
UKRAINIAN LANGUAGE ARTS KINDERGARTEN TO GRADE 9

PROGRAM RATIONALE

Ukrainian bilingual programming contributes to personal development

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

Ukrainian language learning is a lifelong endeavour

Language learning is an active process that begins at birth and continues throughout life. Language is acquired at various rates throughout a learner's stages of growth, developing progressively according to individual criteria. Students enhance their language abilities by applying their knowledge of language in new and ever more complex contexts with increasing sophistication. They reflect on and use prior knowledge to extend and enhance their understanding of language. The learning environment, supportive of the learner and encouraging the learner to take risks,

recognizes that errors are an integral part of the language learning process. By learning, experimenting with and applying new language structures and vocabulary in a variety of contexts, students develop language proficiency.

Language learning in Ukrainian bilingual programming fosters cross-language competence

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

Language learning in Ukrainian bilingual programming enhances all communication skills

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

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

Language learning in Ukrainian bilingual programming develops through the communicative approach

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

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

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

Ukrainian bilingual programming promotes intracultural and intercultural awareness

Language and culture are intensely intertwined. Language is a primary means by which cultural information is transmitted; culture influences linguistic form and content. Students in Ukrainian bilingual programming bring to their program a range of cultural backgrounds and experiences. This program of studies provides opportunities and support for students to explore their own cultural backgrounds, experiences and identities, as well as those of members of the school

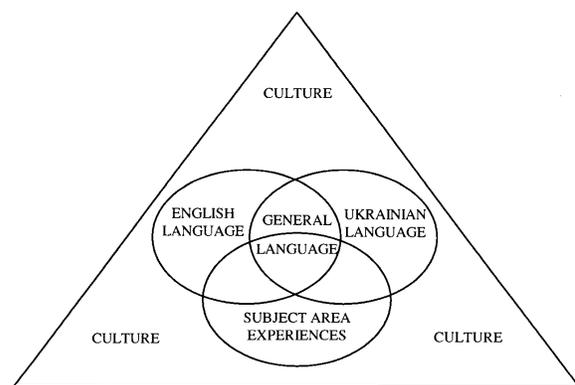
community, the local community and other communities from various parts of the world. The Culture section of this program examines the dynamic nature of Ukrainian culture through the various perspectives of historical elements, contemporary elements, diversity and change. It also provides opportunities for the exploration of similarities and differences among and within world cultures.

Ukrainian bilingual programming develops global citizenship skills

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

CONCEPTUAL MAP

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



AREAS OF EXPERIENCE

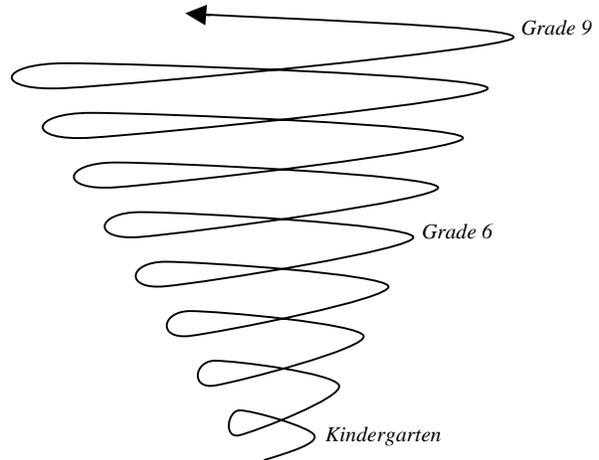
Students may achieve the outcomes of the Ukrainian Language Arts Kindergarten to Grade 9 Program of Studies in the context of personal, public and educational experiences. The following chart, while not intended to be prescriptive, provides some sample areas of experience that may be incorporated from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

Sample Areas of Experience

	K–3	4–6	7–9
Personal	My family My home My body Clothing for each season Games and songs Favourite foods My birthday	My family tree Helping at home My room Friends My hobbies and pastimes Happy and sad Favourite times of the year	Family traditions Fashion Peer pressure Extracurricular activities Cooking at home
Public	Going shopping Going on vacation Jobs people do Being a good neighbour Holidays and festivals Around school	Public transport What’s on TV? My community People who help others Going to the doctor	Going out (restaurants, movies, sports, shows) Emergencies Cartoons and comics Community service Summer holidays
Educational	Stories and rhymes Today’s weather Domestic/wild animals Counting things Songs and dances Sports and games	Caring for pets Food and nutrition Maps and plans Making things grow Spatial relationships Making music/art	Healthy living Space travel Helping the environment Peoples that make up Canada Short stories and poems The arts around the world How much will it cost?

A SPIRAL PROGRESSION

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



PURPOSE OF THE PROGRAM OF STUDIES

This program of studies provides a progression of specific outcomes from Kindergarten to Grade 9. Most often, the outcomes reflect a progression of development that matches the developmental stages of the students. The specific outcomes for each grade reflect the knowledge, skills and attitudes that students are expected to achieve by the end of the grade. Students are expected to demonstrate the specific outcomes for the current

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

grade and build upon their prior knowledge and skills from previous grades.

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

PROGRAM OVERVIEW

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

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

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

Language Arts

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

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

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

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

Culture

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

General Outcomes

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

Ukrainian bilingual programming is designed to promote all-round personal development by fostering social, emotional, moral, intellectual and creative growth. To support this growth and development, the Ukrainian Language Arts Kindergarten to Grade 9 program is built upon the following seven general outcomes.

Language Arts: General Language Component

General Outcome 1

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

General Outcome 2

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

General Outcome 3

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

General Outcome 4

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

General Outcome 5

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

Language Arts: Specific Language Component

General Outcome 6

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

Culture

General Outcome 7

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

Specific Outcomes

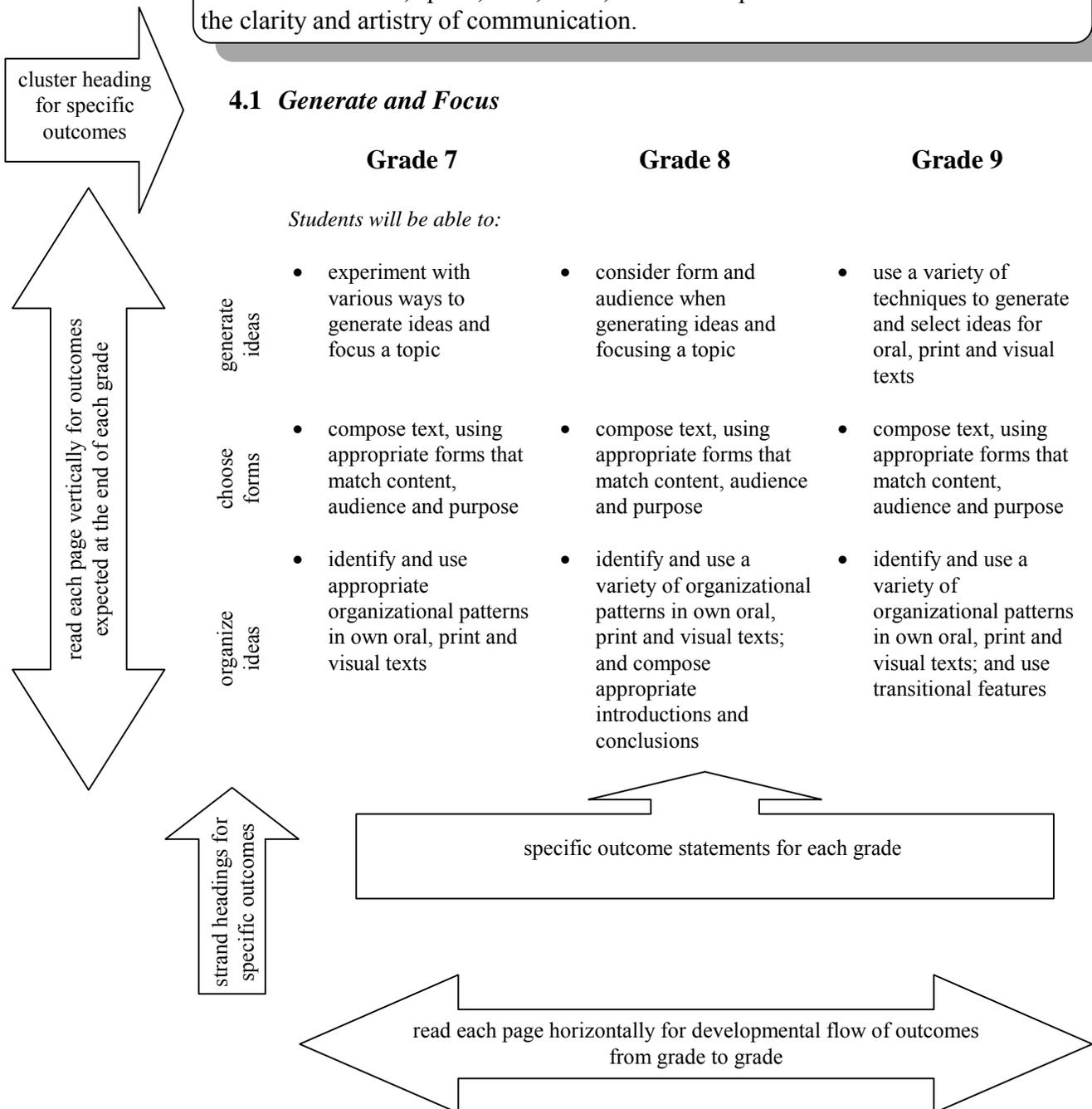
Each general outcome includes specific outcomes that students are to achieve by the end of each grade level. Specific outcomes are grouped under cluster headings within each of the seven general outcomes. The specific outcomes are further categorized by strands identified in the left margin. Grade-specific descriptions are then provided for each specific outcome at each grade level. A specific strand supporting a general outcome is developed over three consecutive pages, according to the main grade divisions: Kindergarten to Grade 3, Grade 4 to Grade 6, and Grade 7 to Grade 9.

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

Guide to Reading the Program of Studies

General Outcome 4

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



LANGUAGE ARTS

General Language Component

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

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

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

General Outcomes

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

General Outcome 1

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

General Outcome 2

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

General Outcome 3

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

General Outcome 4

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

General Outcome 5

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

General Outcome 1

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

1.1 Discover and Explore

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

General Outcome 1

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

1.1 Discover and Explore

	Grade 4	Grade 5	Grade 6
	<i>Students will be able to:</i>		
express ideas	<ul style="list-style-type: none">describe and reflect upon personal observations and experiences to reach tentative conclusions	<ul style="list-style-type: none">use personal experiences as a basis for exploring and expressing opinions and understanding	<ul style="list-style-type: none">use exploratory language to discover own interpretations and share personal responses
consider others' ideas	<ul style="list-style-type: none">explore connections among a variety of own and others' insights, ideas and responses	<ul style="list-style-type: none">seek others' viewpoints to build on personal responses and understanding	<ul style="list-style-type: none">select from others' ideas and observations to develop own thinking and understanding
experiment with language	<ul style="list-style-type: none">explore and experiment with a variety of forms of expression for particular personal purposes	<ul style="list-style-type: none">explore and experiment with a variety of forms of expression for particular personal purposes	<ul style="list-style-type: none">explore and experiment with a variety of forms of expression for particular personal purposes
express preferences	<ul style="list-style-type: none">collect and explain preferences for particular forms of oral, print, visual and multimedia texts	<ul style="list-style-type: none">review a collection of favourite oral, print, visual and multimedia texts; and share responses to preferred forms	<ul style="list-style-type: none">assess a collection of favourite oral, print, visual and multimedia texts; and discuss preferences for particular forms
set goals	<ul style="list-style-type: none">identify areas of personal accomplishment in language learning and use	<ul style="list-style-type: none">identify and discuss areas of personal accomplishment and areas for enhancement in language learning and use	<ul style="list-style-type: none">assess personal language use, and set personal goals to enhance language learning and use

General Outcome 1

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

1.1 Discover and Explore

	Grade 7	Grade 8	Grade 9
express ideas	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none">• use exploratory language to discuss and record a variety of opinions and conclusions	<ul style="list-style-type: none">• explore diverse ideas to develop conclusions, opinions and understanding	<ul style="list-style-type: none">• question and reflect on personal responses and interpretations, and apply personal viewpoints to diverse situations or circumstances
consider others' ideas	<ul style="list-style-type: none">• compare own insights and viewpoints with those of others	<ul style="list-style-type: none">• integrate new understanding with previous viewpoints and interpretations	<ul style="list-style-type: none">• acknowledge the value of ideas and opinions of others in exploring and extending personal interpretations and viewpoints
experiment with language	<ul style="list-style-type: none">• expand self-expression in oral, print and visual forms	<ul style="list-style-type: none">• expand self-expression in oral, print and visual forms	<ul style="list-style-type: none">• expand self-expression in oral, print and visual forms
express preferences	<ul style="list-style-type: none">• explore oral, print, visual and multimedia texts	<ul style="list-style-type: none">• explore oral, print, visual and multimedia texts	<ul style="list-style-type: none">• explore a variety of oral, print, visual and multimedia texts
set goals	<ul style="list-style-type: none">• assess personal language use, and revise personal goals to enhance language learning and use	<ul style="list-style-type: none">• describe developing abilities in personal language learning and use	<ul style="list-style-type: none">• self-monitor growth in language learning and use, using predetermined criteria

General Outcome 1

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

1.2 Clarify and Extend

	Kindergarten	Grade 1	Grade 2	Grade 3
	<i>Students will be able to:</i>			
develop understanding	<ul style="list-style-type: none">recognize connections between new experiences and prior knowledge	<ul style="list-style-type: none">connect new experiences and information with prior knowledge	<ul style="list-style-type: none">connect new information, ideas and experiences with prior knowledge and experiences	<ul style="list-style-type: none">examine how new experiences, ideas and information connect to prior knowledge and experiences
explain opinions	<ul style="list-style-type: none">explore new experiences and ideas	<ul style="list-style-type: none">express new experiences and ideas	<ul style="list-style-type: none">describe new experiences and ideas	<ul style="list-style-type: none">explain new experiences and ideas
combine ideas	<ul style="list-style-type: none">group ideas and information to make sense	<ul style="list-style-type: none">group and sort ideas and information to make sense	<ul style="list-style-type: none">arrange ideas and information to make sense	<ul style="list-style-type: none">arrange ideas and information in more than one way to make sense for self and others
extend understanding	<ul style="list-style-type: none">wonder about new ideas and observations	<ul style="list-style-type: none">demonstrate curiosity about ideas and observations to make sense of experiences	<ul style="list-style-type: none">ask basic questions to make sense of experiences	<ul style="list-style-type: none">ask questions to clarify and extend understanding

General Outcome 1

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

1.2 Clarify and Extend

	Grade 4	Grade 5	Grade 6
	<i>Students will be able to:</i>		
develop understanding	<ul style="list-style-type: none">connect new information and experiences with prior knowledge to construct meaning in different contexts	<ul style="list-style-type: none">reflect on prior knowledge and experiences to arrive at new understanding	<ul style="list-style-type: none">use prior knowledge and experiences selectively to make sense of new information in a variety of contexts
explain opinions	<ul style="list-style-type: none">express new concepts and understanding in own words	<ul style="list-style-type: none">explain personal viewpoints	<ul style="list-style-type: none">explain personal viewpoints, and revise previous understanding
combine ideas	<ul style="list-style-type: none">organize ideas and information in ways that clarify and shape understanding	<ul style="list-style-type: none">arrange ideas and information in a variety of ways to clarify understanding	<ul style="list-style-type: none">search for ways to reorganize ideas and information to extend understanding
extend understanding	<ul style="list-style-type: none">ask questions to clarify information and develop new understanding	<ul style="list-style-type: none">ask open-ended questions to clarify information and develop new understanding	<ul style="list-style-type: none">ask a variety of questions to clarify information and develop new understanding

General Outcome 1

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

1.2 Clarify and Extend

	Grade 7	Grade 8	Grade 9
	<i>Students will be able to:</i>		
develop understanding	<ul style="list-style-type: none">recognize the value of connecting prior knowledge and experiences with new knowledge and experiences to shape and extend understanding	<ul style="list-style-type: none">recognize the importance of reflecting on prior experiences and knowledge to revise conclusions and understanding	<ul style="list-style-type: none">reflect on new understanding in relation to prior knowledge, and identify gaps in personal knowledge
explain opinions	<ul style="list-style-type: none">summarize and represent personal viewpoints in meaningful ways	<ul style="list-style-type: none">articulate, represent and explain personal viewpoints	<ul style="list-style-type: none">review and refine personal viewpoints through reflection, feedback and self-assessment
combine ideas	<ul style="list-style-type: none">expand own repertoire of ways to reorganize ideas and information to extend understanding	<ul style="list-style-type: none">identify or invent personally meaningful ways of organizing ideas and information to clarify and extend understanding	<ul style="list-style-type: none">structure and restructure ideas and information in personally meaningful ways to clarify and extend understanding
extend understanding	<ul style="list-style-type: none">ask specific and focused questions for elaboration and clarification, and discuss experiences and understanding	<ul style="list-style-type: none">ask specific and focused questions, reconsider initial understanding in light of new information, and listen to diverse opinions	<ul style="list-style-type: none">consider diverse opinions, and assess new information

General Outcome 2

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

2.1 General Comprehension Strategies

	Kindergarten	Grade 1	Grade 2	Grade 3
	<i>Students will be able to:</i>			
prior knowledge	<ul style="list-style-type: none"> make connections among oral language, texts and personal experiences 	<ul style="list-style-type: none"> make connections among texts, prior knowledge and personal experiences 	<ul style="list-style-type: none"> make connections among texts, prior knowledge and personal experiences 	<ul style="list-style-type: none"> make connections among texts, prior knowledge and personal experiences
comprehension strategies	<ul style="list-style-type: none"> anticipate meaning from familiar print, symbols and images 	<ul style="list-style-type: none"> ask basic questions to anticipate meaning, and use strategies to confirm understanding 	<ul style="list-style-type: none"> anticipate meaning, recognize relationships and draw conclusions; and use a variety of strategies to confirm understanding 	<ul style="list-style-type: none"> make and confirm predictions and inferences, and draw conclusions
textual cues	<ul style="list-style-type: none"> recognize environmental print, symbols and images in context; and recognize own name 	<ul style="list-style-type: none"> use textual cues, such as pictures and patterns, to construct and confirm meaning 	<ul style="list-style-type: none"> use textual cues, such as story models and titles, to construct and confirm meaning 	<ul style="list-style-type: none"> use textual cues, such as paragraphing and indentation, to construct and confirm meaning
cueing systems	<ul style="list-style-type: none"> recognize that text is organized in specific patterns and that text symbols represent sounds, words or ideas 	<ul style="list-style-type: none"> use semantic, morphological, phonological, graphophonic and syntactic cues, such as initial consonants and syllabication, to construct and confirm meaning 	<ul style="list-style-type: none"> use semantic, morphological, phonological, graphophonic and syntactic cues, such as syllabication/word families and sight words, to construct and confirm word meaning in context 	<ul style="list-style-type: none"> use semantic, morphological, phonological, graphophonic and syntactic cues, such as prefixes and suffixes, to construct and confirm word meaning in context

General Outcome 2

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

2.1 General Comprehension Strategies

	Grade 4	Grade 5	Grade 6
	<i>Students will be able to:</i>		
prior knowledge	<ul style="list-style-type: none">• make and record connections among personal experiences, prior knowledge and a variety of texts	<ul style="list-style-type: none">• make and record connections among personal experiences, prior knowledge and a variety of texts	<ul style="list-style-type: none">• make and record connections among personal experiences, prior knowledge and a variety of texts
comprehension strategies	<ul style="list-style-type: none">• confirm or reject inferences, predictions or conclusions based on textual information; and check and confirm understanding by rereading	<ul style="list-style-type: none">• use a variety of comprehension strategies to confirm understanding and self-correct	<ul style="list-style-type: none">• use comprehension strategies, such as interpretive language use strategies,² appropriate to the type of text and purpose
textual cues ³	<ul style="list-style-type: none">• use textual cues to construct and confirm meaning in interpreting text	<ul style="list-style-type: none">• use textual cues to construct and confirm meaning in interpreting text	<ul style="list-style-type: none">• use textual cues to construct and confirm meaning in interpreting text
cueing systems	<ul style="list-style-type: none">• use semantic, morphological, phonological, graphophonic and syntactic cues, and a variety of print and nonprint resources, to construct and confirm meaning	<ul style="list-style-type: none">• use semantic, morphological, phonological, graphophonic and syntactic cueing systems to construct and confirm meaning; and use a dictionary to determine word meaning in context	<ul style="list-style-type: none">• use semantic, morphological, phonological, graphophonic and syntactic cueing systems to construct and confirm meaning; and use a variety of reference resources to determine word meaning in context

2. For examples, refer to the interpretive language use strategies on page 55.

3. Examples of textual cues are included in the interpretive language use strategies on page 55.

General Outcome 2

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

2.1 General Comprehension Strategies

	Grade 7	Grade 8	Grade 9
	<i>Students will be able to:</i>		
prior knowledge	<ul style="list-style-type: none">• make and record connections among previous experiences, prior knowledge and textual material	<ul style="list-style-type: none">• make and record connections among previous experiences, prior knowledge and textual material; and apply these connections to new contexts	<ul style="list-style-type: none">• analyze and explain connections among previous experiences, prior knowledge and textual material
comprehension strategies	<ul style="list-style-type: none">• use comprehension strategies appropriate to the type of text and purpose, and use a variety of strategies to remember ideas	<ul style="list-style-type: none">• use a variety of comprehension strategies to make sense of texts and remember ideas	<ul style="list-style-type: none">• use comprehension strategies appropriate to the type of text and purpose, and enhance understanding by rereading and discussing relevant passages
textual cues ⁴	<ul style="list-style-type: none">• use textual cues to construct and confirm meaning in interpreting text	<ul style="list-style-type: none">• use textual cues to construct and confirm meaning in interpreting text	<ul style="list-style-type: none">• use textual cues to construct and confirm meaning in interpreting text
cueing systems	<ul style="list-style-type: none">• use semantic, morphological, phonological, graphophonic and syntactic cueing systems to construct and confirm meaning and interpret texts	<ul style="list-style-type: none">• use semantic, morphological, phonological, graphophonic and syntactic cueing systems to construct and confirm meaning and interpret texts	<ul style="list-style-type: none">• use semantic, morphological, phonological, graphophonic and syntactic cueing systems to construct and confirm meaning and interpret texts

4. Examples of textual cues are included in the interpretive language use strategies on page 55.

General Outcome 2

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

2.2 Respond to Texts

	Kindergarten	Grade 1	Grade 2	Grade 3
experience various texts	<ul style="list-style-type: none">participate in shared listening, reading and viewing experiences, using texts from a variety of genres and cultural traditions, such as picture books, language pattern books/predictable books, stories, photographs, rebus stories and illustrations	<ul style="list-style-type: none">participate in shared listening, reading and viewing experiences, using texts from a variety of genres and cultural traditions, such as poems, oral storytelling, pattern books, audiotapes, stories and cartoons	<ul style="list-style-type: none">participate in shared listening, reading and viewing experiences, using texts from a variety of genres and cultural traditions, such as legends, puppet plays, video programs, songs, riddles and informational texts	<ul style="list-style-type: none">participate in listening, reading and viewing experiences, using texts from a variety of genres and cultural traditions, such as folk music and dance, illustrated storybooks, CD-ROMs, plays and fables
connect self, texts and culture	<ul style="list-style-type: none">share personal experiences related to oral, print, visual and multimedia texts; and represent the actions of people in texts	<ul style="list-style-type: none">share personal experiences related to oral, print, visual and multimedia texts; and talk about the actions of people	<ul style="list-style-type: none">describe similarities between experiences and traditions encountered in daily life and those portrayed in oral, print, visual and multimedia texts	<ul style="list-style-type: none">compare own experiences and traditions with those of various communities and cultures portrayed in oral, print, visual and multimedia texts
appreciate the artistry of texts	<ul style="list-style-type: none">share feelings evoked by oral, print, visual and multimedia texts	<ul style="list-style-type: none">share feelings and moods evoked by oral, print, visual and multimedia texts	<ul style="list-style-type: none">identify and express the feelings of people in oral, print, visual and multimedia texts	<ul style="list-style-type: none">identify mood created in oral, print, visual and multimedia texts

For a sample list of text forms, see the end of this program of studies.

General Outcome 2

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

2.2 Respond to Texts

	Grade 4	Grade 5	Grade 6
experience various texts	<ul style="list-style-type: none">experience texts from a variety of genres and cultural traditions, with and without support, such as personal narratives, plays, video programs, adventure stories, folk tales, informational texts, mysteries, poetry, CD-ROM programs and fairy tales; and share responses to these texts	<ul style="list-style-type: none">experience texts from a variety of genres and cultural traditions, such as historical fiction, myths, biographies, poetry, news reports, fantasy and guest speakers; and share responses to these texts	<ul style="list-style-type: none">experience texts from a variety of genres and cultural traditions, such as autobiographies, travelogues, comics, short films, myths, legends and dramatic performances; and share responses to these texts
connect self, texts and culture	<ul style="list-style-type: none">identify similarities and differences between personal experiences and the experiences of people from various cultures portrayed in oral, print, visual and multimedia texts	<ul style="list-style-type: none">identify similarities and differences between personal experiences and the experiences of people from various cultures portrayed in oral, print, visual and multimedia texts	<ul style="list-style-type: none">compare the challenges and situations encountered in own daily life with those experienced by people in other times, places and cultures as portrayed in oral, print, visual and multimedia texts
appreciate the artistry of texts	<ul style="list-style-type: none">identify words that form mental images and create mood in oral, print, visual and multimedia texts	<ul style="list-style-type: none">identify descriptive and figurative language in oral, print, visual and multimedia texts	<ul style="list-style-type: none">identify and respond to descriptive and figurative language in oral, print, visual and multimedia texts

For a sample list of text forms, see the end of this program of studies.

General Outcome 2

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

2.2 Respond to Texts

	Grade 7	Grade 8	Grade 9
experience various texts	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none">experience oral, print and other media texts from a variety of genres and cultural traditions, such as journals, short stories, poetry, letters, CD-ROM programs, mysteries, historical fiction, drawings and prints; and discuss preferences	<ul style="list-style-type: none">experience oral, print and other media texts from a variety of genres and cultural traditions, such as magazine articles, journals, poetry, Internet passages, opinion pieces, fantasy, nonfiction, advertisements and photographs; and compare own interests with those of others	<ul style="list-style-type: none">experience oral, print and other media texts from a variety of genres and cultural traditions, such as broadcast advertisements, poetry, documentaries, films, electronic magazines, essays, realistic fiction and folk wisdom; and interpret the texts
connect self, texts and culture	<ul style="list-style-type: none">compare own understanding of people, cultural traditions and values portrayed in oral, print, visual and multimedia texts with that of others	<ul style="list-style-type: none">describe how similar ideas, people, experiences and traditions are conveyed in various oral, print, visual and multimedia texts	<ul style="list-style-type: none">examine how personal experiences, community traditions, and Canadian and Ukrainian perspectives are presented in oral, print, visual and multimedia texts
appreciate the artistry of texts	<ul style="list-style-type: none">identify descriptive and figurative language in oral, print, visual and multimedia texts; and discuss how it enhances understanding of people, places, actions and events	<ul style="list-style-type: none">identify and respond to language and visual images that create mood and evoke emotion in oral, print, visual and multimedia texts	<ul style="list-style-type: none">identify and describe techniques used to create mood in oral, print, visual and multimedia texts

For a sample list of text forms, see the end of this program of studies.

General Outcome 2

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

2.3 Understand Forms and Techniques

	Kindergarten	Grade 1	Grade 2	Grade 3
<i>Students will be able to:</i>				
forms and genres	<ul style="list-style-type: none"> distinguish between what is realistic and imaginary in oral, literary and media forms and texts 	<ul style="list-style-type: none"> recognize different oral, literary and media forms and texts 	<ul style="list-style-type: none"> recognize that information and ideas can be expressed in a variety of forms and texts 	<ul style="list-style-type: none"> recognize the distinguishing features of a variety of forms and texts
techniques and elements	<ul style="list-style-type: none"> develop a sense of story through listening, reading and viewing experiences 	<ul style="list-style-type: none"> represent the beginning, middle and end of oral, print, visual and multimedia texts; and identify characters 	<ul style="list-style-type: none"> relate the beginning, middle and end of oral, print, visual and multimedia texts; and identify the main character 	<ul style="list-style-type: none"> identify the sequence of events in oral, print, visual and multimedia texts; the time and place in which they occur; and the main and supporting characters
vocabulary	<ul style="list-style-type: none"> demonstrate curiosity about, and experiment with, sounds, letters, words and word patterns 	<ul style="list-style-type: none"> experiment with parts of words, word combinations and word patterns 	<ul style="list-style-type: none"> explore commonalities in word families to increase vocabulary 	<ul style="list-style-type: none"> build knowledge of word patterns and commonalities in word families
experiment with language	<ul style="list-style-type: none"> appreciate the sounds and rhythms of language 	<ul style="list-style-type: none"> appreciate repetition, rhyme and rhythm in shared language experiences 	<ul style="list-style-type: none"> demonstrate interest in the sounds and rhythms of words, word combinations and phrases in oral, literary and media presentations 	<ul style="list-style-type: none"> identify examples of repeated sounds and poetic effects that contribute to enjoyment; and recognize humour in oral, print, visual and multimedia texts
create original texts	<ul style="list-style-type: none"> create original oral and media texts 	<ul style="list-style-type: none"> create oral and media texts to communicate and demonstrate understanding of modelled forms 	<ul style="list-style-type: none"> create basic texts to communicate and demonstrate understanding of modelled forms 	<ul style="list-style-type: none"> create original texts to communicate and demonstrate understanding of forms and techniques

General Outcome 2

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

2.3 Understand Forms and Techniques

	Grade 4	Grade 5	Grade 6
<i>Students will be able to:</i>			
forms and genres	<ul style="list-style-type: none">identify similarities and differences between various oral, literary and media forms and texts	<ul style="list-style-type: none">understand and use a variety of oral, literary and media forms and texts	<ul style="list-style-type: none">recognize and apply key characteristics of various oral, literary and media genres
techniques and elements	<ul style="list-style-type: none">explain connections between events and roles of main characters in oral, print, visual and multimedia texts	<ul style="list-style-type: none">identify key elements, including plot, setting and character; and explore techniques used in oral, print, visual and multimedia texts, such as use of colour, font, sound, word choice and visual imagery	<ul style="list-style-type: none">identify key elements and techniques in oral, print, visual and multimedia texts
vocabulary	<ul style="list-style-type: none">build knowledge of word patterns by identifying prefixes, suffixes and roots	<ul style="list-style-type: none">expand knowledge of words and word relationships, using a variety of sources	<ul style="list-style-type: none">identify and group words according to commonalities
experiment with language	<ul style="list-style-type: none">recognize how words and word combinations, such as wordplay, repetition and rhyme, influence or convey meaning; and recognize that exaggeration can be used to convey humour	<ul style="list-style-type: none">experiment with words and sentence patterns to create word pictures, and identify ways in which exaggeration is used to convey humour	<ul style="list-style-type: none">alter words, forms and sentence patterns to create new versions of texts for a variety of purposes
create original texts	<ul style="list-style-type: none">create original texts to communicate and demonstrate understanding of forms and techniques	<ul style="list-style-type: none">create original texts to communicate and demonstrate understanding of forms and techniques	<ul style="list-style-type: none">create original texts to communicate and demonstrate understanding of forms and techniques

General Outcome 2

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

2.3 Understand Forms and Techniques

	Grade 7	Grade 8	Grade 9
forms and genres	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none">recognize the appropriate use of various genres according to purpose, audience and content	<ul style="list-style-type: none">use various forms and genres appropriately, according to purpose, audience and content	<ul style="list-style-type: none">explain preferences for particular oral, literary and media forms and genres for specific purposes, audiences and content
techniques and elements	<ul style="list-style-type: none">apply techniques of plot development in oral, print, visual and multimedia texts; and explore their impact	<ul style="list-style-type: none">analyze techniques of plot development in oral, print, visual and multimedia texts; and describe how they interact to create effects	<ul style="list-style-type: none">identify techniques of persuasion in oral, print, visual and multimedia texts
vocabulary	<ul style="list-style-type: none">apply knowledge of word patterns to recognize and expand vocabulary	<ul style="list-style-type: none">appreciate variations in language, accent and dialect in communities, regions and countries; and recognize the derivation and use of words, phrases and jargon	<ul style="list-style-type: none">recognize uses and misuses of slang, colloquialism and jargon
experiment with language	<ul style="list-style-type: none">identify creative uses of language in oral, print, visual and multimedia texts	<ul style="list-style-type: none">identify creative uses of language in popular culture, and explain how imagery and figures of speech create tone and mood in texts	<ul style="list-style-type: none">analyze creative uses of language in popular culture; and recognize how figurative language and techniques create a dominant impression, mood, tone and style
create original texts	<ul style="list-style-type: none">create original texts to communicate and demonstrate understanding of forms and techniques	<ul style="list-style-type: none">create original texts to communicate and demonstrate understanding of forms and techniques	<ul style="list-style-type: none">create original texts to communicate and demonstrate understanding of forms and techniques

General Outcome 3

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

3.1 Plan and Focus

	Kindergarten	Grade 1	Grade 2	Grade 3
<i>Students will be able to:</i>				
personal knowledge and experience	<ul style="list-style-type: none"> demonstrate personal knowledge of a topic 	<ul style="list-style-type: none"> contribute personal knowledge and experience of a topic to gather information 	<ul style="list-style-type: none"> record and share personal knowledge and experience of a topic 	<ul style="list-style-type: none"> identify and categorize personal knowledge and experience of a topic to determine information needs
ask questions	<ul style="list-style-type: none"> ask essential questions to satisfy personal curiosity and information needs in the classroom context 	<ul style="list-style-type: none"> ask basic questions to satisfy personal curiosity and information needs 	<ul style="list-style-type: none"> ask questions to understand a topic, and identify information needs 	<ul style="list-style-type: none"> ask topic-appropriate questions, and identify and communicate information needs
participate in group inquiry	<ul style="list-style-type: none"> ask and answer essential questions to satisfy group curiosity and information needs in the classroom context 	<ul style="list-style-type: none"> ask and answer basic questions to satisfy group curiosity and information needs 	<ul style="list-style-type: none"> contribute information and questions to assist in group understanding of a topic or task 	<ul style="list-style-type: none"> contribute information in group discussions to assist in group understanding of a topic or task
create and follow a plan	<ul style="list-style-type: none"> listen to and follow simple directions in the classroom context 	<ul style="list-style-type: none"> listen actively and follow directions for gathering information 	<ul style="list-style-type: none"> recall and follow directions for accessing and gathering information 	<ul style="list-style-type: none"> recall and follow a sequential plan for accessing and gathering information

General Outcome 3

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

3.1 Plan and Focus

	Grade 4	Grade 5	Grade 6
	<i>Students will be able to:</i>		
personal knowledge and experience	<ul style="list-style-type: none">• categorize personal knowledge and experience of a topic to determine information needs	<ul style="list-style-type: none">• summarize personal knowledge and experience of a topic to determine information needs	<ul style="list-style-type: none">• summarize and focus personal knowledge and experience of a topic to determine information needs
ask questions	<ul style="list-style-type: none">• ask general and specific questions on topics, using predetermined categories	<ul style="list-style-type: none">• formulate general and specific questions to identify information needs	<ul style="list-style-type: none">• formulate relevant questions to focus information needs
participate in group inquiry	<ul style="list-style-type: none">• identify relevant personal knowledge of a topic and possible categories of questions and purposes for group inquiry or research	<ul style="list-style-type: none">• share personal knowledge of a selected topic to help formulate relevant questions appropriate to a specific audience and purpose for group inquiry or research	<ul style="list-style-type: none">• contribute to group knowledge of topics to help identify and focus information needs, sources and purposes for group inquiry or research
create and follow a plan	<ul style="list-style-type: none">• select and use a plan for gathering information	<ul style="list-style-type: none">• gather and record information and ideas, using a plan	<ul style="list-style-type: none">• create and follow a plan to collect and record information

General Outcome 3

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

3.1 Plan and Focus

	Grade 7	Grade 8	Grade 9
	<i>Students will be able to:</i>		
personal knowledge and experience	<ul style="list-style-type: none">determine personal knowledge and experience of a topic to generate possible areas of inquiry or research	<ul style="list-style-type: none">determine the depth and breadth of personal knowledge and experience of a topic to generate possible areas of inquiry or research	<ul style="list-style-type: none">assess personal knowledge and experience of a topic to identify possible areas of inquiry or research
ask questions	<ul style="list-style-type: none">formulate, with guidance, a variety of relevant questions on a topic to establish a purpose for seeking information	<ul style="list-style-type: none">formulate, independently, relevant main and subordinate questions on a topic to establish a purpose for gathering information	<ul style="list-style-type: none">develop a variety of focused questions to establish a purpose for gathering information
participate in group inquiry	<ul style="list-style-type: none">contribute to group knowledge of topics to help identify and focus information needs, sources and purposes for group inquiry or research	<ul style="list-style-type: none">contribute ideas, knowledge and questions to help establish group inquiry or research focuses and purposes	<ul style="list-style-type: none">contribute ideas, knowledge and strategies to help identify group information needs and sources
create and follow a plan	<ul style="list-style-type: none">prepare and use a plan to access information and ideas from a variety of sources, such as teachers, peers, print and nonprint materials, and electronic sources	<ul style="list-style-type: none">prepare and use a plan to access, gather and record relevant information from a variety of human, print and electronic sources	<ul style="list-style-type: none">prepare and use a plan to access, gather and evaluate information and ideas from a variety of human, print and electronic sources

General Outcome 3

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

3.2 *Select and Process*

	Kindergarten	Grade 1	Grade 2	Grade 3
<i>Students will be able to:</i>				
identify personal and peer knowledge	<ul style="list-style-type: none"> identify self and others as sources of information 	<ul style="list-style-type: none"> identify and share basic personal knowledge related to experiences 	<ul style="list-style-type: none"> participate in group discussion to generate information on a topic, and identify sources of additional information 	<ul style="list-style-type: none"> record and share personal knowledge of a topic
identify sources	<ul style="list-style-type: none"> seek information from others in the classroom context 	<ul style="list-style-type: none"> seek information from a variety of sources 	<ul style="list-style-type: none"> answer questions, using oral, visual and print information sources 	<ul style="list-style-type: none"> access information, using a variety of sources
evaluate sources	<ul style="list-style-type: none"> recognize when information answers the questions asked 	<ul style="list-style-type: none"> recognize when information answers the questions asked 	<ul style="list-style-type: none"> compare gathered ideas and information with personal knowledge 	<ul style="list-style-type: none"> match information to inquiry or research needs
access information	<ul style="list-style-type: none"> use visual and auditory cues to understand ideas and information 	<ul style="list-style-type: none"> understand that library materials have a specific organizational system, and use visual and auditory cues to make meaning 	<ul style="list-style-type: none"> use the specific library organizational system to locate information and ideas, and use visual and auditory cues to make meaning 	<ul style="list-style-type: none"> use knowledge of visual and auditory cues and organizational devices to locate and gather information and ideas
make sense of information	<ul style="list-style-type: none"> use prior knowledge to make sense of information 	<ul style="list-style-type: none"> make and check predictions, using prior knowledge and oral, visual and print text features to understand information 	<ul style="list-style-type: none"> make connections between prior knowledge, ideas and information, and oral, visual and print text features 	<ul style="list-style-type: none"> determine the main ideas in information, using prior knowledge, predictions and connections

General Outcome 3

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

3.2 Select and Process

	Grade 4	Grade 5	Grade 6
	<i>Students will be able to:</i>		
identify personal and peer knowledge	<ul style="list-style-type: none">record and share personal knowledge of a topic to focus inquiry or research	<ul style="list-style-type: none">record, select and share personal knowledge of a topic to focus inquiry or research	<ul style="list-style-type: none">record personal knowledge of a topic, and collaborate to generate information for inquiry or research
identify sources	<ul style="list-style-type: none">identify a variety of information sources to answer inquiry or research questions	<ul style="list-style-type: none">identify a variety of information sources to answer inquiry or research questions	<ul style="list-style-type: none">identify a variety of information sources to answer inquiry or research questions
evaluate sources	<ul style="list-style-type: none">review information to determine its usefulness to inquiry or research needs, using pre-established criteria	<ul style="list-style-type: none">review information to determine its usefulness to inquiry or research needs, using pre-established criteria	<ul style="list-style-type: none">review information to determine its usefulness to inquiry or research needs, using pre-established criteria
access information	<ul style="list-style-type: none">use knowledge of visual and auditory cues and organizational devices to locate and gather a variety of information and ideas	<ul style="list-style-type: none">use a variety of tools to access information and ideas, and use visual and auditory cues to identify important information	<ul style="list-style-type: none">use a variety of tools to access information and ideas, and use visual and auditory cues to identify and gather important information
make sense of information	<ul style="list-style-type: none">determine main and supporting ideas, using prior knowledge, predictions, connections, inferences, and visual and auditory cues; and locate and/or listen for key words	<ul style="list-style-type: none">recognize organizational patterns of oral, visual and print text; and skim, scan and listen for key words and phrases	<ul style="list-style-type: none">use organizational patterns of oral, visual and print text to construct meaning; and skim, scan, listen, view and read closely to gather information

General Outcome 3

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

3.2 Select and Process

	Grade 7	Grade 8	Grade 9
	<i>Students will be able to:</i>		
identify personal and peer knowledge	<ul style="list-style-type: none">select and organize personal and peer knowledge of a topic to establish an information base for inquiry or research	<ul style="list-style-type: none">access, record and appraise personal and peer knowledge and understanding of a topic to establish an information base for inquiry or research	<ul style="list-style-type: none">access, record and appraise personal/peer knowledge of a topic to establish an information base for inquiry or research
identify sources	<ul style="list-style-type: none">choose appropriate information sources to meet inquiry and research needs	<ul style="list-style-type: none">distinguish between information sources that present fact and opinion, when inquiring or researching	<ul style="list-style-type: none">identify and use information sources that provide a variety of perspectives, when inquiring or researching
evaluate sources	<ul style="list-style-type: none">use pre-established criteria to evaluate the currency, usefulness and reliability of information sources in answering inquiry or research questions	<ul style="list-style-type: none">develop and use criteria for evaluating information sources for a particular inquiry or research plan	<ul style="list-style-type: none">evaluate information sources for possible bias, using criteria designed for a particular inquiry or research plan
access information	<ul style="list-style-type: none">expand and use a repertoire of skills, including visual and auditory skills, to access information and ideas from a variety of sources	<ul style="list-style-type: none">recall, expand and use a variety of skills, including visual and auditory skills, to access information and ideas from a variety of sources	<ul style="list-style-type: none">expand and use a variety of skills, including visual and auditory skills, to access information and ideas from a variety of sources
make sense of information	<ul style="list-style-type: none">determine literal and implied meanings of oral, visual and print texts, using a variety of strategies and cues	<ul style="list-style-type: none">construct meaning, using direct statements, implied meaning and inferences; and adjust rate of reading or viewing according to purpose, topic, density of information and organizational patterns of text	<ul style="list-style-type: none">identify a variety of factors, such as organizational patterns of text, page layouts, font styles, colour, voice-overs and camera angles, that affect meaning; scan to locate specific information quickly; and summarize, report and record main ideas of extended oral, visual and print texts

General Outcome 3

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

3.3 Organize, Record and Assess

	Kindergarten	Grade 1	Grade 2	Grade 3
<i>Students will be able to:</i>				
organize information	<ul style="list-style-type: none">• categorize objects and visuals according to similarities and differences	<ul style="list-style-type: none">• identify and categorize information according to similarities, differences and sequences	<ul style="list-style-type: none">• categorize related information and ideas, using a variety of strategies	<ul style="list-style-type: none">• organize and explain information and ideas, using a variety of strategies, such as clustering, categorizing and sequencing
record information	<ul style="list-style-type: none">• represent and share information and ideas	<ul style="list-style-type: none">• represent and express key facts and ideas in visual form or with words	<ul style="list-style-type: none">• record key facts and ideas in own words, and identify titles and writers of sources	<ul style="list-style-type: none">• record facts and ideas, using a variety of strategies; and list authors and titles of sources
evaluate information	<ul style="list-style-type: none">• share information gathered on a specific topic	<ul style="list-style-type: none">• use gathered information as a basis for communication	<ul style="list-style-type: none">• examine gathered information, with teacher guidance, to decide what to share or omit	<ul style="list-style-type: none">• determine, with teacher guidance, whether collected information is sufficient or inadequate for the established purpose
develop new understanding	<ul style="list-style-type: none">• participate in information-gathering experiences	<ul style="list-style-type: none">• recall, share and record information-gathering experiences in visual or text form	<ul style="list-style-type: none">• recall, discuss and record information-gathering experiences	<ul style="list-style-type: none">• use gathered information and questions to review and add to knowledge

General Outcome 3

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

3.3 Organize, Record and Assess

	Grade 4	Grade 5	Grade 6
	<i>Students will be able to:</i>		
organize information	<ul style="list-style-type: none">organize information and ideas in logical sequences, using a variety of strategies	<ul style="list-style-type: none">organize information and ideas into categories, using a variety of strategies	<ul style="list-style-type: none">organize information and ideas, using a variety of strategies and techniques
record information	<ul style="list-style-type: none">record facts and ideas, using a variety of strategies; and list authors and titles of sources	<ul style="list-style-type: none">record key words, phrases and images by subtopics; and cite authors and titles of sources appropriately	<ul style="list-style-type: none">record information in own words, cite authors and titles appropriately, and provide publication dates of sources
evaluate information	<ul style="list-style-type: none">analyze collected information to identify categories or aspects of a topic that need more information	<ul style="list-style-type: none">recognize gaps in the information gathered, and locate additional information needed	<ul style="list-style-type: none">recognize gaps in the information gathered; and locate additional information needed for a particular form, audience and purpose
develop new understanding	<ul style="list-style-type: none">use gathered information and questions to review and add to knowledge, and consider new questions regarding the inquiry or research process and content	<ul style="list-style-type: none">determine information needs during the inquiry or research process, and discuss and assess inquiry or research experiences	<ul style="list-style-type: none">assess knowledge gained through the inquiry or research process, form personal conclusions, and generate new questions for further inquiry or research

General Outcome 3

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

3.3 Organize, Record and Assess

	Grade 7	Grade 8	Grade 9
organize information	<ul style="list-style-type: none">organize information and ideas in order of priority, according to topic and task requirements	<ul style="list-style-type: none">organize information and ideas by selecting or developing categories appropriate to a particular topic and purpose	<ul style="list-style-type: none">organize information and ideas by developing and selecting appropriate categories and organizational structures
record information	<ul style="list-style-type: none">summarize major ideas and supporting details in point form, and reference sources using a consistent format	<ul style="list-style-type: none">make notes using headings and subheadings or graphic organizers appropriate to a topic, and reference sources using a consistent format	<ul style="list-style-type: none">summarize and record information in a variety of forms, paraphrasing and/or quoting relevant facts and opinions; and reference sources using a consistent format
evaluate information	<ul style="list-style-type: none">recognize gaps in the information gathered; and locate additional information needed for a particular form, audience and purpose	<ul style="list-style-type: none">assess the appropriateness of the amount and quality of information collected; and recognize and address information gaps for particular forms, audiences and purposes	<ul style="list-style-type: none">distinguish between main and supporting information to evaluate usefulness, relevance and completeness; and address information gaps for particular forms, audiences and purposes
develop new understanding	<ul style="list-style-type: none">assess knowledge gained through the inquiry or research process, form personal conclusions, and generate new questions for further inquiry or research	<ul style="list-style-type: none">organize new information and connect it to prior knowledge, and reflect on the impact of new information on the inquiry or research process	<ul style="list-style-type: none">reflect on new knowledge and its value to self, and determine personal inquiry and research strengths and learning goals

General Outcome 4

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

4.1 *Generate and Focus*

	Kindergarten	Grade 1	Grade 2	Grade 3
	<i>Students will be able to:</i>			
generate ideas	<ul style="list-style-type: none">share ideas from personal experiences	<ul style="list-style-type: none">contribute ideas from personal experiences for oral, print and visual texts	<ul style="list-style-type: none">generate and contribute ideas on particular topics for oral, print and visual texts	<ul style="list-style-type: none">generate and contribute ideas on particular topics for oral, print and visual texts
choose forms ⁵	<ul style="list-style-type: none">participate in shared text experiences	<ul style="list-style-type: none">share ideas and experiences, using simple text forms	<ul style="list-style-type: none">share ideas and experiences, using various text forms for particular audiences	<ul style="list-style-type: none">use a variety of text forms for particular audiences and purposes
organize ideas	<ul style="list-style-type: none">recognize that ideas expressed in oral language can be represented and recorded	<ul style="list-style-type: none">organize visuals to express ideas and tell stories	<ul style="list-style-type: none">organize visuals and print to express ideas and tell stories	<ul style="list-style-type: none">arrange ideas in own oral, print and visual texts, using organizers

5. For a sample list of text forms, see the end of this program of studies.

General Outcome 4

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

4.1 *Generate and Focus*

	Grade 4	Grade 5	Grade 6
<i>Students will be able to:</i>			
generate ideas	<ul style="list-style-type: none">generate and contribute ideas on particular topics for oral, print and visual texts, using a variety of strategies	<ul style="list-style-type: none">focus a topic for oral, print and visual texts, using a variety of strategies	<ul style="list-style-type: none">focus a topic for oral, print and visual texts, using a variety of strategies
choose forms ⁶	<ul style="list-style-type: none">use a variety of text forms for particular audiences and purposes	<ul style="list-style-type: none">use a variety of text forms for particular audiences and purposes	<ul style="list-style-type: none">use a variety of text forms for particular audiences and purposes
organize ideas	<ul style="list-style-type: none">develop and arrange ideas in own oral, print and visual texts, using organizers	<ul style="list-style-type: none">develop and arrange ideas in own oral, print and visual texts, using a variety of organizers	<ul style="list-style-type: none">use listening, reading and viewing experiences as models for organizing ideas in own oral, print and visual texts

6. For a sample list of text forms, see the end of this program of studies.

General Outcome 4

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

4.1 *Generate and Focus*

	Grade 7	Grade 8	Grade 9
	<i>Students will be able to:</i>		
generate ideas	<ul style="list-style-type: none">experiment with various ways to generate ideas and focus a topic	<ul style="list-style-type: none">consider form and audience when generating ideas and focusing a topic	<ul style="list-style-type: none">use a variety of techniques to generate and select ideas for oral, print and visual texts
choose forms ⁷	<ul style="list-style-type: none">compose text, using appropriate forms that match content, audience and purpose	<ul style="list-style-type: none">compose text, using appropriate forms that match content, audience and purpose	<ul style="list-style-type: none">compose text, using appropriate forms that match content, audience and purpose
organize ideas	<ul style="list-style-type: none">identify and use appropriate organizational patterns in own oral, print and visual texts	<ul style="list-style-type: none">identify and use a variety of organizational patterns in own oral, print and visual texts; and compose appropriate introductions and conclusions	<ul style="list-style-type: none">identify and use a variety of organizational patterns in own oral, print and visual texts; and use transitional features

7. For a sample list of text forms, see the end of this program of studies.

General Outcome 4

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

4.2 Enhance and Improve

	Kindergarten	Grade 1	Grade 2	Grade 3
<i>Students will be able to:</i>				
appraise own and others' work	<ul style="list-style-type: none"> participate in the sharing of own creations and those of others 	<ul style="list-style-type: none"> talk about own creations and those of others, using basic, common expressions 	<ul style="list-style-type: none"> talk about own creations and those of others, using common expressions 	<ul style="list-style-type: none"> share own stories and creations with peers, and respond to questions or comments
revise content	<ul style="list-style-type: none"> express lack of understanding 	<ul style="list-style-type: none"> ask simple questions to clarify meaning 	<ul style="list-style-type: none"> ask basic questions to clarify ideas 	<ul style="list-style-type: none"> revise own ideas to accommodate new ideas and information
enhance legibility	<ul style="list-style-type: none"> trace and copy letters, and explore letter keys on the keyboard 	<ul style="list-style-type: none"> form recognizable letters; and use letters, numbers and basic function keys on the keyboard 	<ul style="list-style-type: none"> strive for consistency in letter size and shape, print letters in the correct direction, and use the keyboard to produce text 	<ul style="list-style-type: none"> print or write letters legibly; and space words appropriately, both manually and using a keyboard
enhance artistry	<ul style="list-style-type: none"> use familiar words to describe ideas 	<ul style="list-style-type: none"> use familiar words or simple sentences to describe ideas 	<ul style="list-style-type: none"> experiment with words and sentence patterns, with support 	<ul style="list-style-type: none"> experiment with words and simple sentence patterns
enhance presentation	<ul style="list-style-type: none"> use visuals to express ideas, feelings and information 	<ul style="list-style-type: none"> use familiar words with visuals to express ideas, feelings and information 	<ul style="list-style-type: none"> combine illustrations and simple print texts to express ideas, feelings and information 	<ul style="list-style-type: none"> combine illustrations and print texts to express ideas, feelings and information

General Outcome 4

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

4.2 Enhance and Improve

	Grade 4	Grade 5	Grade 6
	<i>Students will be able to:</i>		
appraise own and others' work	<ul style="list-style-type: none">share own stories and creations in various ways; and provide feedback to peers, with guidance	<ul style="list-style-type: none">share own stories and creations in various ways; and give support and offer feedback to peers, using pre-established criteria	<ul style="list-style-type: none">share with peers own stories and creations in various ways; and give support and offer feedback to peers, using pre-established criteria
revise content	<ul style="list-style-type: none">revise text to focus on main ideas and relevant information	<ul style="list-style-type: none">revise text to create an interesting impression, and check for sequence of ideas	<ul style="list-style-type: none">revise text for content, organization and clarity
enhance legibility	<ul style="list-style-type: none">write legibly, using a handwriting style that is consistent in alignment, shape and spacing; and experiment with the use of templates and familiar software when composing and revising	<ul style="list-style-type: none">write legibly, and use word processing when composing and revising	<ul style="list-style-type: none">write legibly and at a pace appropriate to context and purpose when composing and revising; and select and use a variety of design elements, such as spacing, graphics, titles and headings, when appropriate
enhance artistry	<ul style="list-style-type: none">select from a range of word choices, and use simple sentence patterns to communicate ideas and information	<ul style="list-style-type: none">choose descriptive language and sentence patterns to clarify and enhance ideas	<ul style="list-style-type: none">choose descriptive language and use varied sentence lengths and structures to clarify and enhance ideas
enhance presentation	<ul style="list-style-type: none">prepare neat and organized compositions, reports and charts that engage the audience	<ul style="list-style-type: none">prepare organized compositions and reports, using sound effects and visuals, such as graphs, charts and diagrams, that engage the audience	<ul style="list-style-type: none">prepare organized compositions, presentations, reports, and inquiry or research projects, using templates or pre-established organizers

General Outcome 4

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

4.2 Enhance and Improve

	Grade 7	Grade 8	Grade 9
	<i>Students will be able to:</i>		
appraise own and others' work	<ul style="list-style-type: none">share own work in a variety of ways; and appraise particular aspects of own work and that of others, using pre-established criteria	<ul style="list-style-type: none">share and discuss particular qualities of samples from own collection of work; and accept and provide constructive suggestions for revising own work and that of others	<ul style="list-style-type: none">share own work in a variety of ways; appraise own work and that of others, using appropriate criteria; and suggest revisions to own work and that of others, using a variety of strategies
revise content	<ul style="list-style-type: none">revise text to create effective sentences that convey content clearly	<ul style="list-style-type: none">revise text to enhance meaning and effect	<ul style="list-style-type: none">review a previous draft, and revise it to refine communication and enhance self-expression
enhance legibility	<ul style="list-style-type: none">determine the appropriateness of handwriting or word processing for a particular task, when composing and revising; and combine print and visuals when engaged in desktop publishing	<ul style="list-style-type: none">format for legibility and effect when composing and revising, and enhance the coherence of documents	<ul style="list-style-type: none">format for legibility and effect, use word processing effectively and efficiently when composing and revising, and combine print and visuals from various sources when engaged in desktop publishing
enhance artistry	<ul style="list-style-type: none">select words to enhance clarity and artistry, and use varied sentence lengths and structures	<ul style="list-style-type: none">select appropriate words and sentence patterns during revision to enhance clarity and artistry	<ul style="list-style-type: none">identify figures of speech, and select appropriate words and sentence patterns during revision to enhance clarity and artistry
enhance presentation	<ul style="list-style-type: none">prepare compositions, reports, and inquiry or research projects, using a variety of text organizers	<ul style="list-style-type: none">prepare compositions, reports, presentations, and inquiry or research projects, using a variety of text organizers	<ul style="list-style-type: none">prepare compositions, presentations, reports, and inquiry or research projects with adequate detail and effective organization for audience understanding

General Outcome 4

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

4.3 Attend to Conventions

	Kindergarten	Grade 1	Grade 2	Grade 3
	<i>Students will be able to:</i>			
grammar and usage	<ul style="list-style-type: none">check for complete sentences, with guidance	<ul style="list-style-type: none">check for complete sentences; and make sentences complete, with guidance	<ul style="list-style-type: none">check for complete sentences, and make sentences complete	<ul style="list-style-type: none">edit a text to ensure it includes complete sentences
spelling	<ul style="list-style-type: none">connect sounds with letters	<ul style="list-style-type: none">copy familiar words	<ul style="list-style-type: none">spell familiar words, using basic strategies and resources	<ul style="list-style-type: none">spell familiar words, using a variety of strategies and resources
capitalization and punctuation	<ul style="list-style-type: none">recognize some basic writing conventions	<ul style="list-style-type: none">imitate basic writing conventions	<ul style="list-style-type: none">use basic writing conventions	<ul style="list-style-type: none">use basic writing conventions when editing and proofreading

General Outcome 4

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

4.3 Attend to Conventions

	Grade 4	Grade 5	Grade 6
	<i>Students will be able to:</i>		
grammar and usage	<ul style="list-style-type: none">edit for complete sentences and to eliminate unnecessary repetition of words	<ul style="list-style-type: none">identify and eliminate sentence fragments	<ul style="list-style-type: none">identify and eliminate sentence fragments and run-on sentences
spelling	<ul style="list-style-type: none">recognize spelling conventions in learned vocabulary, using a variety of strategies, resources and spelling patterns	<ul style="list-style-type: none">recognize spelling conventions in learned vocabulary, using a variety of spelling patterns when editing and proofreading; and predict the spelling of unfamiliar words, using a variety of resources to confirm correctness	<ul style="list-style-type: none">apply spelling conventions, using appropriate strategies and patterns when editing and proofreading; and use a variety of resources to determine the spelling of familiar and unfamiliar words
capitalization and punctuation	<ul style="list-style-type: none">use basic writing conventions when editing and proofreading	<ul style="list-style-type: none">use writing conventions when editing and proofreading	<ul style="list-style-type: none">apply writing conventions in sentences, titles, headings, salutations and addresses when editing and proofreading

General Outcome 4

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

4.3 Attend to Conventions

	Grade 7	Grade 8	Grade 9
	<i>Students will be able to:</i>		
grammar and usage	<ul style="list-style-type: none">edit for basic grammatical accuracy	<ul style="list-style-type: none">edit for basic grammatical accuracy and to eliminate unnecessary repetition of words and ideas	<ul style="list-style-type: none">edit for basic grammatical accuracy, sentence variety, word choice and style appropriate to audience and purpose
spelling	<ul style="list-style-type: none">apply spelling conventions to familiar and unfamiliar words; and use appropriate resources when editing and proofreading	<ul style="list-style-type: none">apply spelling conventions to familiar and unfamiliar words; and use appropriate resources when editing and proofreading	<ul style="list-style-type: none">apply various spelling conventions, and use a variety of resources when editing and proofreading
capitalization and punctuation	<ul style="list-style-type: none">apply writing conventions in a variety of sentence structures when editing and proofreading	<ul style="list-style-type: none">apply writing conventions in dialogues and quotations when editing and proofreading	<ul style="list-style-type: none">apply writing conventions in references to sources when editing and proofreading

General Outcome 4

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

4.4 Present and Share

	Kindergarten	Grade 1	Grade 2	Grade 3
share ideas and information	<ul style="list-style-type: none">use illustrations and other materials to share information and ideas	<ul style="list-style-type: none">share information and ideas in a brief presentation to a familiar audience, and use illustrations and other materials to aid the presentation	<ul style="list-style-type: none">share information and ideas on a topic with a familiar audience, and clarify information by responding to basic questions	<ul style="list-style-type: none">share information and ideas on a topic with a familiar audience, and clarify information by responding to questions
effective oral and visual communication	<ul style="list-style-type: none">express and represent ideas through various media and forms	<ul style="list-style-type: none">share information and ideas with a group	<ul style="list-style-type: none">present information and ideas	<ul style="list-style-type: none">present information and ideas in an appropriate form
attentive listening and viewing	<ul style="list-style-type: none">demonstrate active listening and viewing behaviours	<ul style="list-style-type: none">demonstrate active listening and viewing behaviours	<ul style="list-style-type: none">demonstrate attentive audience behaviours	<ul style="list-style-type: none">demonstrate appropriate audience behaviours

General Outcome 4

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

4.4 Present and Share

	Grade 4	Grade 5	Grade 6
share ideas and information	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none">• present information and ideas on a topic to engage a familiar audience, using a pre-established plan; and use print and nonprint aids to enhance the presentation	<ul style="list-style-type: none">• prepare and share information on a topic, using print and nonprint aids to engage and inform a familiar audience	<ul style="list-style-type: none">• prepare and share information on a topic, using print, audiovisual and dramatic forms to engage the audience
effective oral and visual communication	<ul style="list-style-type: none">• describe and explain information and ideas to a particular audience; and select and use appropriate volume, intonation and nonverbal cues	<ul style="list-style-type: none">• use gestures and facial expressions to enhance oral presentations, use emphasis and appropriate pacing, and arrange presentation space to focus audience attention	<ul style="list-style-type: none">• use appropriate volume, phrasing, intonation, presentation space and nonverbal cues, such as body language and facial expressions, to enhance communication
attentive listening and viewing	<ul style="list-style-type: none">• demonstrate appropriate audience behaviours, and show respect for the presenter	<ul style="list-style-type: none">• show respect for the presenter, through active listening and viewing behaviours	<ul style="list-style-type: none">• demonstrate critical listening and viewing behaviours, and show respect for the presenter

General Outcome 4

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

4.4 Present and Share

	Grade 7	Grade 8	Grade 9
share ideas and information	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none">facilitate small-group activities and short, whole-class sessions to share information on a topic, using pre-established active learning strategies, such as role-plays, language games and simulations	<ul style="list-style-type: none">plan and facilitate small-group activities and short, whole-class sessions to share information on a topic, using a variety of engaging methods, such as presentations, role-plays and visual aids	<ul style="list-style-type: none">plan and conduct peer-involved class activities or discussions to share individual inquiry or research and understanding on a topic
effective oral and visual communication	<ul style="list-style-type: none">present short oral presentations and reports, using verbal and nonverbal cues, such as diction, pacing, presence, facial expressions and gestures, to focus audience attention and project emotion appropriate to the subject and point of view	<ul style="list-style-type: none">explain, share and present orally, using conventions of public speaking in a variety of settings, such as small-group presentations and whole-class presentations; and use visual aids to enhance the effectiveness of oral presentations	<ul style="list-style-type: none">choose vocabulary, voice production factors and nonverbal cues to communicate effectively to a variety of audiences; and use a variety of media and display techniques to enhance the effectiveness of oral presentations
attentive listening and viewing	<ul style="list-style-type: none">demonstrate critical listening and viewing behaviours, and show respect for the presenter	<ul style="list-style-type: none">demonstrate critical listening and viewing behaviours, and show respect for the presenter	<ul style="list-style-type: none">demonstrate critical listening and viewing behaviours, and show respect for the presenter

General Outcome 5

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

5.1 *Develop and Celebrate Community*

	Kindergarten	Grade 1	Grade 2	Grade 3
	<i>Students will be able to:</i>			
share and compare responses	<ul style="list-style-type: none">represent and draw about self and family	<ul style="list-style-type: none">tell and draw about self and family	<ul style="list-style-type: none">tell, draw and write about self, family and community	<ul style="list-style-type: none">record ideas and experiences, and share them with others
relate texts to culture	<ul style="list-style-type: none">listen actively to stories, and demonstrate curiosity	<ul style="list-style-type: none">listen to stories from oral, print, visual and multimedia texts from different communities	<ul style="list-style-type: none">explore similarities among stories from oral, print, visual and multimedia texts from different communities	<ul style="list-style-type: none">compare ideas within stories from oral, print, visual and multimedia texts from different communities
appreciate diversity	<ul style="list-style-type: none">connect aspects of stories to personal feelings and experiences	<ul style="list-style-type: none">connect aspects of stories and characters to personal feelings and experiences	<ul style="list-style-type: none">connect aspects of stories and characters to personal feelings and experiences	<ul style="list-style-type: none">connect situations portrayed in oral, print, visual and multimedia texts to personal experiences
celebrate special occasions	<ul style="list-style-type: none">contribute to group experiences to create and celebrate	<ul style="list-style-type: none">share ideas and experiences to create and celebrate	<ul style="list-style-type: none">participate in shared language experiences to celebrate individual and class achievements and cultural events	<ul style="list-style-type: none">participate in language experiences to acknowledge and celebrate individual and class achievements and cultural events

General Outcome 5

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

5.1 *Develop and Celebrate Community*

	Grade 4	Grade 5	Grade 6
<i>Students will be able to:</i>			
share and compare responses	<ul style="list-style-type: none">understand relationships between own ideas and experiences and those of others	<ul style="list-style-type: none">acknowledge differing responses to common experiences	<ul style="list-style-type: none">compare own ways of responding and thinking with those of others
relate texts to culture	<ul style="list-style-type: none">examine ideas within stories from oral, print, visual and multimedia texts from various communities	<ul style="list-style-type: none">discuss ideas, events and figures within stories from oral, print, visual and multimedia texts from various communities	<ul style="list-style-type: none">explore cultural representations in oral, print, visual and multimedia texts from various communities
appreciate diversity	<ul style="list-style-type: none">connect portrayals of individuals or situations in oral, print, visual and multimedia texts to personal experiences	<ul style="list-style-type: none">connect the experiences of individuals in oral, print, visual and multimedia texts to personal experiences	<ul style="list-style-type: none">connect the thoughts, feelings and experiences of individuals in oral, print, visual and multimedia texts to personal experiences
celebrate special occasions	<ul style="list-style-type: none">use language appropriate in tone and form when participating in classroom and school activities	<ul style="list-style-type: none">select and use language appropriate in tone and form to recognize and honour people and events	<ul style="list-style-type: none">select and use appropriate language and forms to acknowledge special events and honour accomplishments in and beyond the school

General Outcome 5

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

5.1 Develop and Celebrate Community

	Grade 7	Grade 8	Grade 9
share and compare responses	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none">demonstrate growing self-confidence when expressing and sharing thoughts, ideas and feelings	<ul style="list-style-type: none">express personal reactions to a variety of experiences and texts, and acknowledge the reactions of others	<ul style="list-style-type: none">recognize that differing perspectives and unique reactions enrich understanding
relate texts to culture	<ul style="list-style-type: none">explain ways in which oral, print, visual and multimedia texts reflect topics and themes in life	<ul style="list-style-type: none">compare ways in which oral, print, visual and multimedia texts from a variety of cultures explore similar ideas	<ul style="list-style-type: none">recognize ways in which oral, print, visual and multimedia texts capture specific elements of a culture or period in history
appreciate diversity	<ul style="list-style-type: none">interpret the choices and motives of individuals encountered in oral, print, visual and multimedia texts; and examine how they relate to self and others	<ul style="list-style-type: none">compare the choices and behaviours of individuals presented in oral, print, visual and multimedia texts with personal choices, values and behaviours	<ul style="list-style-type: none">reflect on ways in which the choices and motives of individuals encountered in oral, print, visual and multimedia texts provide insight into those of self and others
celebrate special occasions	<ul style="list-style-type: none">use appropriate language to participate in public events, occasions or celebrations	<ul style="list-style-type: none">explore various ways in which language is used across cultures, age groups and genders to honour and celebrate people and events	<ul style="list-style-type: none">participate in celebrating special events, and recognize the important and significant influence of language

General Outcome 5

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

5.2 Encourage, Support and Work with Others

	Kindergarten	Grade 1	Grade 2	Grade 3
	<i>Students will be able to:</i>			
cooperate with others	<ul style="list-style-type: none">participate in group activities	<ul style="list-style-type: none">work in partnerships and groups	<ul style="list-style-type: none">cooperate in small groups	<ul style="list-style-type: none">cooperate in a variety of partnership and group structures
work in groups	<ul style="list-style-type: none">demonstrate attentiveness in group activities	<ul style="list-style-type: none">take turns sharing information and ideas	<ul style="list-style-type: none">contribute related ideas and information in whole-class and small-group activities	<ul style="list-style-type: none">ask others for their ideas, and express interest in their contributions
use language to show respect	<ul style="list-style-type: none">recognize variations in language use	<ul style="list-style-type: none">recognize that individuals adjust language use for different situations	<ul style="list-style-type: none">adjust own language use for different situations	<ul style="list-style-type: none">appreciate variations in language use in a variety of contexts in the immediate community
evaluate group process	<ul style="list-style-type: none">help others and ask others for help	<ul style="list-style-type: none">find ways to be helpful to others	<ul style="list-style-type: none">acknowledge the achievements of others	<ul style="list-style-type: none">understand how class members help each other

General Outcome 5

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

5.2 Encourage, Support and Work with Others

	Grade 4	Grade 5	Grade 6
	<i>Students will be able to:</i>		
cooperate with others	<ul style="list-style-type: none">appreciate that everyone in a group has to work together to achieve group tasks, and act accordingly	<ul style="list-style-type: none">distinguish between on-task and off-task ideas and behaviours in a group, and stay on task	<ul style="list-style-type: none">assist group members to maintain focus and complete tasks
work in groups	<ul style="list-style-type: none">take roles and share responsibilities as group members	<ul style="list-style-type: none">assume the responsibilities for various group roles	<ul style="list-style-type: none">select and assume roles to assist in the achievement of group goals
use language to show respect	<ul style="list-style-type: none">show consideration for those whose ideas, abilities and language use differ from own	<ul style="list-style-type: none">demonstrate sensitivity to appropriate language use when communicating orally	<ul style="list-style-type: none">demonstrate sensitivity to appropriate language use and tone when communicating orally
evaluate group process	<ul style="list-style-type: none">show appreciation and offer constructive feedback to peers, and seek support from group members	<ul style="list-style-type: none">assess group process, using checklists; and determine areas for development	<ul style="list-style-type: none">assess own contributions to group process; set personal goals for enhancing work with others; and monitor group process, using checklists

General Outcome 5

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

5.2 Encourage, Support and Work with Others

	Grade 7	Grade 8	Grade 9
	<i>Students will be able to:</i>		
cooperate with others	<ul style="list-style-type: none">contribute to group efforts to reach consensus or conclusions	<ul style="list-style-type: none">engage in dialogue to understand the feelings and viewpoints of others, and contribute to group harmony	<ul style="list-style-type: none">recognize the importance of effective communication in working with others
work in groups	<ul style="list-style-type: none">present group conclusions or findings to classmates	<ul style="list-style-type: none">plan, organize and participate in presentations of group findings	<ul style="list-style-type: none">organize and complete group tasks effectively
use language to show respect	<ul style="list-style-type: none">respect diverse languages, ideas, texts and traditions; and recognize contributions of self, peers and the community	<ul style="list-style-type: none">demonstrate respect for other people's language, history and culture	<ul style="list-style-type: none">use inclusive language and actions that support people across races, cultures, genders, ages and abilities
evaluate group process	<ul style="list-style-type: none">evaluate group process and personal contributions according to pre-established criteria	<ul style="list-style-type: none">evaluate the quality of own contributions to group process, and set goals and plans for development	<ul style="list-style-type: none">establish and use criteria to evaluate group process and personal contributions, and propose suggestions for development

LANGUAGE ARTS

Specific Language Component

The Specific Language Component provides the linguistic elements of the Ukrainian language that students are expected to acquire at various grade levels. The linguistic elements that are addressed include the sound–symbol system, lexicon, grammatical elements, mechanical features and discourse features. The Specific Language Component also provides descriptors of proficiency at each grade level in the areas of listening, speaking, reading, writing, viewing and representing, as well as outcomes to support sociocultural/sociolinguistic competence and strategic learning.

The Specific Language Component is intended to outline the linguistic skills that students will need to achieve the outcomes in the General Language Component. The two components are interrelated and are intended to be delivered in an integrated manner.

Strategies in the Specific Language Component are grouped under three cluster headings—language learning strategies, language use strategies and general learning strategies. Each of the strands under these cluster headings deals with a specific category of strategy. Language learning and general learning strategies are categorized as cognitive, metacognitive and social/affective. The language use strategies are organized by communicative mode: interactive, interpretive, productive.

The strategies that students choose depend on the task they are engaged in as well as on other factors, such as their preferred learning style, personality, age, attitude and cultural background. Strategies that work well for one person may not be effective for another person, or may not be suitable in a different situation. For this reason it is not particularly useful to say that students should be aware of, or able to use, a specific strategy in a particular grade. Consequently, the specific outcomes describe the students' knowledge of and ability to use general types of

strategies. More specific strategies for each general category or type are included in the comprehensive list of strategies below. The specific strategies provided in the comprehensive list **are not prescriptive** but are provided as an illustration of how the general strategies in the specific outcomes might be developed.

Teachers need to know and be able to demonstrate a broad range of strategies from which students are then able to choose in order to communicate effectively. Strategies of all kinds are best taught in the context of learning activities where students can apply them immediately and then reflect on their use.

Comprehensive List of Strategies

Language Learning Strategies

Cognitive

- listen attentively
- perform actions to match words of a song, story or rhyme
- learn short rhymes or songs, incorporating new vocabulary or sentence patterns
- imitate sounds and intonation patterns
- memorize new words by repeating them silently or aloud
- seek the precise term to express meaning
- repeat words or phrases in the course of performing a language task
- make personal dictionaries
- experiment with various elements of the language
- use mental images to remember new information
- group together sets of things—vocabulary, structures—with similar characteristics
- identify similarities and differences between aspects of the Ukrainian language and English
- look for patterns and relationships
- use previously acquired knowledge to facilitate a learning task
- associate new words or expressions with familiar ones, either in Ukrainian or in English

- find information, using reference materials like dictionaries, textbooks and grammars
- use available technological aids to support language learning; e.g., cassette recorders, computers
- use word maps, mind maps, diagrams, charts or other graphic representations to make information easier to understand and remember
- place new words or expressions in a context to make them easier to remember
- use induction to generate rules governing language use
- seek out opportunities outside of class to practise and observe
- perceive and note down unknown words and expressions, noting also their context and function

Metacognitive

- check copied writing for accuracy
- make choices about how you learn
- rehearse or role-play language
- decide in advance to attend to the learning task
- reflect on learning tasks with the guidance of the teacher
- make a plan in advance about how to approach a language learning task
- reflect on the listening, reading and writing process
- decide in advance to attend to specific aspects of input
- listen or read for key words
- evaluate own performance or comprehension at the end of a task
- keep a learning log
- experience various methods of language acquisition, and identify one or more considered to be particularly useful personally
- be aware of the potential of learning through direct exposure to the language
- know how strategies may enable coping with texts containing unknown elements
- identify problems that might hinder successful completion of a task, and seek solutions

- monitor own speech and writing to check for persistent errors
- be aware of own strengths and weaknesses, identify own needs and goals, and organize strategies and procedures accordingly

Social/Affective

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

Language Use Strategies

Interactive

- use words from own first language or English to get meaning across; e.g., use a literal translation of a phrase in the first language, use a first language word but pronounce it as in Ukrainian
- acknowledge being spoken to
- interpret and use a variety of nonverbal clues to communicate; e.g., mime, pointing, gestures, drawing pictures
- indicate lack of understanding verbally or nonverbally; e.g., raised eyebrows, blank look
- ask for clarification or repetition when the message has not been understood
- use the other speaker's words in subsequent conversation
- assess feedback from a conversation partner to recognize when the message has not been understood; e.g., raised eyebrows, blank look
- start again, using a different tactic, when communication breaks down
- use a simple word similar to the concept to convey, and invite correction
- invite others into the discussion
- ask for confirmation that a form used is correct
- use a range of fillers, hesitation devices and gambits to sustain conversations
- use circumlocution to compensate for lack of vocabulary
- repeat part of what someone has said to confirm mutual understanding
- summarize the point reached in a discussion to help focus the talk
- ask follow-up questions to check for understanding
- use suitable phrases to intervene in a discussion
- self-correct if errors lead to misunderstandings

Interpretive

- use gestures, intonation and visual supports to aid comprehension
- make connections between texts on the one hand and prior knowledge and personal experience on the other
- use illustrations to aid reading comprehension
- determine the purpose of listening
- listen or look for key words
- listen selectively based on purpose
- make predictions about what is expected to be heard or read, based on prior knowledge and personal experience
- use knowledge of the sound–symbol system to aid reading comprehension
- infer probable meanings of unknown words or expressions from contextual clues
- prepare questions or a guide to note down information found in a text
- use key content words or discourse markers to follow an extended text
- reread several times to understand complex ideas
- summarize information gathered
- assess own information needs before listening, viewing or reading
- use skimming and scanning to locate key information in texts

Productive

- mimic what the teacher says
- use nonverbal means to communicate
- copy what others say or write
- use words visible in the immediate environment
- use resources to increase vocabulary
- use familiar repetitive patterns from stories, songs, rhymes or media
- use illustrations to provide detail when producing own texts
- use various techniques to explore ideas at the planning stage, such as brainstorming or keeping a notebook or log of ideas
- use knowledge of sentence patterns to form new sentences
- be aware of and use the steps of the writing process: prewriting (gathering ideas,

planning the text, researching, organizing the text), writing, revision (rereading, moving pieces of text, rewriting pieces of text), correction (grammar, spelling, punctuation), publication (reprinting, adding illustrations, binding)

- use a variety of resources to correct texts; e.g., personal and commercial dictionaries, checklists, grammars
- take notes when reading or listening to assist in producing own text
- revise and correct final version of text
- use circumlocution and definition to compensate for gaps in vocabulary
- apply grammar rules to improve accuracy at the correction stage
- compensate for avoiding difficult structures by rephrasing

General Learning Strategies

Cognitive

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

- use word maps, mind maps, diagrams, charts or other graphic representations to make information easier to understand and remember
- seek information through a network of sources, including libraries, the Internet, individuals and agencies
- use previously acquired knowledge or skills to assist with a new learning task

Metacognitive

- reflect on learning tasks with the guidance of the teacher
- choose from among learning options
- discover how own efforts can affect learning
- reflect upon own thinking processes and how you learn
- decide in advance to attend to the learning task
- divide an overall learning task into a number of subtasks
- make a plan in advance about how to approach a task
- identify own needs and interests
- manage the physical environment in which you have to work
- keep a learning journal, such as a diary or a log
- develop criteria for evaluating own work
- work with others to monitor own learning
- take responsibility for planning, monitoring and evaluating learning experiences

Social/Affective

- watch others' actions and copy them
- seek help from others
- follow own natural curiosity and intrinsic motivation to learn
- participate in cooperative group learning tasks
- choose learning activities that enhance understanding and enjoyment
- be encouraged to try, even though mistakes might be made
- take part in group decision-making processes

- use support strategies to help peers persevere at learning tasks; e.g., offer encouragement, praise, ideas
- take part in group problem-solving processes
- use self-talk to feel competent to do the task
- be willing to take risks, and try unfamiliar tasks and approaches
- 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.

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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.

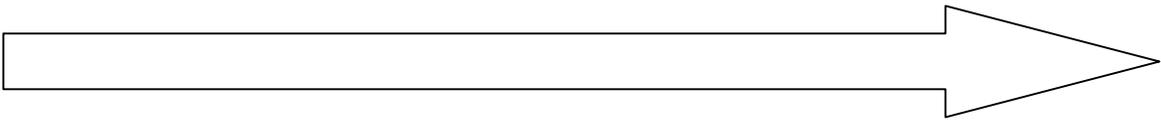
10. Independently and Consistently: This term is used to describe learning situations where students use specific linguistic elements in a variety of contexts with limited teacher guidance. Students in such situations will have consistent control of the linguistic elements and will be able to apply them 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, якимсь</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	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> use, independently and consistently,¹³ the following grammatical elements: 		
	<p>Nouns</p> <ul style="list-style-type: none"> locative singular irregular plurals, including pluralia tantum, nominative; e.g., <i>двери, штани, окуляри, зрощі, люди, діти</i> 	<p>Nouns</p> <ul style="list-style-type: none"> accusative plural inanimate 	<p>Nouns</p> <ul style="list-style-type: none"> accusative singular animate genitive singular
	<p>Pronouns</p> <ul style="list-style-type: none"> personal genitive 	<p>Pronouns</p> <ul style="list-style-type: none"> personal locative demonstrative, possessive, interrogative <ul style="list-style-type: none"> nominative singular and plural accusative singular inanimate 	<p>Pronouns</p> <ul style="list-style-type: none"> demonstrative, possessive, interrogative accusative plural inanimate
	<p>Adjectives</p> <ul style="list-style-type: none"> accusative singular inanimate 	<p>Adjectives</p> <ul style="list-style-type: none"> noun–adjective agreement; e.g., <i>високий Микола</i> 	<p>Adjectives</p> <ul style="list-style-type: none"> accusative plural inanimate comparative and superlative
	<p>Verbs</p> <ul style="list-style-type: none"> future imperfective 	<p>Verbs</p> <ul style="list-style-type: none"> present present of common reflexives imperative modal verbs past, all genders singular and plural 	<p>Verbs</p> <ul style="list-style-type: none"> -ся verbs with dative
	<p>Adverbs</p> <ul style="list-style-type: none"> of motion of distance to express seasons 	<p>Adverbs</p> <ul style="list-style-type: none"> of time; e.g., <i>учора</i> of frequency; e.g., <i>часто</i> 	<p>Adverbs</p> <ul style="list-style-type: none"> of frequency; e.g., <i>іноді</i>
	<p>Expressions</p> <ul style="list-style-type: none"> of appeal 	<p>Expressions</p> <ul style="list-style-type: none"> at what time 	<p>Expressions</p> <ul style="list-style-type: none"> date and year at what time of emotions
	<p>Numerals</p> <ul style="list-style-type: none"> ordinals 1–12 	<p>Numerals</p> <ul style="list-style-type: none"> 1–4 plus noun agreement 	

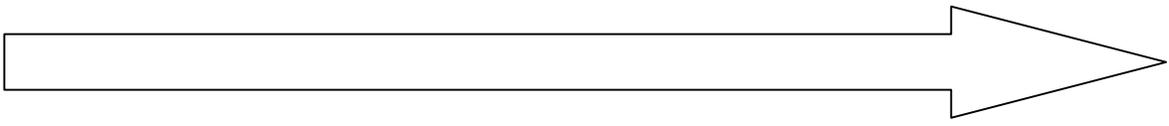
Note: Grammatical elements that students are able to use independently and consistently are to be maintained for the duration of the students' bilingual programming.

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/ніти, 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/гривми, 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
understanding self-identity developing positive self-identity valuing Ukrainian language and culture ¹⁷ valuing bilingualism/multiculturalism	<i>Students will be able to:</i>			
	<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
	<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
	<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
<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