UKRAINIAN LANGUAGE AND CULTURE 10-9Y, 20-9Y, 30-9Y

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

INTRODUCTION

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

A Means of Communication

Ukrainian is the first language of more than 37 million people in the world living in Ukraine, Argentina, Australia, Brazil, Canada, the United Kingdom, the United States of America and other countries.[1] It is closely related to other Slavic languages, making it an important key to communication in many parts of the world. Speakers of Ukrainian can make themselves understood in many countries in eastern and southeastern Europe and Asia; e.g., Belarus, Bosnia, Bulgaria, Croatia, the Czech Republic, Macedonia, Montenegro, Poland, Russia, Serbia, Slovakia and Slovenia. Acquiring Ukrainian as an additional language, therefore, opens up important doors for communicating with others around the world.

Personal and Cognitive Benefits

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

First Language Skills and Cultural Connections

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

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1. Lewis, M. Paul (ed.), 2009. *Ethnologue: Languages of the World,* Sixteenth edition. Dallas, Tex.: SIL International. Online version: http://www.ethnologue.com/. (Accessed March 8, 2010.)

Economic Benefits

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

ASSUMPTIONS

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

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

THE CONCEPTUAL MODEL

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

Four Components

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

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

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

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

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

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

Modes of Communication

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

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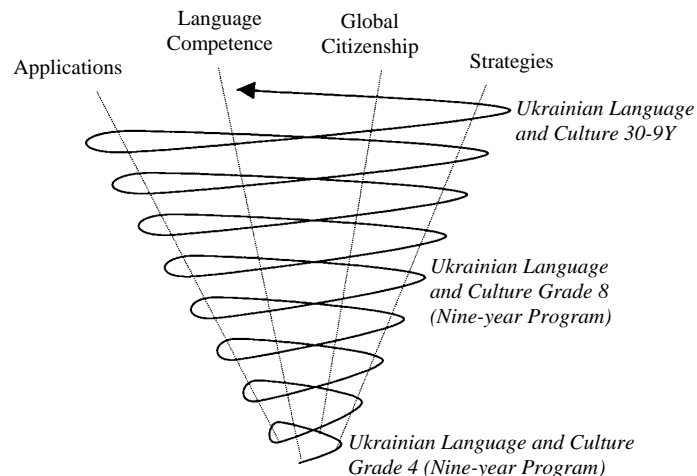
Interpretation is receptive communication of oral and written messages in contexts where the listener or reader is not in direct contact with the creator of the message. While there is no opportunity to ask for clarification, there is sometimes the possibility of rereading or listening again, consulting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

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

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

A Spiral Progression

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

Language Competence Global Citizenship Applications Strategies

Ukrainian Language and Culture 30-9Y

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

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

ORGANIZATION OF THE PROGRAM OF STUDIES

General Outcomes

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

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

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

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

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

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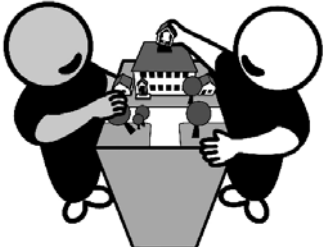
Specific Outcomes

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

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

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

The Four Components and Their
General Outcomes

Applications [A]

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

Language Competence [LC]

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

Global Citizenship [GC]

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

Strategies [S]

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

Guide to Reading the Program of Studies

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

cluster heading
for specific
outcomes

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

		Ukrainian Language and Culture 10-9Y	Ukrainian Language and Culture 20-9Y	Ukrainian Language and Culture 30-9Y
		Students will be able to:		
LC–5.1 cohesion/coherence		a. interpret texts that use patterns involving time or chronological sequencing	a. use a variety of references within texts; e.g., pronouns, space and time references	a. use appropriate words and phrases to show a variety of relationships within texts
LC–5.2 text forms		a. use a variety of familiar text forms and media in their own productions; e.g., brochures, advertisements, reports, poetry, stories	a. recognize a variety of extended text forms in a variety of media; e.g., short stories, films, plays, magazine articles	a. analyze the way different media and purposes lead to differences in the way texts are organized and presented
LC–5.3 patterns of social interaction		a. combine simple social interaction patterns to perform complex transactions and interactions; e.g., request goods/services	a. combine simple social interaction patterns to perform complex transactions and interactions; e.g., suggestion–accept/decline–persuade/negotiate	a. use a wide range of simple social interaction patterns flexibly to deal with transactions and interactions

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

strand headings for specific outcomes

specific outcome statements for each course

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

Applications

to express emotions and
personal perspectives

to impart and
receive information

to get things done

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

to form, maintain and change
interpersonal relationships

for imaginative purposes
and personal enjoyment

to extend their
knowledge of the world

APPLICATIONS

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

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

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

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

Applications—the situations and purposes for communication—drive this program, providing contexts for students' language and cultural learning.

Applications

A–1   to impart and receive information

	Ukrainian Language and Culture 10-9Y	Ukrainian Language and Culture 20-9Y	Ukrainian Language and Culture 30-9Y
	Students will be able to:		
A–1.1 share factual information	a. share detailed information on a specific topic	a. ask and answer questions about an informative text read or heard	a. share information in a variety of situations

A–2   to express emotions and personal perspectives

	Students will be able to:		
A–2.1 share ideas, thoughts, opinions, preferences	a. express opinions b. support their own opinions	a. express preferences b. explain preferences	a. exchange and support opinions in a variety of situations
A–2.2 share emotions, feelings	a. express emotions and feelings in formal and informal situations	a. communicate strong emotions and feelings appropriately in a variety of situations; e.g., using role-play	a. analyze and discuss the expression of emotions and feelings in a variety of media

A–3 to get things done

	Ukrainian Language and Culture 10-9Y	Ukrainian Language and Culture 20-9Y	Ukrainian Language and Culture 30-9Y
	Students will be able to:		
A–3.1 guide actions of others	a. give a compliment b. lodge a complaint	a. give and follow a sequence of instructions	a. persuade/dissuade others
A–3.2 state personal actions	a. express possibility in relation to their own actions	a. express personal expectations, hopes, plans, goals and aspirations	a. speculate on and predict their own future actions
A–3.3 manage group actions	a. take on a leadership role in small-group projects	a. clarify task goals b. negotiate roles and suggest procedures	a. contribute to the assessment of group activities by providing constructive feedback to group members

A–4 to form, maintain and change interpersonal relationships

Students will be able to:

	Ukrainian Language and Culture 10-9Y	Ukrainian Language and Culture 20-9Y	Ukrainian Language and Culture 30-9Y
A–4.1 manage personal relationships	a. give and respond to compliments	a. make suggestions to handle a variety of situations	a. initiate and participate in social exchanges in formal situations

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

A–5   to extend their knowledge of the world

	Ukrainian Language and Culture 10-9Y	Ukrainian Language and Culture 20-9Y	Ukrainian Language and Culture 30-9Y
	Students will be able to:		
A–5.1 discover and explore	a. explore connections among, and gain new insights into, familiar topics; e.g., using brainstorming, word origins, surveys, interviews	a. explore ideas presented in a variety of ways; e.g., informal discussions, personal writing	a. compare their own insights and understandings with those of their classmates
A–5.2 gather and organize information	a. identify key ideas, summarize and paraphrase	a. organize information in a logical manner	a. evaluate the usefulness and reliability of sources b. synthesize information from several sources
A–5.3 solve problems	a. understand key elements of a problem	a. apply problem-solving skills acquired in one situation to other situations	a. apply problem-solving skills to the resolution of real-life problems
A–5.4 explore opinions and values	a. understand the concept of stereotype b. recognize stereotyping in a variety of situations	a. understand the concept of perspective b. examine differing perspectives on an issue	a. explore underlying values in a variety of mass media; e.g., advertisements, political cartoons

A–6   for imaginative purposes and personal enjoyment

	Ukrainian Language and Culture 10-9Y	Ukrainian Language and Culture 20-9Y	Ukrainian Language and Culture 30-9Y
	Students will be able to:		
A–6.1 humour/fun	a. use Ukrainian for fun and to interpret and express humour; e.g., student-created games, class comic (humour) book, tongue twisters	a. use Ukrainian for fun and to interpret and express humour; e.g., rhymes, puzzles, newspaper cartoons, anecdotes	a. use Ukrainian for fun and to interpret and express humour; e.g., create humorous skits, host a comedy night, create commercials, read fables
A–6.2 creative/aesthetic purposes	a. use Ukrainian creatively and for aesthetic purposes; e.g., create and perform a skit	a. use Ukrainian creatively and for aesthetic purposes; e.g., create an original work (story, short play, song) on a familiar topic	a. use Ukrainian creatively and for aesthetic purposes; e.g., create a multimedia production on a familiar topic
A–6.3 personal enjoyment	a. use Ukrainian for personal enjoyment; e.g., participate in class excursions, field trips and e-twinning projects, make a scrapbook of items that reflect Ukrainian culture	a. use Ukrainian for personal enjoyment; e.g., plan and participate in a weekend immersion or in twinning projects, create a menu or a PowerPoint presentation	a. use Ukrainian for personal enjoyment; e.g., participate in an exchange, a language camp or in twinning projects, watch films or television programs, listen to the radio

Language Competence

interpret and
produce oral texts

interpret and produce
written and visual texts

attend to form

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

apply knowledge of the
sociocultural context

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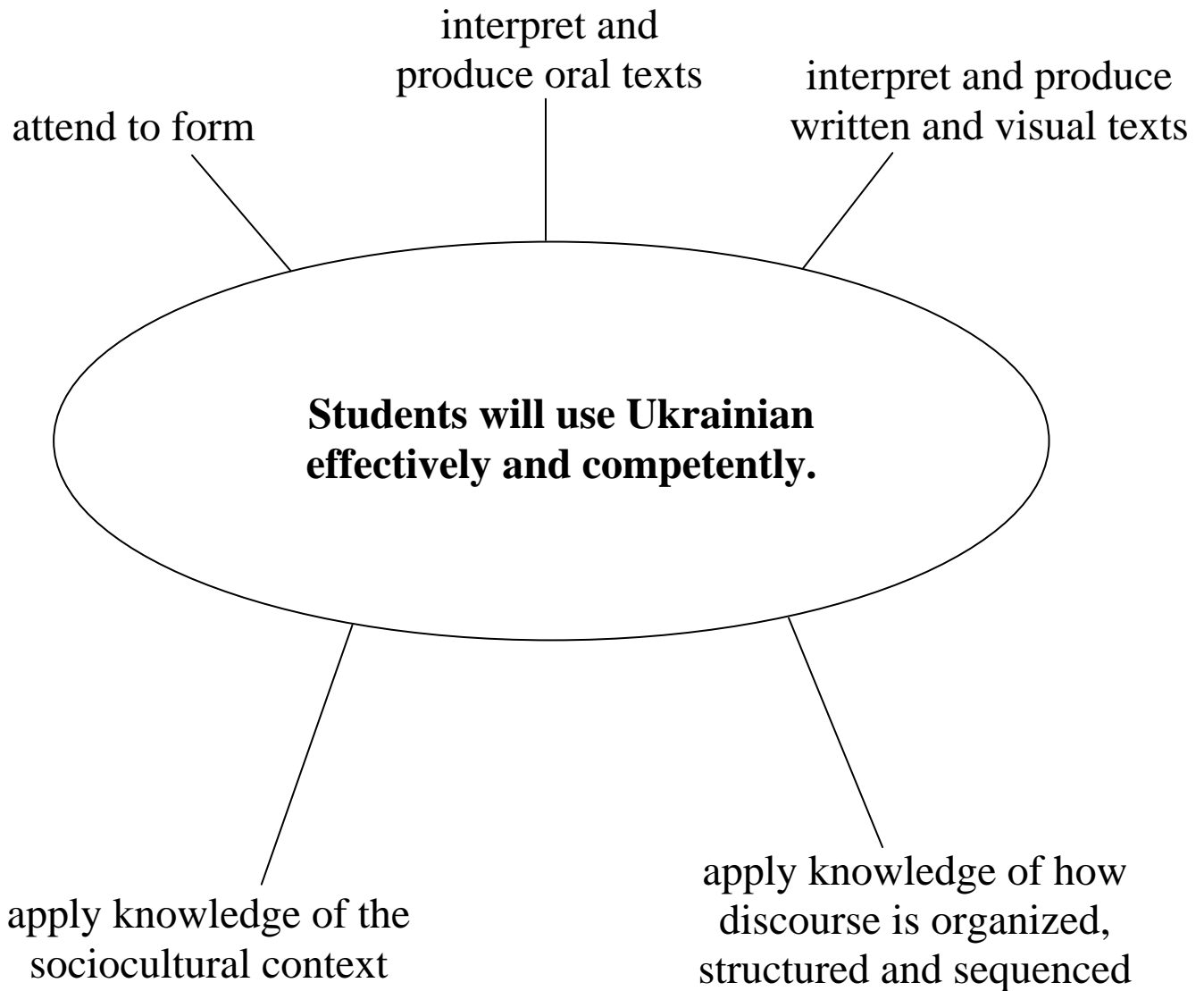
LANGUAGE COMPETENCE

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

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

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

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

LC–1   attend to form

	Ukrainian Language and Culture 10-9Y	Ukrainian Language and Culture 20-9Y	Ukrainian Language and Culture 30-9Y
	Students will be able to:		
LC–1.1 phonology	a. produce the essential sounds, stress, rhythm and intonation patterns of the language	a. produce sounds, stress, rhythm and intonation of the language	a. speak clearly and comprehensibly in a variety of situations
LC–1.2 orthography	a. apply common orthographic and punctuation rules	a. use orthographic and punctuation rules consistently in writing	a. use orthographic and punctuation rules consistently in writing (spelling rules, common mechanical conventions, such as the use of commas, semicolons, colons and dashes)
LC–1.3 lexicon	a. use a range of words and phrases within a variety of lexical fields, including: • travel • leisure/shopping • everyday commerce/ business transactions • Ukrainian history • any other lexical fields that meet their needs and interests	a. use a range of words and phrases within a variety of lexical fields, including: • dreams/goals • nature and environment • famous Ukrainians • mass media • any other lexical fields that meet their needs and interests b. select suitable words to enhance the effectiveness of speech or writing	a. use a range of words and phrases within a variety of lexical fields, including: • careers • contemporary Ukraine • the arts and entertainment • any other lexical fields that meet their needs and interests b. select precise words to make meaning clear

(continued)

LC–1   attend to form

LC–1.4
grammatical elements

Ukrainian Language and Culture 10-9Y

Ukrainian Language and Culture 20-9Y

Ukrainian Language and Culture 30-9Y

Students will be able to:

a. use, in modelled situations,[2] the following grammatical elements: ....

Ukrainian Language and Culture 10-9Y

Nouns
- governed by preposition: accusative, genitive, instrumental cases

Pronouns
- demonstrative: genitive (того, цього), dative (тому, цьому), instrumental (тим, цим), locative (на тому [тім], на цьому)
- interrogative: personal (хто?, що?) all cases
- reflexive: all cases; i.e., себе

Verbs
- non-past (imperfective present and perfective future); e.g., пишу–напишу
- present irregular; e.g., дати, їсти, розповісти

Conjunctions
- subordinating conjunction якщо in complex conditional sentences

Expressions
- date ordinal to express year; e.g., Поет народився у 1943 році.

Numerals
- fractions, percentages
- collective numerals; e.g., двоє, четверо

Sentence Structure
- negation with multiple negatives; e.g., Ніхто ніколи нікому нічого не прощає.

Ukrainian Language and Culture 20-9Y

Nouns
- irregular plural: all cases
- diminutives (річка, братик, віконце, серденько)

Pronouns
- interrogative: qualitative, possessive, ordinal (all cases)

Verbs
- verbal adverbs; e.g., читаючи, прочитавши
- verbal adjectives; e.g., печений, куплений, зайнятий
- passive voice: reflexive in passive meaning; e.g., Школа будується робітниками з України.
- simple future; e.g., нестиму, нестимуть
- impersonal verbs; e.g., Світає. Смеркає.

Expressions
- date ordinal to express year in the genitive; e.g., Поет народився тисяча дев'ятсот сорок третього року.

Sentence Structure
- sentences using impersonal verbs; e.g., Йому везе.
- alternate sentence structures:
  – Книжку читає учень. (OVS)
  – Читає учень книжку. (VSO)
- alternate sentence structures for complex and compound sentences

Ukrainian Language and Culture 30-9Y

Sentence Structure
- complex sentences with subordinate clauses in conditional (past indicative + particle би/б); e.g., Я пішов би завтра в кіно, коли б мав квиток.
- passive voice in past; e.g., Він був вбитий. Місто було захоплене.

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2. 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.

LC–1 attend to form

Ukrainian Language and Culture 10-9Y	Ukrainian Language and Culture 20-9Y	Ukrainian Language and Culture 30-9Y

Students will be able to:

b. use, in structured situations,[3] the following grammatical elements: ....

Nouns
- noun–adjective agreement (all cases)

Pronouns
- personal: locative (на мені, на нас, на тобі, на вас, на ньому, на нім, на ній, на них)
- possessive: genitive (мого, твого), dative (моєму, твоєму), instrumental (моїм, твоїм), locative (на моєму [моїм], твоєму)

Adjectives
- noun–adjective agreement:
  - accusative singular animate
  - accusative plural animate
  - instrumental singular
  - instrumental plural
  - genitive plural (possession)
  - comparative, superlative (новіший–найновіший)

Verbs
- -ся + instrumental (займатися, цікавитися, гордитися)
- verbs of motion; e.g., іти, їхати
- modal verbs (могти, хотіти)
- perfective aspect (past, future)
- present conditional mood; e.g., якби я знав

Nouns
- noun–adjective agreement (all cases)
- governed by preposition: accusative, genitive, instrumental cases

Pronouns
- personal: locative (на мені, на нас, на тобі, на вас, на ньому, на нім, на ній, на них)
- demonstrative: genitive (того, цього), dative (тому, цьому), instrumental (тим, цим), locative (на тому [тім], на цьому)
- possessive: all cases
- interrogative: personal (хто?, що?)
- reflexive: all cases; i.e., себе

Adjectives
- noun–adjective agreement:
  - accusative plural animate
  - dative plural
  - genitive singular
  - instrumental singular
  - instrumental plural
  - comparative, superlative (новіший–найновіший)

Nouns
- noun–adjective agreement (all cases)
- irregular plural: all cases
- diminutives (річка, братик, віконце, серденько)

Pronouns
- demonstrative: genitive (того, цього), dative (тому, цьому), instrumental (тим, цим), locative (на тому [тім], на цьому)
- possessive: genitive (мого, твого), dative (моєму, твоєму), instrumental (моїм, твоїм), locative (на моєму [моїм], твоєму)
- interrogative: personal (хто?, що?) genitive, dative, accusative, instrumental, locative cases
- interrogative: qualitative, possessive, ordinal (all cases)

Verbs
- present irregular; e.g., дати, їсти, розповісти
- -ся + instrumental/present reflexive (займатися, цікавитися)
- impersonal verbs; e.g., Світає. Смеркає.
- simple future; e.g., нестиму, нестимуть
- verbal adverbs; e.g., читаючи, прочитавши
- verbal adjectives; e.g., печений, куплений, зайнятий
- passive voice: reflexive in passive meaning; e.g., Школа будується робітниками з України.

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LC–1.4
grammatical elements

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3. 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.

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LC–1   attend to form

<div style="writing-mode: vertical">**LC–1.4** grammatical elements</div>

Ukrainian Language and Culture 10-9Y

Adverbs
- comparative, superlative; e.g., повільніше, найповільніше; краще, найкраще
- definite, indefinite (колинебудь/ коли-небудь, колись)

Expressions
- time: hours, minutes, intervals (година, хвилина)

Numerals
- 5 and higher and noun agreement inanimate
- 5 and higher and noun agreement animate

Sentence Structure
- sentences with verbs of motion
- sentences in past, present and future
- sentences in imperative mood (affirmative and negative)
- common complex sentences with subordinating conjunctions

Ukrainian Language and Culture 20-9Y

Verbs
- -ся + instrumental/present reflexive (займатися, цікавитися)
- non-past (imperfective present and perfective future); e.g., пишу– напишу
- present irregular; e.g., дати, їсти, розповісти
- modal verbs (могти, хотіти)
- present conditional mood; e.g., якби я знав

Conjunctions
- subordinating conjunction якщо in complex conditional sentences

Expressions
- date ordinal to express year; e.g., Поет народився у 1943 році.

Numerals
- 5 and higher and noun agreement animate
- fractions, percentages
- collective numerals; e.g., двоє, четверо

Sentence Structure
- sentences in present conditional mood; e.g., Якби я знав …
- negation with multiple negatives; e.g., Ніхто ніколи нікому нічого не прощає.
- common complex sentences with subordinating conjunctions

Ukrainian Language and Culture 30-9Y

Numerals
- 5 and higher and noun agreement animate

Expressions
- date ordinal to express year in the genitive; e.g., Поет народився тисяча дев'ятсот сорок третього року.

Sentence Structure
- negation with multiple negatives; e.g., Ніхто ніколи нікому нічого не прощає.
- sentences using impersonal verbs; e.g., Йому везе.
- alternate sentence structures:
  - Книжку читає учень. (OVS)
  - Читає учень книжку. (VSO)
  - Читає книжку учень. (VOS)
- alternate sentence structures for complex and compound sentences

(continued)

LC–1   attend to form

Ukrainian Language and Culture 10-9Y	Ukrainian Language and Culture 20-9Y	Ukrainian Language and Culture 30-9Y

Students will be able to:

c. use, independently and consistently,[4] the following grammatical elements: ....

LC–1.4
grammatical elements

Nouns • instrumental plural ***Pronouns*** • personal: instrumental • demonstrative: nominative (той, цей), accusative (той, того, цей, цього) • possessive: accusative (мій, мого, твій, твого) • interrogative possessive: nominative (чий?) ***Adjectives*** • noun–adjective agreement: – accusative singular inanimate (новий зошит, нову книжку, нове радіо) – accusative plural inanimate ***Verbs*** • past tense	***Adjectives*** • noun–adjective agreement: – accusative plural animate ***Verbs*** • perfective aspect (past, future) • verbs of motion; e.g., іти, їхати ***Adverbs*** • comparative, superlative; e.g., повільніше, найповільніше; краще, найкраще • definite, indefinite (колинебудь/ коли-небудь, колись) ***Expressions*** • time: hours, minutes, intervals (година, хвилина) ***Numerals*** • 5 and higher and noun agreement inanimate	***Nouns*** • noun gender/number/case (familiar nouns) • governed by preposition: accusative, genitive, instrumental cases ***Pronouns*** • personal: locative (на мені, на нас, на тобі, на вас, на ньому, на нім, на ній, на них) • reflexive: all cases; i.e., себе ***Adjectives*** • noun–adjective agreement: – accusative singular animate – instrumental singular – instrumental plural – dative plural – genitive singular, plural (possession) – comparative, superlative (новіший–найновіший) ***Verbs*** • non-past (imperfective present and perfective future); e.g., пишу–напишу • present conditional mood; e.g., якби я знав • modal verbs (могти, хотіти) ***Conjunctions*** • subordinating conjunction якщо in complex conditional sentences ***Expressions*** • date ordinal to express year; e.g., Поет народився у 1943 році.

(continued)

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

(continued)

LC–1   attend to form

Ukrainian Language and Culture 10-9Y	**Ukrainian Language and Culture 20-9Y**	**Ukrainian Language and Culture 30-9Y**

LC–1.4
grammatical elements

Ukrainian Language and Culture 10-9Y

Adverbs
- location, direction (тут, там, туди, сюди, далеко, близько, всюди, внизу, вгорі, навкруги, навколо)
- quantity (багато, мало, трохи)

Prepositions
- noun case in prepositional phrase:
  – preposition + noun
  – preposition + adjective + noun (case)

Conjunctions
- subordinating conjunctions (як, якщо, коли …) in common complex sentences

Expressions
- in [season] (навесні, влітку, восени, взимку)

Numerals
- 1–4 and noun agreement, all genders animate

Sentence Structure
- simple and compound sentences with common coordinating conjunctions (і, а/але)
- simple negation; e.g., Учень не чув.
- negation with genitive; e.g., Учениця не читала журналу.

Ukrainian Language and Culture 20-9Y

Sentence Structure
- sentences with verbs of motion
- sentences in imperative mood (affirmative and negative)
- common complex sentences

Ukrainian Language and Culture 30-9Y

Numerals
- fractions, percentages
- collective numerals; e.g., двоє, четверо

Sentence Structure
- complex sentences with subordinating conjunctions
- sentences in present conditional mood; e.g., Якби я знав …

LC–2   interpret and produce oral texts

	Ukrainian Language and Culture 10-9Y	Ukrainian Language and Culture 20-9Y	Ukrainian Language and Culture 30-9Y
	Students will be able to:		
LC–2.1 aural interpretation	a. understand the main points and some supporting details of lengthy oral texts on familiar topics, in guided situations	a. understand the main points and some supporting details of lengthy oral texts on a variety of familiar topics, in guided situations	a. understand a variety of lengthy oral texts on familiar topics, in guided situations
LC–2.2 oral production	a. produce short oral texts on unfamiliar topics, in guided situations	a. produce lengthy oral texts on familiar topics, providing some details to support the main points, in guided situations	a. produce lengthy oral texts on a variety of familiar topics, providing some details to support the main points, in guided situations
LC–2.3 interactive fluency	a. manage simple interactions without undue difficulty	a. sustain interactions comprehensibly, with pauses for planning and repair	a. converse, spontaneously, on familiar topics and take part in routine formal discussions

LC–3 interpret and produce written and visual texts

	Ukrainian Language and Culture 10-9Y	Ukrainian Language and Culture 20-9Y	Ukrainian Language and Culture 30-9Y
	Students will be able to:		
LC–3.1 written interpretation	a. understand the main points and some supporting details of lengthy written texts on familiar topics, in guided situations	a. understand the main points and some supporting details of lengthy written texts on a variety of familiar topics, in guided situations	a. understand a variety of lengthy written texts on familiar topics, in guided situations
LC–3.2 written production	a. produce short written texts on unfamiliar topics, in guided situations	a. produce lengthy written texts on familiar topics, providing some details to support the main points, in guided situations	a. produce lengthy written texts on a variety of familiar topics, providing some details to support the main points, in guided situations
LC–3.3 viewing	a. propose several interpretations of the visual elements of a variety of media, in guided situations	a. identify the purposes, intended audiences, messages and points of view in a variety of visual media, in guided situations	a. identify some of the techniques and conventions used in a variety of visual media, in guided and unguided situations
LC–3.4 representing	a. explore a variety of ways that meaning can be expressed through the visual elements of a variety of media, in guided situations	a. communicate thoughts, ideas and feelings for specific purposes and audiences, through a variety of visual media, in guided situations	a. communicate thoughts, ideas and feelings for specific purposes and audiences, through a variety of visual media, in guided and unguided situations

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

LC–4 apply knowledge of the sociocultural context

	Ukrainian Language and Culture 10-9Y	Ukrainian Language and Culture 20-9Y	Ukrainian Language and Culture 30-9Y
	Students will be able to:		
LC–4.1 register	a. explore differences in register between spoken and written texts	a. identify differences in register between spoken and written texts	a. adjust language to suit audience and purpose
LC–4.2 idiomatic expressions	a. identify influences on idiomatic expressions; e.g., region, age, occupation	a. interpret unfamiliar idiomatic expressions in a variety of contexts	a. explore and interpret idiomatic expressions in contemporary popular culture
LC–4.3 variations in language	a. recognize influences resulting in variations in language	a. identify some common regional or other variations in language	a. experiment with some variations in language
LC–4.4 social conventions	a. interpret and use appropriate oral and written forms of address with a variety of audiences	a. use politeness conventions in a variety of contexts; e.g., use suitable language to engage listeners' attention when beginning to speak	a. use politeness conventions in a variety of contexts; e.g., interrupt politely in a conversation
LC–4.5 nonverbal communication	a. recognize a variety of nonverbal communication techniques in a variety of contexts	a. use nonverbal communication techniques in a variety of contexts	a. use nonverbal communication techniques in a variety of contexts

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

	Ukrainian Language and Culture 10-9Y	Ukrainian Language and Culture 20-9Y	Ukrainian Language and Culture 30-9Y
	Students will be able to:		
LC–5.1 cohesion/ coherence	a. interpret texts that use patterns involving time or chronological sequencing	a. use a variety of references within texts; e.g., pronouns, space and time references	a. use appropriate words and phrases to show a variety of relationships within texts
LC–5.2 text forms	a. use a variety of familiar text forms and media in their own productions; e.g., brochures, advertisements, reports, poetry, stories	a. recognize a variety of extended text forms in a variety of media; e.g., short stories, films, plays, magazine articles	a. analyze the way different media and purposes lead to differences in the way texts are organized and presented
LC–5.3 patterns of social interaction	a. combine simple social interaction patterns to perform complex transactions and interactions; e.g., request goods/services	a. combine simple social interaction patterns to perform complex transactions and interactions; e.g., suggestion–accept/decline–persuade/negotiate	a. use a wide range of simple social interaction patterns flexibly to deal with transactions and interactions

Global Citizenship

historical and contemporary
elements of Ukrainian culture

appreciating diversity

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

personal and career opportunities

GLOBAL CITIZENSHIP

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

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

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

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

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

GC–1   historical and contemporary elements of Ukrainian culture

	Ukrainian Language and Culture 10-9Y	Ukrainian Language and Culture 20-9Y	Ukrainian Language and Culture 30-9Y
	Students will be able to:		
GC–1.1 accessing/analyzing cultural knowledge	a. organize and represent information about elements of Ukrainian culture in a variety of ways	a. analyze information about elements of Ukrainian culture	a. evaluate sources of information on Ukrainian culture; e.g., the media of the culture
GC–1.2 knowledge of Ukrainian culture	a. identify and compare some elements of Ukrainian culture	a. share their knowledge of Ukrainian culture with the school community	a. identify and analyze some elements of Ukrainian culture
GC–1.3 applying cultural knowledge	a. apply knowledge of elements of Ukrainian culture, derived from a variety of sources, to interpret behaviours and texts	a. apply knowledge of elements of Ukrainian culture to enhance interpersonal relations in familiar contexts and to interpret texts	a. analyze and compare various elements of Ukrainian culture in their community and worldwide
GC–1.4 diversity within Ukrainian culture	a. apply knowledge of diverse elements of Ukrainian culture to interpret behaviours and texts	a. share knowledge of diverse elements of Ukrainian culture to enhance interpersonal relations in familiar contexts	a. apply knowledge of diverse elements of Ukrainian culture to enhance interpersonal relations in a variety of contexts and to interpret texts
GC–1.5 valuing Ukrainian culture	a. identify and seek out opportunities to interact with Ukrainians in their community	a. seek out and use opportunities to interact with Ukrainians; e.g., in Canada, in other parts of the Ukrainian diaspora	a. interact with Ukrainians in a variety of contexts

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

GC–2   appreciating diversity

	Ukrainian Language and Culture 10-9Y	Ukrainian Language and Culture 20-9Y	Ukrainian Language and Culture 30-9Y
	Students will be able to:		
GC–2.1 awareness of own language(s)	a. compare oral and written aspects of their own language(s) and Ukrainian; e.g., diminutives, formality, noun declension	a. analyze ways in which their own language(s) and Ukrainian are similar and different; e.g., word order, gender, words borrowed from other languages	a. analyze ways in which learning Ukrainian affects their own language(s)
GC–2.2 general language knowledge	a. recognize that languages evolve over time for various reasons	a. identify factors that influence the evolution of languages	a. make generalizations about the nature of language
GC–2.3 awareness of own culture	a. identify ethnocentric elements in texts from their own culture	a. examine similarities and differences between their own culture and other cultures	a. analyze similarities and differences between their own culture and other cultures
GC–2.4 general cultural knowledge	a. identify some causes of breakdown in communication and of misunderstanding when communicating with people from other cultures	a. analyze some of the ways that cultures evolve over time	a. examine some of the ways that individuals acquire their cultural identity/identities and participate in their society
GC–2.5 valuing diversity	a. seek out opportunities to interact with people from other cultures	a. recognize contributions to society made by people from a variety of cultures	a. recognize the value of cultural and linguistic diversity for themselves and for the global society
GC–2.6 intercultural skills	a. use a variety of strategies for dealing with breakdowns in communication b. use a variety of strategies for dealing with cultural misunderstanding	a. identify ethnocentric perspectives in a text or an event and explore their origins b. view a situation from more than one perspective	a. identify and use a variety of strategies for enhancing communication with people from a different culture

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

GC–3   personal and career opportunities

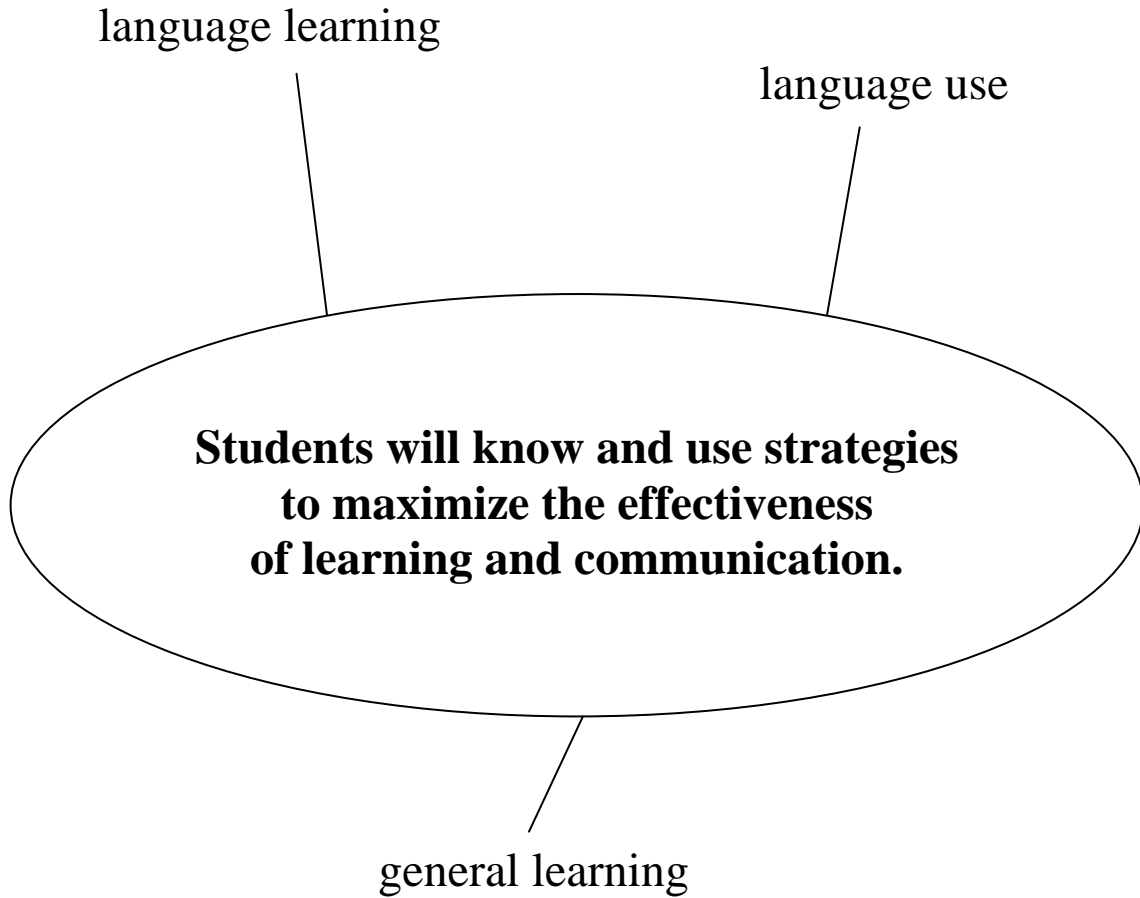|	Ukrainian Language and Culture 10-9Y	Ukrainian Language and Culture 20-9Y	Ukrainian Language and Culture 30-9Y
	Students will be able to:		
GC–3.1 Ukrainian culture and language	a. explore opportunities for further education related to the Ukrainian language and culture	a. explore careers in which knowledge of the Ukrainian language and culture can be applied	a. explore applications of the Ukrainian language and culture in the global workplace
GC–3.2 cultural and linguistic diversity	a. explore opportunities for further education related to languages and cultures	a. explore careers in which knowledge of an additional language and intercultural skills can be applied	a. explore applications of language and culture learning in the global community

Strategies

language learning

language use

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

general learning

STRATEGIES

Under the Strategies heading are specific outcomes that will help students learn and communicate more **effectively**. Strategic competence has long been recognized as an important component of communicative competence. In the early stages of language learning, when proficiency is low, learning outcomes deal with compensation and repair strategies. The learning outcomes that follow deal with language learning, language use and general learning strategies for young adult learners in later stages of language learning. Although people may use strategies unconsciously, the learning outcomes deal with the **conscious use** of strategies.

The strategies are grouped under three cluster headings—see the illustration on the preceding page. Under each of these headings there is a single strand followed by three sets of examples that allow students to develop, choose and apply strategies from course to course. Each strand deals with three general categories of strategies. Language learning and general learning strategies are categorized as cognitive, metacognitive and social/affective. The language use strategies are categorized 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 course. Consequently, the specific outcomes describe the students' knowledge of, and ability to use, general types of strategies.

Specific strategies for each general category or type are included as examples. The examples provided **are not prescriptive, nor are they exhaustive**, but they are provided as an illustration of how the general strategies in the specific outcomes might be developed.

Strategies for senior high school students are focused, encouraging student participation and active learning. They are personal, meaningful and relevant for students. Students will:

- learn a new strategy
- practise it
- identify those strategies they consider most useful
- become independent users of strategies that prove successful.

The teacher's role is to model, advocate, guide, support and celebrate success. Teachers need to know and be able to demonstrate a broad range of strategies from which students are 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.

Because senior high school students in the Ukrainian Language and Culture Nine-year Program will have had experience with various strategies in previous years (grades 4–9), teachers will assist students in selecting strategies that are appropriate for their learning styles, skill levels and age.

By Grade 12, students will be able to use their preferred strategies appropriately and effectively to enhance their language learning, language use and general learning.

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

</div>

S–1   language learning

	Ukrainian Language and Culture 10-9Y	Ukrainian Language and Culture 20-9Y	Ukrainian Language and Culture 30-9Y
	Students will be able to:		
S–1.1 cognitive, metacognitive, social/affective	a. identify and use cognitive, metacognitive and social/affective strategies to enhance language learning in a variety of situations	a. select and use appropriate cognitive, metacognitive and social/affective strategies to enhance language learning in a variety of situations	a. use cognitive, metacognitive and social/affective strategies appropriately and effectively to enhance language learning

*Examples of **cognitive language learning strategies**:*

- listen attentively
- incorporate new vocabulary or sentence patterns
- commit to memory new words by repeating them silently or aloud
- repeat words or phrases in the course of performing a language task
- seek the precise term to express meaning
- place new words or expressions in a context to make them easier to remember
- associate new words or expressions with familiar ones
- maintain a private language learning journal
- perceive and note in a personal journal or dictionary any unknown words and expressions, noting also their context and function
- use mental images to remember new information
- look for patterns and relationships; e.g., structures, meaning
- use graphic organizers to make information easier to understand and remember; e.g., word maps, mind maps, diagrams, charts
- group together sets of things—vocabulary, structures—that have similar characteristics
- experiment with various elements of the language; e.g., idioms, jokes
- identify similarities and differences between aspects of Ukrainian and your own language(s)
- use previously acquired knowledge to facilitate a learning task
- find information by using reference materials such as dictionaries, textbooks, grammars and online resources or by seeking out Ukrainian speakers (family members, friends, community members)
- use available technological and multimedia aids that support language learning
- use induction to generate rules governing language use

(continued)

*Examples of **metacognitive language learning strategies**:*

- decide in advance to attend to the learning task
- make a plan in advance about how to approach a language learning task
- set realistic, achievable and appropriate goals
- make time daily for language learning
- listen or read for key words
- decide in advance to attend to specific aspects of input
- know how strategies may enable comprehension of texts containing unknown elements
- rehearse or role-play language
- recognize the potential of learning through direct exposure to the language
- seek opportunities inside and outside of class to practise and observe
- check copied writing for accuracy
- monitor speech and writing to check for and correct persistent errors
- reflect on learning tasks with the guidance of the teacher
- reflect on the listening, speaking, reading and writing process
- evaluate your performance or comprehension at the end of a task
- accept suggestions for improvement
- reflect on the task at hand, identify potential problems that may hinder successful completion of the task, and brainstorm/create a list of possible solutions to use before working on the task and at various stages during the task
- experience various forms of language acquisition, and identify one or more you consider to be particularly useful personally
- identify strengths, needs and goals
- make choices about how you learn best
- understand that language learning is a lifelong process

*Examples of **social/affective language learning strategies**:*

- understand that making mistakes is a natural part of language learning
- be willing to take risks and to try unfamiliar tasks and approaches
- continue to explore ways to reduce anxiety and increase your level of comfort and self-confidence in using the language in a variety of situations
- initiate or maintain interaction with others; e.g.,
  – observe and imitate Ukrainian speakers
  – participate in shared reading experiences
  – invite native speakers from the community to be guests in the class
  – seek opportunities outside of class to interact with community members (speakers of Ukrainian)
  – work cooperatively with peers in small groups
- participate actively in brainstorming and conferencing as prewriting and postwriting exercises
- work with others to solve problems and get feedback on tasks
- experiment with various forms of expression, and note their acceptance or nonacceptance by more experienced speakers
- repeat new words and expressions occurring in your conversations, and make use of these new words and expressions as soon as appropriate
- reread familiar self-chosen texts to enhance understanding and enjoyment
- provide personal motivation by arranging your own rewards when successful
- learn from/with peers

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

S–2   language use

	Ukrainian Language and Culture 10-9Y	**Ukrainian Language and Culture 20-9Y**	**Ukrainian Language and Culture 30-9Y**
	Students will be able to:		
S–2.1 interactive, interpretive, productive	a. identify and use interactive, interpretive and productive strategies to enhance language use in a variety of situations	a. select and use appropriate interactive, interpretive and productive strategies to enhance language use in a variety of situations	a. use interactive, interpretive and productive strategies appropriately and effectively in a variety of situations to enhance language use

*Examples of **interactive language use strategies**:*

- interpret and use a variety of nonverbal cues to communicate
- ask for clarification or repetition when you do not understand; e.g., Прошу повторіть. Що ви сказали?
- ask follow-up questions to check for understanding; e.g., Чи це зрозуміло?
- indicate lack of understanding of text/expressions through questions posed in Ukrainian
- use a simple word similar to the concept to convey, and invite correction
- ask for confirmation that a form used is correct; e.g., Чи так можна сказати? Чи це правильно? Чи так говорять?
- use circumlocution to compensate for lack of vocabulary; e.g., те, на що вішають одяг for вішак
- repeat part of what someone has said to confirm mutual understanding; e.g., Так що, на вашу думку .... І так, на ваш погляд .... Ви кажете, що .... Так, як я розумію ....
- use other speakers' words in subsequent interactions/conversations/discussions/communications
- assess feedback from a conversation partner to recognize when a message has not been understood
- self-correct if errors lead to misunderstandings; e.g., Я хотіла сказати, що .... Я намагалася сказати, що .... Я мала на увазі те, що ....
- invite others into the discussion
- summarize the point reached in a discussion to help focus the talk; e.g., отже, одним словом
- use suitable phrases to intervene in a discussion; e.g., Говорячи про .... Щодо (чого), то .... На рахунок (чого), ...
- start again, using a different tactic, when communication breaks down; e.g., Я хотів сказати, що ....

(continued)

*Examples of **interpretive language use strategies**:*

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

*Examples of **productive language use strategies**:*

- use nonverbal means to communicate
- use songs, rhyming schemes, word games, tongue twisters, acronyms and poetry in fun ways
- use familiar repetitive patterns from stories, songs or media
- incorporate newly modelled words/expressions
- use learned lexical items (words and expressions) and structures (grammatical elements and syntax) to create and give effective presentations
- use knowledge of sentence patterns to form new sentences
- use illustrations to provide detail when producing your own texts
- take notes in Ukrainian when reading or listening to assist in producing your own text
- paraphrase and summarize texts
- use a variety of resources to correct texts
- use resources such as an English–Ukrainian dictionary or a Ukrainian dictionary to increase vocabulary
- edit and proofread the final version of a text
- use various techniques to explore ideas at the planning stage, such as brainstorming, word webs, flowcharts, or keeping a notebook or log of ideas
- 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)

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

S–3   general learning

	Ukrainian Language and Culture 10-9Y	Ukrainian Language and Culture 20-9Y	Ukrainian Language and Culture 30-9Y
	Students will be able to:		
S–3.1 cognitive, metacognitive, social/affective	a. identify and use cognitive, metacognitive and social/affective strategies to enhance general learning in a variety of situations	a. select and use appropriate cognitive, metacognitive and social/affective strategies to enhance general learning in a variety of situations	a. use cognitive, metacognitive and social/affective strategies appropriately and effectively to enhance general learning

*Examples of **cognitive general learning strategies**:*

- classify objects and ideas according to their attributes; e.g., sports played/watched, indoor/outdoor activities, types of summer jobs
- connect what you already know to what is being learned
- write down key words and concepts in abbreviated form
- use previously acquired knowledge or skills to assist with a new learning task
- identify patterns, e.g., grammar, sentence patterns, to create your own text (oral, written)
- use graphic organizers to make information easier to understand and remember; e.g., word maps, mind maps, diagrams, charts
- use mental images to remember new information
- experiment with, and concentrate on, one thing at a time
- formulate key questions to guide research
- distinguish between fact and opinion when using a variety of sources of information
- make inferences, and identify and justify the evidence on which these inferences are based
- seek information through a network of sources, including libraries, online resources, individuals and agencies

*Examples of **metacognitive general learning strategies**:*

- identify your needs and interests
- take responsibility for planning, monitoring and evaluating your learning experiences
- make a plan in advance about how to approach a task
- divide an overall learning task into a number of subtasks
- work with others to monitor your learning
- develop criteria for evaluating your work
- choose from among learning options
- discover how your efforts can affect learning
- reflect on learning tasks
- reflect upon your thinking processes and how you learn
- reflect on time management for effective learning
- manage your physical working environment

*Examples of **social/affective general learning strategies**:*

- follow your natural curiosity and intrinsic motivation to learn
- choose learning activities that enhance understanding and enjoyment
- be willing to take risks and to try unfamiliar tasks and approaches
- be encouraged to try, even though you might make mistakes
- monitor your level of anxiety about learning tasks, and take measures to lower it if necessary; e.g., positive self-talk or seeking advice/encouragement
- use positive thinking and/or self-talk as a way to persevere on a difficult task
- participate in cooperative group learning tasks
- use social interaction skills to enhance group learning activities
- seek help from others
- take part in group decision-making processes
- participate in and/or initiate group problem-solving processes
- observe and imitate the successful learning strategies of others
- use support strategies to help peers persevere at learning tasks