-style-type: none">listen to and understand the main points and some supporting details of oral presentations containing simple and complex ideas and dealing with a variety of familiar topics in a variety of situations
speaking	<ul style="list-style-type: none">produce a prepared or spontaneous oral presentation on a familiar topic in structured and unstructured situations	<ul style="list-style-type: none">produce a spontaneous oral presentation on a familiar or unfamiliar topic, and produce a prepared oral presentation on an unfamiliar topic in structured and unstructured situations	<ul style="list-style-type: none">produce prepared or spontaneous oral presentations on familiar and unfamiliar topics in a variety of structured and unstructured situations
reading	<ul style="list-style-type: none">read and understand a lengthy series of interrelated ideas dealing with a familiar topic in structured and unstructured situations	<ul style="list-style-type: none">read and understand texts containing simple and complex ideas on a variety of familiar topics in structured and unstructured situations	<ul style="list-style-type: none">read and understand texts containing simple and complex ideas on familiar and unfamiliar topics
writing	<ul style="list-style-type: none">produce, spontaneously and/or with preparation, a lengthy series of simple and complex ideas on a familiar topic in structured and unstructured situations	<ul style="list-style-type: none">produce, spontaneously, a lengthy series of simple and complex ideas on a variety of familiar topics in structured and unstructured situations	<ul style="list-style-type: none">organize and develop ideas cohesively on familiar and unfamiliar topics, spontaneously and/or with preparation
viewing	<ul style="list-style-type: none">view and understand complex representations of familiar ideas, events and information	<ul style="list-style-type: none">view and understand complex representations of ideas, events and information	<ul style="list-style-type: none">view and understand a variety of complex representations of ideas, events and information
representing	<ul style="list-style-type: none">create complex representations of familiar ideas, events and information	<ul style="list-style-type: none">create complex representations of ideas, events and information	<ul style="list-style-type: none">use a variety of forms to create complex representations of ideas, events and information

General Outcome 6

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

6.3 Sociocultural/Sociolinguistic Competence

	Kindergarten	Grade 1	Grade 2	Grade 3
<i>Students will be able to:</i>				
register	<ul style="list-style-type: none">• speak at a volume appropriate to classroom situations	<ul style="list-style-type: none">• respond to tone of voice	<ul style="list-style-type: none">• distinguish between formal and informal situations	<ul style="list-style-type: none">• recognize that some topics, words or intonations are inappropriate in certain contexts
idiomatic expressions	<ul style="list-style-type: none">• imitate age-appropriate idiomatic expressions	<ul style="list-style-type: none">• imitate age-appropriate idiomatic expressions	<ul style="list-style-type: none">• understand and use some simple idiomatic expressions as set phrases	<ul style="list-style-type: none">• understand and use a variety of simple idiomatic expressions as set phrases
variations in language	<ul style="list-style-type: none">• experience a variety of voices; e.g., male and female, young and old	<ul style="list-style-type: none">• experience a variety of voices; e.g., male and female, young and old	<ul style="list-style-type: none">• acknowledge individual differences in speech	<ul style="list-style-type: none">• accept individual differences in speech
social conventions	<ul style="list-style-type: none">• imitate simple routine social interactions	<ul style="list-style-type: none">• use basic social expressions appropriate to the classroom	<ul style="list-style-type: none">• use basic politeness conventions	<ul style="list-style-type: none">• use appropriate oral forms of address for people frequently encountered
nonverbal communication	<ul style="list-style-type: none">• imitate some common nonverbal behaviours used in Ukrainian culture	<ul style="list-style-type: none">• understand the meaning of and imitate some common nonverbal behaviours used in Ukrainian culture	<ul style="list-style-type: none">• experiment with using some simple nonverbal means of communication	<ul style="list-style-type: none">• recognize that some nonverbal behaviours may be inappropriate in certain contexts

General Outcome 6

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

6.3 Sociocultural/Sociolinguistic Competence

	Grade 4	Grade 5	Grade 6
	<i>Students will be able to:</i>		
register	<ul style="list-style-type: none">experiment with formal and informal uses of language in familiar contexts	<ul style="list-style-type: none">use formal and informal language in familiar situations	<ul style="list-style-type: none">identify socially appropriate language in specific situations
idiomatic expressions	<ul style="list-style-type: none">use learned idiomatic expressions in new contexts	<ul style="list-style-type: none">use learned idiomatic expressions to enhance communication	<ul style="list-style-type: none">use learned idiomatic expressions correctly in new contexts
variations in language	<ul style="list-style-type: none">experience a variety of accents and variations in speech	<ul style="list-style-type: none">experience regional variations in language	<ul style="list-style-type: none">recognize some common regional variations in language
social conventions	<ul style="list-style-type: none">recognize verbal behaviours that are considered impolite	<ul style="list-style-type: none">recognize simple social conventions in informal conversations	<ul style="list-style-type: none">recognize important social conventions in everyday interactions
nonverbal communication	<ul style="list-style-type: none">recognize appropriate nonverbal behaviours for people frequently encountered	<ul style="list-style-type: none">use appropriate nonverbal behaviours in a variety of familiar contexts	<ul style="list-style-type: none">use appropriate nonverbal behaviours in a variety of familiar contexts

General Outcome 6

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

6.3 Sociocultural/Sociolinguistic Competence

	Grade 7	Grade 8	Grade 9
	<i>Students will be able to:</i>		
register	<ul style="list-style-type: none">• explore formal and informal uses of language in a variety of contexts	<ul style="list-style-type: none">• use suitable, simple formal language in a variety of contexts	<ul style="list-style-type: none">• explore differences in register between spoken and written texts
idiomatic expressions	<ul style="list-style-type: none">• use learned idiomatic expressions in a variety of contexts	<ul style="list-style-type: none">• examine the role of idiomatic expressions in culture	<ul style="list-style-type: none">• identify influences on idiomatic expressions, such as region, age, occupation
variations in language	<ul style="list-style-type: none">• recognize influences resulting in variations in language	<ul style="list-style-type: none">• recognize influences resulting in variations in language	<ul style="list-style-type: none">• recognize influences resulting in variations in language
social conventions	<ul style="list-style-type: none">• interpret the use of social conventions encountered in oral and print texts	<ul style="list-style-type: none">• interpret and use important social conventions in interactions	<ul style="list-style-type: none">• interpret and use appropriate oral and written forms of address with a variety of audiences
nonverbal communication	<ul style="list-style-type: none">• recognize nonverbal behaviours that are considered impolite	<ul style="list-style-type: none">• avoid nonverbal behaviours that are considered impolite	<ul style="list-style-type: none">• recognize a variety of nonverbal communication techniques in a variety of contexts

General Outcome 6

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

6.4 Language Learning Strategies

	Kindergarten	Grade 1	Grade 2	Grade 3
<i>Students will be able to:</i>				
cognitive	<ul style="list-style-type: none">use simple cognitive strategies, with guidance, to enhance language learning; e.g., listen attentively, perform actions to match words of a song, story or rhyme	<ul style="list-style-type: none">use simple cognitive strategies, with guidance, to enhance language learning; e.g., memorize new words by repeating them silently or aloud	<ul style="list-style-type: none">use simple cognitive strategies, with guidance, to enhance language learning; e.g., learn short rhymes or songs, incorporating new vocabulary or sentence patterns, imitate sounds and intonation patterns	<ul style="list-style-type: none">use a variety of simple cognitive strategies, with guidance, to enhance language learning; e.g., make personal dictionaries, experiment with various elements of the language
metacognitive	<ul style="list-style-type: none">use simple metacognitive strategies, with guidance, to enhance language learning; e.g., reflect on learning tasks with the guidance of the teacher	<ul style="list-style-type: none">use simple metacognitive strategies, with guidance, to enhance language learning; e.g., make choices about how they learn with the guidance of the teacher	<ul style="list-style-type: none">use simple metacognitive strategies, with guidance, to enhance language learning; e.g., rehearse or role-play language	<ul style="list-style-type: none">use a variety of simple metacognitive strategies, with guidance, to enhance language learning; e.g., decide in advance to attend to the learning task
social/affective	<ul style="list-style-type: none">use simple social and affective strategies, with guidance, to enhance language learning; e.g., imitate or model interaction with others	<ul style="list-style-type: none">use simple social and affective strategies, with guidance, to enhance language learning; e.g., participate in patterned reading experiences	<ul style="list-style-type: none">use simple social and affective strategies, with guidance, to enhance language learning; e.g., seek the assistance of a friend to interpret a text	<ul style="list-style-type: none">use a variety of simple social and affective strategies, with guidance, to enhance language learning; e.g., reread familiar self-chosen texts to enhance understanding and enjoyment

Further examples of language learning strategies are available on pages 53 and 54.

General Outcome 6

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

6.4 Language Learning Strategies

	Grade 4	Grade 5	Grade 6
<i>Students will be able to:</i>			
cognitive	<ul style="list-style-type: none">identify and use a variety of cognitive strategies to enhance language learning; e.g., use mental images to remember new information, repeat words or phrases in the course of performing a language task such as echo acting	<ul style="list-style-type: none">identify and use a variety of cognitive strategies to enhance language learning; e.g., group together sets of things (vocabulary, structures) with similar characteristics, identify similarities and differences between aspects of the Ukrainian language and their own language (punctuation, rules of capitalization)	<ul style="list-style-type: none">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
metacognitive	<ul style="list-style-type: none">identify and use a variety of metacognitive strategies to enhance language learning; e.g., make a plan in advance about how to approach a language learning task	<ul style="list-style-type: none">identify and use a variety of metacognitive strategies to enhance language learning; e.g., reflect on the listening, reading and writing process, check copied writing for accuracy	<ul style="list-style-type: none">identify and use a variety of metacognitive strategies to enhance language learning; e.g., listen or read for key words, monitor own speech and writing to check for persistent errors
social/affective	<ul style="list-style-type: none">identify and use a variety of social and affective strategies to enhance language learning; e.g., work cooperatively with peers in small groups	<ul style="list-style-type: none">identify and use a variety of social and affective strategies to enhance language learning; e.g., understand that making mistakes is a natural part of language learning, experiment with various forms of expression	<ul style="list-style-type: none">identify and use a variety of social and affective strategies to enhance language learning; e.g., participate actively in brainstorming and conferencing as prewriting and postwriting exercises

Further examples of language learning strategies are available on pages 53 and 54.

General Outcome 6

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

6.4 Language Learning Strategies

	Grade 7	Grade 8	Grade 9
<i>Students will be able to:</i>			
cognitive	<ul style="list-style-type: none">select and use a variety of cognitive strategies to enhance language learning; e.g., associate new words or expressions with familiar ones, either in the Ukrainian language or in their own language	<ul style="list-style-type: none">select and use a variety of cognitive strategies to enhance language learning; e.g., find information using reference materials like dictionaries, textbooks and grammars, use available technological aids to support language learning	<ul style="list-style-type: none">select and use appropriate cognitive strategies to enhance language learning in a variety of situations; e.g., use word maps, mind maps, diagrams, charts or other graphic representations to make information easier to understand and remember
metacognitive	<ul style="list-style-type: none">select and use a variety of metacognitive strategies to enhance language learning; e.g., evaluate own performance or comprehension at the end of a task, keep a learning log, be aware of the potential of learning through direct exposure to the language	<ul style="list-style-type: none">select and use a variety of metacognitive strategies to enhance language learning; e.g., experience various methods of language acquisition and identify one or more that are particularly useful personally	<ul style="list-style-type: none">select and use appropriate metacognitive strategies to enhance language learning in a variety of situations; e.g., know how strategies may enable coping with texts containing unknown elements
social/affective	<ul style="list-style-type: none">select and use a variety of social and affective strategies to enhance language learning; e.g., use self-talk to feel competent to do the task	<ul style="list-style-type: none">select and use a variety of social and affective strategies to enhance language learning; e.g., be willing to take risks, try unfamiliar tasks and approaches	<ul style="list-style-type: none">select and use appropriate social and affective strategies to enhance language learning in a variety of situations; e.g., repeat new words and expressions that occur in conversations in which they participate, make use of these new words and expressions as soon as appropriate

Further examples of language learning strategies are available on pages 53 and 54.

General Outcome 6

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

6.5 Language Use Strategies

	Kindergarten	Grade 1	Grade 2	Grade 3
	<i>Students will be able to:</i>			
interactive	<ul style="list-style-type: none">use simple interactive strategies, with guidance; e.g., use words from their first language to get their meaning across, acknowledge being spoken to	<ul style="list-style-type: none">use simple interactive strategies, with guidance; e.g., interpret and use a variety of nonverbal clues to communicate	<ul style="list-style-type: none">use simple interactive strategies, with guidance; e.g., indicate lack of understanding verbally or nonverbally	<ul style="list-style-type: none">use a variety of simple interactive strategies, with guidance; e.g., ask for clarification or repetition when they do not understand
interpretive	<ul style="list-style-type: none">use simple interpretive strategies, with guidance; e.g., use gestures, intonation and visual supports to aid comprehension	<ul style="list-style-type: none">use simple interpretive strategies, with guidance; e.g., make connections between texts and prior knowledge and personal experience	<ul style="list-style-type: none">use simple interpretive strategies, with guidance; e.g., use illustrations to aid reading comprehension	<ul style="list-style-type: none">use a variety of simple interpretive strategies, with guidance; e.g., determine the purpose of listening, listen or look for key words
productive	<ul style="list-style-type: none">use simple productive strategies, with guidance; e.g., mimic what the teacher says, use nonverbal means to communicate	<ul style="list-style-type: none">use simple productive strategies, with guidance; e.g., copy what others say or write, use words that are visible in the immediate environment	<ul style="list-style-type: none">use simple productive strategies, with guidance; e.g., use familiar repetitive patterns from stories, songs, rhymes or media	<ul style="list-style-type: none">use a variety of simple productive strategies, with guidance; e.g., use illustrations to provide detail when producing their own texts

Further examples of language use strategies are available on pages 55 and 56.

General Outcome 6

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

6.5 Language Use Strategies

	Grade 4	Grade 5	Grade 6
<i>Students will be able to:</i>			
interactive	<ul style="list-style-type: none">identify and use a variety of interactive strategies; e.g., use the other speaker's words in subsequent conversation	<ul style="list-style-type: none">identify and use a variety of interactive strategies; e.g., assess feedback from conversation partner to recognize when the message has not been understood	<ul style="list-style-type: none">identify and use a variety of interactive strategies; e.g., start again using a different tactic when communication breaks down, use a simple word similar to the concept they want to convey and invite correction
interpretive	<ul style="list-style-type: none">identify and use a variety of interpretive strategies; e.g., listen selectively based on purpose, make predictions about what they expect to hear or read based on prior knowledge and personal experience	<ul style="list-style-type: none">identify and use a variety of interpretive strategies; e.g., use morphological cues to aid reading comprehension	<ul style="list-style-type: none">identify and use a variety of interpretive strategies; e.g., infer probable meaning of unknown words or expressions from contextual clues
productive	<ul style="list-style-type: none">identify and use a variety of productive strategies; e.g., use various techniques to explore ideas at the planning stage in graphic organizers	<ul style="list-style-type: none">identify and use a variety of productive strategies; e.g., use knowledge of sentence patterns to form new sentences	<ul style="list-style-type: none">identify and use a variety of productive strategies; e.g., be aware of and use the steps of the writing process

Further examples of language use strategies are available on pages 55 and 56.

General Outcome 6

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

6.5 Language Use Strategies

	Grade 7	Grade 8	Grade 9
<i>Students will be able to:</i>			
interactive	<ul style="list-style-type: none">select and use a variety of interactive strategies; e.g., invite others into the discussion, ask for confirmation that a form used is correct	<ul style="list-style-type: none">select and use a variety of interactive strategies; e.g., use a range of fillers, hesitation devices and gambits to sustain conversations, use circumlocution to compensate for lack of vocabulary	<ul style="list-style-type: none">select and use appropriate interactive strategies in a variety of situations; e.g., repeat part of what someone has said to confirm mutual understanding
interpretive	<ul style="list-style-type: none">select and use a variety of interpretive strategies; e.g., prepare questions or a guide to note down information found in the text	<ul style="list-style-type: none">select and use a variety of interpretive strategies; e.g., use key content words or discourse markers to follow an extended text	<ul style="list-style-type: none">select and use appropriate interpretive strategies in a variety of situations; e.g., reread several times to understand complex ideas
productive	<ul style="list-style-type: none">select and use a variety of productive strategies; e.g., use resources to increase vocabulary	<ul style="list-style-type: none">select and use a variety of productive strategies; e.g., take notes when reading or listening to assist in producing their own text	<ul style="list-style-type: none">select and use appropriate productive strategies in a variety of situations; e.g., use a variety of resources to correct texts

Further examples of language use strategies are available on pages 55 and 56.

General Outcome 6

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

6.6 General Learning Strategies

	Kindergarten	Grade 1	Grade 2	Grade 3
	<i>Students will be able to:</i>			
cognitive	<ul style="list-style-type: none">use simple cognitive strategies to enhance general learning; e.g., classify objects and ideas according to their attributes	<ul style="list-style-type: none">use simple cognitive strategies to enhance general learning; e.g., use models	<ul style="list-style-type: none">use simple cognitive strategies to enhance general learning; e.g., connect what they already know with what they are learning	<ul style="list-style-type: none">use simple cognitive strategies to enhance general learning; e.g., experiment with and concentrate on one thing at a time
metacognitive	<ul style="list-style-type: none">use simple metacognitive strategies to enhance general learning; e.g., reflect on learning tasks, such as role playing, with the guidance of the teacher	<ul style="list-style-type: none">use simple metacognitive strategies to enhance general learning; e.g., choose from among learning options	<ul style="list-style-type: none">use simple metacognitive strategies to enhance general learning; e.g., discover how their efforts can affect their learning	<ul style="list-style-type: none">use simple metacognitive strategies to enhance general learning; e.g., decide in advance to attend to the learning task
social/affective	<ul style="list-style-type: none">use simple social and affective strategies to enhance general learning; e.g., watch others' actions and copy them	<ul style="list-style-type: none">use simple social and affective strategies to enhance general learning; e.g., seek help from others	<ul style="list-style-type: none">use simple social and affective strategies to enhance general learning; e.g., follow their natural curiosity and intrinsic motivation to learn	<ul style="list-style-type: none">use simple social and affective strategies to enhance general learning; e.g., participate in cooperative group learning tasks

Further examples of general learning strategies are available on pages 56 and 57.

General Outcome 6

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

6.6 General Learning Strategies

	Grade 4	Grade 5	Grade 6
	<i>Students will be able to:</i>		
cognitive	<ul style="list-style-type: none">identify and use a variety of cognitive strategies to enhance general learning; e.g., focus on and complete learning tasks	<ul style="list-style-type: none">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	<ul style="list-style-type: none">identify and use a variety of cognitive strategies to enhance general learning; e.g., look for patterns and relationships like verb endings
metacognitive	<ul style="list-style-type: none">identify and use a variety of metacognitive strategies to enhance general learning; e.g., divide an overall learning task into a number of subtasks, with guidance	<ul style="list-style-type: none">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	<ul style="list-style-type: none">identify and use a variety of metacognitive strategies to enhance general learning; e.g., identify their own needs and interests
social/affective	<ul style="list-style-type: none">identify and use a variety of social and affective strategies to enhance general learning; e.g., choose learning activities that enhance understanding and enjoyment	<ul style="list-style-type: none">identify and use a variety of social and affective strategies to enhance general learning; e.g., encourage themselves to try even though they might make mistakes	<ul style="list-style-type: none">identify and use a variety of social and affective strategies to enhance general learning; e.g., take part in group decision-making processes

Further examples of general learning strategies are available on pages 56 and 57.

General Outcome 6

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

6.6 General Learning Strategies

	Grade 7	Grade 8	Grade 9
<i>Students will be able to:</i>			
cognitive	<ul style="list-style-type: none">select and use a variety of cognitive strategies to enhance general learning; e.g., distinguish between fact and opinion when using a variety of sources of information	<ul style="list-style-type: none">select and use a variety of cognitive strategies to enhance general learning; e.g., formulate key questions to guide research	<ul style="list-style-type: none">select and use appropriate cognitive strategies to enhance general learning in a variety of situations; e.g., make inferences, identify and justify the evidence on which their inferences are based
metacognitive	<ul style="list-style-type: none">select and use a variety of metacognitive strategies to enhance general learning; e.g., manage the physical environment in which they have to work	<ul style="list-style-type: none">select and use a variety of metacognitive strategies to enhance general learning; e.g., keep a learning journal such as a diary or a log	<ul style="list-style-type: none">select and use appropriate metacognitive strategies to enhance general learning in a variety of situations; e.g., work with others to monitor their own learning
social/affective	<ul style="list-style-type: none">select and use a variety of social and affective strategies to enhance general learning; e.g., use support strategies to help peers persevere at learning tasks	<ul style="list-style-type: none">select and use a variety of social and affective strategies to enhance general learning; e.g., take part in group problem-solving processes	<ul style="list-style-type: none">select and use appropriate social and affective strategies to enhance general learning in a variety of situations; e.g., take risks, try unfamiliar tasks and approaches

Further examples of general learning strategies are available on pages 56 and 57.

CULTURE

The Culture section supports the development of a positive self-concept, a strong self-identity as a bilingual/multicultural learner and a positive identification with Ukrainian language and culture. This section provides opportunities for the exploration of the Ukrainian culture from the perspectives of historical elements, contemporary elements, diversity and change. It promotes the development of a sense of community, an understanding of similarities and differences among people, and an appreciation for personal contributions to society. It also is designed to help students develop an understanding of global interrelatedness and interdependence, as well as cultural sensitivity, and to support their preparation for effective participation in the global marketplace and workplace.

The Culture section is intended to be integrated with language learning, as well as learnings related to other subject areas, and is an essential part of daily activities in Ukrainian bilingual programming. **This program of studies divides the Language Arts and Culture sections for ease of use only.**

While Ukrainian cultural learning is unquestionably best conducted in Ukrainian, certain concepts may be too complex to be undertaken in the language. On such occasions, limited and judicious use of English may be resorted to in order to facilitate learning.

General Outcome

The following general outcome outlines the key learnings that the Culture section is designed to support.

General Outcome 7

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

Note: Additional outcomes that deal with cultural content may be found elsewhere in this program of studies, including sections under General Outcome 5, as well as under cluster heading 6.3 Sociocultural/Sociolinguistic Competence.

General Outcome 7

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

7.1 *Self-identity*

	Kindergarten	Grade 1	Grade 2	Grade 3
<i>Students will be able to:</i>				
understanding self-identity	<ul style="list-style-type: none">represent self and family	<ul style="list-style-type: none">tell and draw about self and family, and appreciate own uniqueness	<ul style="list-style-type: none">express own self-concept, and extend that understanding to include new ideas and perspectives	<ul style="list-style-type: none">explore and examine various sources of information for development of own self-concept
developing positive self-identity	<ul style="list-style-type: none">recognize own importance as a person	<ul style="list-style-type: none">understand and accept own importance as a person	<ul style="list-style-type: none">understand own place and importance in the home and school	<ul style="list-style-type: none">understand own strengths and abilities
valuing Ukrainian language and culture ¹⁷	<ul style="list-style-type: none">participate in Ukrainian language and cultural activities in the classroom and school	<ul style="list-style-type: none">participate in Ukrainian language and cultural activities and traditions	<ul style="list-style-type: none">participate in and appreciate Ukrainian language and cultural activities and traditions	<ul style="list-style-type: none">recognize and appreciate various elements of Ukrainian language and culture
valuing bilingualism/multiculturalism	<ul style="list-style-type: none">participate in classroom and school cultural activities	<ul style="list-style-type: none">participate in classroom, school and community cultural activities	<ul style="list-style-type: none">participate in and appreciate bilingual/multicultural educational activities	<ul style="list-style-type: none">recognize and appreciate various elements of a bilingual/multicultural education

17. See cluster heading 7.2.

General Outcome 7

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

7.1 Self-identity

	Grade 4	Grade 5	Grade 6
understanding self-identity	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none">• identify influences on development of own self-concept and self-identity	<ul style="list-style-type: none">• express own self-concept, and understand that others' perceptions of them may differ from own	<ul style="list-style-type: none">• explore and reflect on various facets of self-identity and how it changes
developing positive self-identity	<ul style="list-style-type: none">• learn that respect for oneself is essential, and understand that self-concept is determined by external and internal forces	<ul style="list-style-type: none">• recognize the effect of “put-ups” and “put-downs” on self and others	<ul style="list-style-type: none">• understand what stereotyping is
valuing Ukrainian language and culture	<ul style="list-style-type: none">• recognize and appreciate various elements of Ukrainian language and culture	<ul style="list-style-type: none">• identify the benefits and contributions of the Ukrainian language and culture to self	<ul style="list-style-type: none">• recognize the value and significance of the Ukrainian language and culture to self
valuing bilingualism/multiculturalism	<ul style="list-style-type: none">• participate in activities that promote and celebrate the bilingual/multicultural education experience	<ul style="list-style-type: none">• recognize the uniqueness of bilingual/multicultural education in a Canadian context	<ul style="list-style-type: none">• identify benefits and potential advantages of a bilingual/multicultural education in a Canadian and international context

General Outcome 7

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

7.1 Self-identity

	Grade 7	Grade 8	Grade 9
understanding self-identity	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none">understand self-concept and the factors that affect it	<ul style="list-style-type: none">examine own identity, and reflect on its effect on relationships and choices	<ul style="list-style-type: none">understand self-concept and its relationship to overall development, achievement and decisions for the future
developing positive self-identity	<ul style="list-style-type: none">recognize the effects of positive and negative treatment	<ul style="list-style-type: none">understand ways in which the individual has rights to safeguard against stereotyping in Canadian society	<ul style="list-style-type: none">understand stereotyping and its effect on the individual, community and society
valuing Ukrainian language and culture	<ul style="list-style-type: none">explore and analyze how Ukrainian language and culture have influenced and enriched own life	<ul style="list-style-type: none">explore and analyze how Ukrainian language and culture have enriched the lives of significant individuals at the community, national and international levels; and identify lifelong benefits to self	<ul style="list-style-type: none">explore how own past and present Ukrainian language and cultural experiences, understanding and knowledge may be assets in future opportunities
valuing bilingualism/multiculturalism	<ul style="list-style-type: none">explore and analyze how being bilingual/multicultural has influenced and enriched own life	<ul style="list-style-type: none">explore and analyze how bilingualism/multiculturalism have enriched the lives of significant individuals at the community, national and international levels; and identify lifelong benefits to self	<ul style="list-style-type: none">explore how own past and present bilingual/multicultural experiences, knowledge and understanding may be assets in future opportunities

General Outcome 7

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

7.2 Ukrainian Culture

	Kindergarten	Grade 1	Grade 2	Grade 3
<i>Students will be able to:</i>				
historical elements	<ul style="list-style-type: none">participate in activities and experiences that reflect traditional elements of the Ukrainian culture; e.g., krapanky, hahilky, carols	<ul style="list-style-type: none">participate in activities and experiences that reflect traditional elements of the Ukrainian language and culture; e.g., Christmas, Easter	<ul style="list-style-type: none">participate in activities and experiences that reflect traditional elements of the Ukrainian language and culture; e.g., Christmas, Easter	<ul style="list-style-type: none">participate in activities and experiences that reflect traditional elements of the Ukrainian language and culture; e.g., Christmas, Easter
contemporary elements	<ul style="list-style-type: none">participate in activities and experiences that reflect contemporary elements of the Ukrainian language and culture	<ul style="list-style-type: none">participate in activities and experiences that reflect contemporary elements of the Ukrainian language and culture	<ul style="list-style-type: none">participate in activities and experiences that reflect contemporary elements of the Ukrainian language and culture	<ul style="list-style-type: none">participate in activities and experiences that reflect contemporary elements of the Ukrainian language and culture
diversity	<ul style="list-style-type: none">experience linguistic/cultural elements of diverse origins from within the Ukrainian language and culture	<ul style="list-style-type: none">experience linguistic/cultural elements of diverse origins from within the Ukrainian language and culture	<ul style="list-style-type: none">recognize diverse elements of the Ukrainian language and culture in school and/or the local community	<ul style="list-style-type: none">identify diverse elements of the Ukrainian language and culture in school and/or the local community
change	<ul style="list-style-type: none">participate in events marking changes	<ul style="list-style-type: none">illustrate that change occurs in one's immediate environment	<ul style="list-style-type: none">gather information to demonstrate change within the Ukrainian language and culture	<ul style="list-style-type: none">identify how people's actions and lifestyles change to accommodate the changing needs of people

General Outcome 7

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

7.2 Ukrainian Culture

	Grade 4	Grade 5	Grade 6
	<i>Students will be able to:</i>		
historical elements	<ul style="list-style-type: none">• explore elements in the immediate environment that reflect the historical roots of the Ukrainian language and culture; e.g., the first wave of immigrants, settlement areas	<ul style="list-style-type: none">• explore key historical elements, events, figures and developments of the Ukrainian language and culture; e.g., early Ukrainian immigrants, adapting to a new life	<ul style="list-style-type: none">• identify major historical elements, events, figures and developments of the Ukrainian language and culture; e.g., immigration
contemporary elements	<ul style="list-style-type: none">• explore elements in the immediate environment that reflect the contemporary features of the Ukrainian language and culture; e.g., monuments, art work, buildings	<ul style="list-style-type: none">• explore key contemporary elements, events, figures and developments of the Ukrainian language and culture; e.g., authors, artists, athletes	<ul style="list-style-type: none">• identify major contemporary elements, events, figures and developments of the Ukrainian language and culture; e.g., political figures, dance groups, choirs
diversity	<ul style="list-style-type: none">• explore diversity of the Ukrainian language and culture in the immediate environment	<ul style="list-style-type: none">• explore diversity of the Ukrainian language and culture at the provincial level	<ul style="list-style-type: none">• explore diversity of the Ukrainian language and culture in Canada
change	<ul style="list-style-type: none">• explore and reflect on change within own family and community	<ul style="list-style-type: none">• explore and reflect on change in the Ukrainian language and culture at the provincial level	<ul style="list-style-type: none">• explore and reflect on change in the Ukrainian language and culture within Canada

General Outcome 7

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

7.2 Ukrainian Culture

	Grade 7	Grade 8	Grade 9
	<i>Students will be able to:</i>		
historical elements	<ul style="list-style-type: none">• explore how major historical events, figures and developments of Ukrainian culture have influenced contemporary culture in Canadian contexts; e.g., great figures, periods of history, immigration, tragic historical events	<ul style="list-style-type: none">• analyze how major historical events, figures and developments of Ukrainian culture have influenced contemporary culture in Canadian contexts; e.g., great figures, periods of history, immigration, tragic historical events	<ul style="list-style-type: none">• explore the influence and contributions of major historical events, figures and developments of Ukrainian culture worldwide; e.g., great figures, periods of history, immigration, tragic historical events
contemporary elements	<ul style="list-style-type: none">• explore how contemporary events, figures and developments of Ukrainian culture have influenced contemporary culture in Canadian contexts; e.g., current events, celebrations, fine arts, lifestyles	<ul style="list-style-type: none">• explore how contemporary events, figures and developments of Ukrainian culture have influenced contemporary culture in Canadian contexts; e.g., current events, celebrations, sports and recreation, pop culture	<ul style="list-style-type: none">• recognize and appreciate the influence and contributions of major contemporary events, figures and developments of Ukrainian culture worldwide; e.g., current events, celebrations, literary arts, pop culture
diversity	<ul style="list-style-type: none">• explore the diversity of Ukrainian culture at the international level	<ul style="list-style-type: none">• explore the influence of diversity within Ukrainian culture on its own development	<ul style="list-style-type: none">• examine the influence of diversity within Ukrainian culture on its own development
change	<ul style="list-style-type: none">• explore how changes in Ukrainian culture have influenced own life	<ul style="list-style-type: none">• explore the significance of changes in Ukrainian culture to the rest of the world	<ul style="list-style-type: none">• compare changes in Ukrainian culture to changes in other cultures

General Outcome 7

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

7.3 Building Community

	Kindergarten	Grade 1	Grade 2	Grade 3
	<i>Students will be able to:</i>			
positive group membership	<ul style="list-style-type: none">contribute to and cooperate in group activities	<ul style="list-style-type: none">develop a special awareness and concern for classmates	<ul style="list-style-type: none">practise consideration for others	<ul style="list-style-type: none">experience that helping others is rewarding
appreciating diversity	<ul style="list-style-type: none">recognize differences between self and peers	<ul style="list-style-type: none">explore diversity in the school and within own family	<ul style="list-style-type: none">recognize and appreciate diversity in the family, school and community	<ul style="list-style-type: none">explore diversity in the classroom, school and local community; and reflect on its significance to self
appreciating similarity	<ul style="list-style-type: none">recognize similarities between self and peers	<ul style="list-style-type: none">explore similarities between self and peers and within own family	<ul style="list-style-type: none">recognize and appreciate similarities between self and others	<ul style="list-style-type: none">explore similarities among members of the immediate community, and reflect on the significance of this to self
contributing to community	<ul style="list-style-type: none">participate in and contribute to classroom activities	<ul style="list-style-type: none">participate in, cooperate in and contribute to classroom and school activities	<ul style="list-style-type: none">participate cooperatively in group activities, by contributing ideas and supporting others	<ul style="list-style-type: none">participate cooperatively in daily classroom duties, and support peers and classmates

General Outcome 7

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

7.3 Building Community

	Grade 4	Grade 5	Grade 6
	<i>Students will be able to:</i>		
positive group membership	<ul style="list-style-type: none">encourage and support classmates and schoolmates	<ul style="list-style-type: none">develop skills that promote cooperation and mutual respect within the classroom and the school	<ul style="list-style-type: none">use skills that promote cooperation and mutual respect within the classroom and the school
appreciating diversity	<ul style="list-style-type: none">explore diversity in the immediate and local community, and reflect on its significance to self	<ul style="list-style-type: none">explore, compare and reflect on how diversity in Canada has an impact on self and others	<ul style="list-style-type: none">explore the impact of diversity in other regions of the world, and compare this with the impact of diversity in Canada
appreciating similarity	<ul style="list-style-type: none">explore similarities among members of the local community, and reflect on the significance of this to self	<ul style="list-style-type: none">explore, compare and reflect on common human needs and experiences of Canadians	<ul style="list-style-type: none">examine the common needs and experiences of people around the world
contributing to community	<ul style="list-style-type: none">demonstrate a desire to assist others, and contribute to classroom or community activities	<ul style="list-style-type: none">demonstrate concern for the quality of own contribution to the classroom or community	<ul style="list-style-type: none">take initiative and provide positive contributions to the school and community

General Outcome 7

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

7.3 Building Community

	Grade 7	Grade 8	Grade 9
	<i>Students will be able to:</i>		
positive group membership	<ul style="list-style-type: none">demonstrate respect for the rights and opinions of others	<ul style="list-style-type: none">demonstrate positive group member behaviours	<ul style="list-style-type: none">support classmates and peers in group activities
appreciating diversity	<ul style="list-style-type: none">examine diversity in the school and community; and reflect on its impact on self, relationships and personal choices	<ul style="list-style-type: none">examine diversity in the school and community; and reflect on its impact on self, school and community	<ul style="list-style-type: none">explore and analyze how diversity has contributed to and enriched Canadian society
appreciating similarity	<ul style="list-style-type: none">examine similarities among peers and members of the school and community, and reflect on the impact of this on self	<ul style="list-style-type: none">examine similarities that exist among cultures in Canadian society; examine cultural similarities in the school and community; and reflect on the impact of this on self, school and community	<ul style="list-style-type: none">explore and analyze how similarities among cultures have contributed to and enriched Canadian society
contributing to community	<ul style="list-style-type: none">participate and contribute effectively, and reflect on personal contributions to group activities	<ul style="list-style-type: none">appreciate the contributions of different individuals and groups to the community	<ul style="list-style-type: none">appreciate the contributions of different individuals and groups to the Ukrainian community

General Outcome 7

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

7.4 Global Citizenship

	Kindergarten	Grade 1	Grade 2	Grade 3
	<i>Students will be able to:</i>			
responsible citizenship	<ul style="list-style-type: none">demonstrate personal and social responsibility in the classroom	<ul style="list-style-type: none">demonstrate personal and social responsibility in the classroom and school	<ul style="list-style-type: none">demonstrate personal and social responsibility in the classroom, school and community	<ul style="list-style-type: none">recognize that growing up involves making decisions and accepting consequences
interdependence	<ul style="list-style-type: none">participate and cooperate in tasks and activities with partners and in groups	<ul style="list-style-type: none">recognize own and others' contributions to a group	<ul style="list-style-type: none">recognize the advantages of working with a partner or within a group, and recognize that one affects and is affected by the actions of others	<ul style="list-style-type: none">identify the advantages and disadvantages of working collaboratively with a partner or group
intercultural skills	<ul style="list-style-type: none">adapt to new situations	<ul style="list-style-type: none">work and play with others who are different, and recognize that rules can be different for different people	<ul style="list-style-type: none">identify and describe causes of conflict in the classroom, and listen with attention to the opinions of others	<ul style="list-style-type: none">explore ways to resolve interpersonal conflict, and initiate and maintain new relationships
future opportunities	<ul style="list-style-type: none">share or demonstrate personal strengths or achievements	<ul style="list-style-type: none">share or demonstrate personal strengths and areas for further development	<ul style="list-style-type: none">identify personal strengths and areas for improvement	<ul style="list-style-type: none">identify personal strengths and areas for improvement and/or change, and set personal goals

General Outcome 7

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

7.4 Global Citizenship

	Grade 4	Grade 5	Grade 6
responsible citizenship interdependence intercultural skills future opportunities	<i>Students will be able to:</i> <ul style="list-style-type: none">respect the feelings, rights and property of others; and accept responsibility for own actions	<ul style="list-style-type: none">recognize the positive and negative aspects of the consequences of one's actions, and demonstrate honesty and reliability in a variety of situations	<ul style="list-style-type: none">explore the meaning of personal and social conscience, and demonstrate problem-solving and decision-making skills
	<ul style="list-style-type: none">recognize that people must depend on others to meet their needs, and recognize the effects of one's actions on others	<ul style="list-style-type: none">reflect on the effectiveness of own contributions, and examine the role of the individual in group activities	<ul style="list-style-type: none">recognize that cooperation is important, and participate in and contribute to group activities effectively
	<ul style="list-style-type: none">engage in activities that reflect other ways of doing things or other perspectives	<ul style="list-style-type: none">accept differences in characteristics and abilities of peers and others	<ul style="list-style-type: none">recognize and respect individual differences, and recognize the worth of every individual
	<ul style="list-style-type: none">identify personal strengths and areas for improvement and/or change, and establish personal goals and action plans	<ul style="list-style-type: none">identify individual strengths and areas for further development, and establish personal goals and action plans	<ul style="list-style-type: none">identify own interests, and explore future opportunities for learning and employment

General Outcome 7

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

7.4 Global Citizenship

	Grade 7	Grade 8	Grade 9
	<i>Students will be able to:</i>		
responsible citizenship	<ul style="list-style-type: none">understand and analyze the rights and responsibilities of citizens, and provide examples	<ul style="list-style-type: none">identify how citizen action can affect public policy, including cultural diversity	<ul style="list-style-type: none">explore how public policies, including cultural diversity, are affected by public opinion, the media and political groups
interdependence	<ul style="list-style-type: none">explore different roles and responsibilities of a group member	<ul style="list-style-type: none">identify the impact of actions of an individual upon the group	<ul style="list-style-type: none">identify ways in which individuals, community members and societal members are interrelated and interdependent
intercultural skills	<ul style="list-style-type: none">explore representations of one's culture as perceived by others, and examine examples of societal conflict	<ul style="list-style-type: none">explore ways in which group conflict can be resolved in Canadian society, and recognize and acknowledge the value of different perspectives as opposed to stereotypical thinking	<ul style="list-style-type: none">appreciate that various constitutional documents and charters have governed the behaviour of various cultural groups, and appreciate and understand the value of different perspectives
future opportunities	<ul style="list-style-type: none">explore learning and work opportunities around the world	<ul style="list-style-type: none">explore essential skills, knowledge and attitudes required for effective participation in the global workplace and marketplace	<ul style="list-style-type: none">examine personal plans for further development of skills, knowledge and attitudes that are required for effective participation in the global workplace and marketplace

SAMPLE LIST OF TEXT FORMS

The following list is not intended to be prescriptive but is provided to suggest possibilities for expanding students' experience with different text forms.

Print Texts

- Advertisements
- Biographies and autobiographies
- Brochures, pamphlets and leaflets
- Catalogues
- Dictionary and grammar items
- Encyclopedia entries
- Essays
- Fairy tales
- Folk tales and legends
- Forms
- Graffiti
- Instructions and other “how to” texts
- Invitations
- Journals, diaries and logs
- Labels and packaging
- Letters—business and personal
- Lists, notes, personal messages
- Magazine articles
- Maps
- Menus
- Myths
- Newspaper articles
- Novels
- Plays
- Poetry
- Programs
- Questionnaires
- Recipes
- Reports and manuals
- Short stories
- Signs, notices, announcements
- Stories
- Textbook articles
- Tickets, timetables and schedules

Oral Texts

- Advertisements
- Announcements
- Ceremonies
- Debates
- Formal and informal conversations
- Interviews
- Lectures
- Messages
- Oral stories and histories
- Plays and other performances
- Radio programs
- Readers' theatre
- Reports and presentations
- Songs and raps
- Telephone conversations

Multimedia Texts

- Board games
- Comic strips
- Computer games and programs
- Movies and films
- Slide/tape/CD and video/DVD presentations
- Television programs
- Web sites