
UKRAINIAN LANGUAGE ARTS

10–20–30

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 programs 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

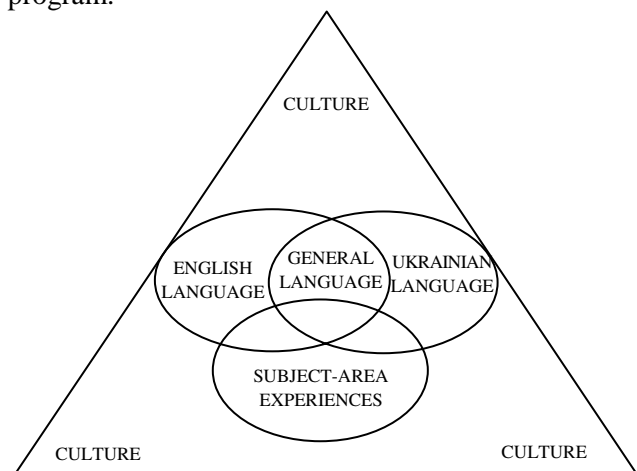
Culture section of the program examines the dynamic nature of Ukrainian culture through the various perspectives of historical elements, contemporary elements, diversity and change. It also provides opportunities for the exploration of similarities and differences among and within world cultures.

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 Ukrainian bilingual programs.

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 10–20–30 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.

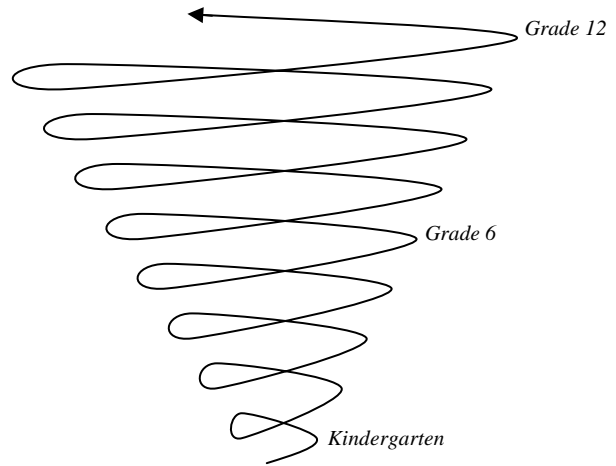
Sample Areas of Experience

Ukrainian Language Arts 10–20–30	
Personal	Family relationships Special friends Personal identity and style Leisure time
Public	Career options Getting information Consumerism Media Public institutions Travel
Educational	Literature and the arts Personal finances Technology Peace and human rights Responsible citizenship Lifelong fitness

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 across the three senior high school courses: Ukrainian Language Arts 10, Ukrainian Language Arts 20 and Ukrainian Language Arts 30. Most often, the outcomes reflect a progression of development intended to match the developmental stages of the students. The specific outcomes for each course reflect the knowledge, skills and attitudes that students are expected to achieve by the end of that course. Students are expected to demonstrate the specific outcomes for the current course and build upon their prior knowledge and skills from previous grades/courses.

This program is intended for those who have already studied Ukrainian Language Arts in Kindergarten to Grade 9.

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

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 the program 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 course, and outcomes to support sociocultural/ sociolinguistic and strategic learning.

While the Specific Language Component outlines the linguistic elements that students will need in order to use the Ukrainian 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 Ukrainian Language Arts 10–20–30 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 10–20–30 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 course. 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. Specific descriptions are then provided in each specific outcome for each course.

It is strongly recommended when addressing any specific outcome in this document that the specific outcomes prior to and following the given outcome 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.

cluster heading
for specific
outcomes

4.1 *Generate and Focus*

Ukrainian Language Arts 10

Ukrainian Language Arts 20

Ukrainian Language Arts 30

Students will be able to:

	1. synthesize ideas from personal experiences and other sources to focus a topic	1. generate, evaluate and select ideas to achieve personal communication purposes; and choose a form appropriate to audience and purpose	1. consider personal needs, topic, purpose and audience when generating ideas
generate ideas	2. use a variety of text forms to match content, audience and purpose	2. use and adapt a variety of text forms to match content, audience and purpose	2. use a variety of text forms appropriate to identified content, audience and purpose
choose forms	3. experiment with more than one organizational structure for their own oral, print and visual texts	3. use organizational structures and techniques encountered in listening, reading and viewing experiences to enhance their oral, print and visual texts	3. understand the importance of organizing oral, print and visual texts to achieve specific purposes; and organize texts appropriately
organize ideas			

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

strand headings for
specific outcomes

specific outcome statements for each course

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

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 course 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

	Ukrainian Language Arts 10	Ukrainian Language Arts 20	Ukrainian Language Arts 30
express ideas	1. apply exploratory language to discover and expand understanding and viewpoints	1. summarize and speculate about ideas, observations and opinions of themselves and others	1. speculate and hypothesize about ideas, observations and opinions
consider others' ideas	2. seek information to add to current understanding	2. formulate and express personal understanding and interpretations	2. discuss personal understanding and interpretations
experiment with language	3. expand self-expression in oral, print and visual forms	3. expand self-expression in oral, print and visual forms	3. expand self-expression in oral, print and visual forms
express preferences	4. explore a variety of texts and genres by various writers, artists, storytellers and filmmakers other than those of personal preference	4. explain the value of pursuing personal preferences for a variety of texts and genres by various writers, artists, storytellers and filmmakers	4. experience a variety of texts and genres by various writers, artists, storytellers and filmmakers for enjoyment and satisfaction
set goals	5. demonstrate confidence in personal language learning and use in a variety of formal and informal contexts	5. demonstrate self-direction, self-appraisal and open-mindedness in language learning and use	5. demonstrate self-direction, self-appraisal and open-mindedness in language learning and use; and recognize themselves as lifelong learners

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

	Ukrainian Language Arts 10	Ukrainian Language Arts 20	Ukrainian Language Arts 30
<i>Students will be able to:</i>			
develop understanding	1. explore connections between new and prior knowledge and ideas to clarify understanding for themselves and others	1. analyze connections between new and prior knowledge, ideas and experiences to clarify and shape understanding	1. analyze and synthesize connections between new and prior knowledge, ideas and experiences to clarify and shape understanding
explain opinions	2. reflect on changing personal viewpoints	2. reflect on changing personal viewpoints, and anticipate possible consequences	2. reflect critically on changing viewpoints, and identify questions and ideas that merit further thought or reflection
combine ideas	3. develop and use a repertoire of organizational structures to clarify ideas and information and to bring order to their thinking	3. expand their repertoire of organizational structures to clarify ideas and information and to bring order to their thinking	3. select and use a variety of organizational structures to clarify ideas and information and to bring order to their thinking
extend understanding	4. ask discriminating questions to interpret, evaluate and reflect on ideas and information	3. explore divergent viewpoints for relevance and validity	4. examine and interpret alternative perspectives, and arrive at and articulate new understanding

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

	Ukrainian Language Arts 10	Ukrainian Language Arts 20	Ukrainian Language Arts 30
<i>Students will be able to:</i>			
prior knowledge	1. analyze and explain connections among diverse experiences, prior knowledge and a variety of texts	1. analyze and explain connections among diverse experiences, prior knowledge and a variety of texts	1. analyze and explain connections among diverse experiences, prior knowledge and a variety of texts
comprehension strategies	2. use comprehension strategies appropriate to the type of text and purpose, and enhance understanding by rereading and discussing relevant passages	2. apply and adjust strategies for comprehending a variety of texts, and use a personal repertoire of strategies to monitor interpretations	2. apply and adjust strategies for comprehending a variety of texts, and verify accuracy of understanding when paraphrasing and summarizing ideas
textual cues	3. use textual cues and prominent organizational patterns within texts to construct and confirm meaning	3. use textual cues and prominent organizational patterns within texts to construct and confirm meaning and interpret texts	3. use textual cues, prominent organizational patterns within texts and stylistic techniques to construct and confirm meaning and interpret texts
cueing systems	4. use semantic, morphological, phonological, graphophonic and syntactic cueing systems to construct and confirm meaning and interpret texts	4. use semantic, morphological, phonological, graphophonic and syntactic cueing systems to construct and confirm meaning and interpret texts	4. use semantic, morphological, phonological, graphophonic and syntactic cueing systems to construct and confirm meaning and interpret texts

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

	Ukrainian Language Arts 10	Ukrainian Language Arts 20	Ukrainian Language Arts 30
<i>Students will be able to:</i>			
experience various texts	1. experience texts from a variety of genres and cultural traditions, such as student work, historical nonfiction, e-mail, computer programs and other examples cited in previous grades; and explain interpretations of the texts	1. experience texts from a variety of genres and cultural traditions, and explain various interpretations of the same text	1. experience a range of texts from a variety of genres and cultural traditions, and consider alternative interpretations and evaluations
connect self, texts and culture	2. compare the portrayals of people, events or perspectives from a variety of oral, print, visual and multimedia texts; and apply personal perspective	2. compare the themes portrayed in a variety of oral, print, visual and multimedia texts; and apply personal perspective	2. compare the themes and values portrayed in a variety of oral, print, visual and multimedia texts; and apply personal perspective
appreciate the artistry of texts	3. discuss how word choice and supporting details in oral, print, visual and multimedia texts affect purpose and audience	3. examine how word choice in oral, print, visual and multimedia texts alters and enhances mood or meaning and affects audience	3. analyze how word choice and visual images in oral, print, visual and multimedia texts create a composite meaning and effect

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

	Ukrainian Language Arts 10	Ukrainian Language Arts 20	Ukrainian Language Arts 30
Students will be able to:			
forms and genres	1. describe and apply various oral, literary and media forms and genres	1. recognize and apply unique characteristics of a variety of oral, literary and media forms and genres	1. understand how choice of genre and form affects audience response, and apply genre and form appropriately
techniques and elements	2. examine how plot, character and setting contribute to an overall theme; and recognize the effectiveness of techniques used in oral, print, visual and multimedia texts	2. analyze how plot, character, setting and mood enhance meaning; and evaluate the effectiveness of techniques used in oral, print, visual and multimedia texts	2. evaluate how elements and techniques are combined to achieve the artist's purpose and desired effect
vocabulary	3. recognize the use of archaic language, and examine how word usage evolves over time	3. recognize the derivation of specialized language and the role of culture and invention in word creation and usage; e.g., computer terminology, sports, arts and entertainment	3. recognize uses and abuses of slang, colloquialism and jargon
experiment with language	4. analyze ways in which creative use of language influences thought, emotion and meaning; and identify how symbols are used to represent abstract ideas	4. evaluate ways in which creative use of language develops a style, and evaluate the effectiveness of literary and media techniques and devices	4. apply creative uses of language, and evaluate the effectiveness of literary and media techniques and devices
create original texts	5. create original texts to communicate and demonstrate understanding of forms and techniques	5. create original texts to communicate and demonstrate understanding of forms and techniques	5. 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

	Ukrainian Language Arts 10	Ukrainian Language Arts 20	Ukrainian Language Arts 30
<i>Students will be able to:</i>			
personal knowledge and experience	1. use personal expertise and the expertise of others on a topic to determine inquiry or research focus	1. reflect on their own expertise and information and that of others to identify topic interests, depth of knowledge and information needs for inquiry or research	1. reflect on personal understanding and knowledge to determine topic interests, gaps in knowledge and inquiry or research objectives
ask questions	2. develop focused inquiry or research questions to anticipate personal and audience needs on a topic	2. formulate and adjust inquiry or research questions to focus a topic and purpose	2. develop effective, focused inquiry or research questions
participate in group inquiry	3. collaborate to identify group information needs and sources	3. collaborate to identify group knowledge base, and determine inquiry or research topic focus	3. collaborate to determine their own knowledge base and that of others, and determine inquiry or research topic focus
create and follow a plan	4. prepare, use and adjust an inquiry or research plan as needed to access relevant information and ideas independently using a variety of methods	4. prepare, use and revise an inquiry or research plan; and locate, access and record relevant information from a variety of sources	4. prepare, use and revise an inquiry or research plan; and locate, access, evaluate and select relevant information independently from a variety of 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

	Ukrainian Language Arts 10	Ukrainian Language Arts 20	Ukrainian Language Arts 30
<i>Students will be able to:</i>			
identify personal and peer knowledge	1. access, record and appraise personal and peer expertise on an inquiry or research topic; and initiate inquiry or research, using pre-established criteria	1. access, record and appraise personal and peer expertise on an inquiry or research topic; and focus inquiry or research according to pre-established organization of a project	1. identify personal and peer knowledge of a topic, and design projects to generate additional knowledge and ideas
identify sources	2. identify a range of information sources to satisfy inquiry or research needs	2. identify a range of diverse information sources on an inquiry or research topic	2. identify a range of diverse information sources to satisfy information needs
evaluate sources	3. evaluate the quality of information sources and perspectives for a particular inquiry or research plan	3. evaluate the reliability and credibility of information sources	3. evaluate potential information sources for breadth, depth, reliability, validity and accessibility
access information	4. expand and use a variety of skills to access information and ideas from a variety of sources	4. use a combination of information retrieval knowledge and skills for particular topics and purposes, and expand and use a variety of skills to access information and ideas from a variety of sources	4. use information retrieval knowledge and skills to access and make sense of information, and create personalized strategies to accomplish a task based on time available and depth of topic
make sense of information	5. identify a variety of factors that affect meaning; and use effective listening, reading and viewing techniques	5. identify and analyze a variety of factors that affect meaning; skim and scan for required information; and use effective listening, reading and viewing techniques	5. identify and analyze a variety of factors that affect meaning; and listen, read and view actively for themes, main ideas and supporting details of speakers and writers

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

	Ukrainian Language Arts 10	Ukrainian Language Arts 20	Ukrainian Language Arts 30
<i>Students will be able to:</i>			
organize information	1. organize and reorganize information and ideas in a variety of forms for different purposes	1. develop flexibility and independence in organizing information and ideas, using a variety of strategies selected for specific purposes	1. organize information and ideas according to topic, purpose, form of presentation and final product
record information	2. record information and ideas, using a variety of organizational structures appropriate to purpose, and reference sources	2. record and summarize facts and information from a variety of sources, and reference sources	2. record and summarize information and perspectives from a variety of sources and presentation forms
evaluate information	3. evaluate collected information for completeness, accuracy, relevance and effectiveness; and address information gaps for particular forms, audiences and purposes	3. evaluate collected information for completeness, accuracy, currency and relevance for particular forms, audiences and purposes	3. evaluate collected information for completeness, accuracy, currency, relevance and effectiveness for particular forms, audiences and purposes
develop new understanding	4. integrate new information with prior knowledge to form new ideas, and reflect on implications of conclusions	4. synthesize a variety of perspectives, and consider alternative methods of reaching inquiry or research goals	4. evaluate the contribution of new information to personal knowledge base; and self-assess inquiry, research, authoring and presentation skills

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*

	Ukrainian Language Arts 10	Ukrainian Language Arts 20	Ukrainian Language Arts 30
<i>Students will be able to:</i>			
generate ideas	1. synthesize ideas from personal experiences and other sources to focus a topic	1. generate, evaluate and select ideas to achieve personal communication purposes; and choose a form appropriate to audience and purpose	1. consider personal needs, topic, purpose and audience when generating ideas
choose forms ²	2. use a variety of text forms to match content, audience and purpose	2. use and adapt a variety of text forms to match content, audience and purpose	2. use a variety of text forms appropriate to identified content, audience and purpose
organize ideas	3. experiment with more than one organizational structure for their own oral, print and visual texts	3. use organizational structures and techniques encountered in listening, reading and viewing experiences to enhance their own oral, print and visual texts	3. understand the importance of organizing oral, print and visual texts to achieve specific purposes; and organize texts appropriately

2. 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

	Ukrainian Language Arts 10	Ukrainian Language Arts 20	Ukrainian Language Arts 30
<i>Students will be able to:</i>			
appraise own and others' work	1. share their work in a variety of forums; and appraise their own work and respond to the work of others, using pre-established criteria	1. share their work in a variety of forums; and appraise their own ideas, language use and forms, and those of others, relative to purpose and audience	1. share their work in a variety of forums, and appraise the effectiveness of their own work and that of others
revise content	2. create a dominant impression, and recognize a variety of communication styles appropriate in both public and personal contexts	2. use words that are precise, use vivid adjectives and adverbs, and experiment with figurative language	2. apply communication styles for a variety of purposes, such as dramatic effect, personal introduction and formal debate, and use precise and appropriate language in context
enhance legibility	3. use desktop publishing to adapt, combine and create documents	3. use a combination of technological and nontechnological forms to create multimedia presentations and documents	3. use a combination of technological and nontechnological forms to create and publish multimedia presentations
enhance artistry	4. analyze drafts, and revise to enhance clarity of expression	4. analyze drafts, and revise to ensure coherence and unity	4. analyze drafts; and revise to ensure unity, emphasis and coherence
enhance presentation	5. prepare compositions, presentations, reports, essays and inquiry or research projects with effective organization and adequate detail	5. use a variety of styles and formats for descriptive, narrative and expository compositions; and use research to support and enhance description	5. use logical and persuasive language; and incorporate information into a variety of forms and styles for effective, creative expression of 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.

4.3 Attend to Conventions

	Ukrainian Language Arts 10	Ukrainian Language Arts 20	Ukrainian Language Arts 30
<i>Students will be able to:</i>			
grammar and usage	1. edit for basic grammatical accuracy, appropriate style and emphasis for intended audience and purpose	1. proofread for errors in language usage and grammar	1. adjust grammatical structures to ensure clarity and achieve desired style and form
spelling	2. apply spelling conventions consistently; and monitor for correctness when editing and proofreading, using appropriate resources	2. apply spelling conventions consistently when editing and proofreading	2. apply spelling conventions consistently when editing and proofreading, and manipulate vocabulary and spelling conventions for stylistic effect
capitalization and punctuation	3. apply writing conventions in headings, subheadings and bibliographies when editing and proofreading	3. apply writing conventions for stylistic effect when editing and proofreading	3. apply writing conventions for stylistic effect when producing, editing and proofreading texts

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

	Ukrainian Language Arts 10	Ukrainian Language Arts 20	Ukrainian Language Arts 30
<i>Students will be able to:</i>			
share ideas and information	1. plan and present sessions on particular topics, using a variety of techniques	1. plan and present or facilitate sessions on particular topics, using a variety of techniques	1. organize and conduct class sessions on a specific topic, using various strategies
effective oral and visual communication	2. communicate meaning, emphasis and mood effectively; organize language for specific purposes, audiences and occasions; and apply conventions of public speaking in a variety of settings	2. use voice production factors and nonverbal cues to communicate meaning, mood and interest; use tone and tempo for dramatic effect; give prepared talks from notes or memory; participate effectively in interviews; and participate in personal and public communication, such as giving speeches and reading poetry	2. select, adapt and shape language and presentation formats for specific subjects, purposes, audiences and occasions
attentive listening and viewing	3. demonstrate critical listening and viewing behaviours, and show respect for the presenter	3. demonstrate critical listening and viewing behaviours, and show respect for the presenter	3. demonstrate critical understanding of presentation purpose

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*

	Ukrainian Language Arts 10	Ukrainian Language Arts 20	Ukrainian Language Arts 30
<i>Students will be able to:</i>			
share and compare responses	1. recognize and act upon the importance of respecting evidence, truth and views of others when discussing, describing or recording experiences	1. identify situations that require discussion to achieve mutual understanding, and act accordingly	1. recognize that communication influences knowledge and personal reflections
relate texts to culture	2. recognize and discuss ways in which oral, print, visual and multimedia texts reflect cultural and attitudinal influences	2. recognize and discuss the impact of historical setting, culture and literary tradition on a variety of oral, print, visual and multimedia texts	2. analyze ways in which cultural and social experiences shape personal responses to oral, print, visual and multimedia texts
appreciate diversity	3. analyze the role of language and oral, print, visual and multimedia texts in revealing and explaining the human condition	3. analyze how language and oral, print, visual and multimedia texts define personal roles and experiences	3. analyze how language and oral, print, visual and multimedia texts reflect and affect the human condition
celebrate special occasions	4. participate in using language to mark special events and occasions, and recognize that language performs a symbolic and ceremonial function	4. recognize and use the influence of language to signify the importance of special events that celebrate human experiences	4. analyze how language reflects and shapes human experiences

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

	Ukrainian Language Arts 10	Ukrainian Language Arts 20	Ukrainian Language Arts 30
<i>Students will be able to:</i>			
cooperate with others	1. make and encourage contributions that advance a group's ideas or thinking	1. build and maintain cooperative relationships with others, and engage in peer coaching	1. demonstrate flexibility in working with others, engage in self-initiated peer learning situations, and recognize the merits and limitations of group work
work in groups	2. present group ideas and findings effectively to unfamiliar audiences	2. demonstrate facility in functioning as group members and group leaders	2. explain differences between the role of a group leader and the role of a group member in a variety of situations
use language to show respect	3. use communication that supports balanced, fair and accurate portrayals of people across races, cultures, genders, ages and abilities	3. support group members in addressing exploitative or discriminatory situations, and explore and value diverse perspectives	3. recognize and monitor their personal role in creating and sustaining a positive learning community
evaluate group process	4. identify areas where others may require support, and monitor their own ability to provide needed support	4. monitor and assess personal efforts and products regularly within a group context	4. demonstrate accountability as individuals and as group members

LANGUAGE ARTS

Specific Language Component

The Specific Language Component provides the linguistic elements of the Ukrainian language that students are expected to acquire in the various courses. 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 for each course 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 course. 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

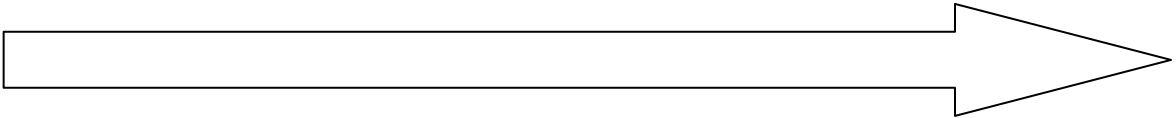
Students will acquire Ukrainian to understand and appreciate languages, and use Ukrainian confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

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

	Ukrainian Language Arts 10	Ukrainian Language Arts 20	Ukrainian Language Arts 30
<i>Students will be able to:</i>			
sound-symbol system	1. apply knowledge of the Ukrainian sound-symbol system accurately in a variety of contexts	1. apply knowledge of the Ukrainian sound-symbol system accurately in a variety of contexts	1. apply knowledge of the Ukrainian sound-symbol system accurately in a variety of contexts
lexicon	2. improve the effectiveness of messages by independently accessing needed vocabulary	2. use vocabulary and expressions with increasing accuracy and appropriateness in a variety of contexts	2. use vocabulary and expressions with increasing accuracy, appropriateness and effectiveness in a variety of contexts
grammatical elements	3. (see following pages)	3. (see following pages)	3. (see following pages)
mechanical features	4. use mechanical features correctly and effectively	4. use mechanical features correctly and effectively	4. use mechanical features correctly and effectively
discourse features	5. expand their repertoire of discourse features, and experiment with using a wide variety of discourse features for effect	5. use basic discourse features correctly and effectively	5. use a variety of discourse features correctly, and select and use specific discourse features for appropriate effect



6.1 Linguistic Elements (continued)

	Ukrainian Language Arts 10	Ukrainian Language Arts 20	Ukrainian Language Arts 30
Grammatical Elements	<i>Students will be able to:</i>		
	a. use, in modelled situations, ³ the following grammatical elements:.....		
	Nouns – irregular declensions; e.g., піч, осінь, теля	Verbs – spatial verbs of motion; e.g., зайти, увійти, вийти, підійти, перейти	Sentence Structure – passive voice; e.g., Цей будинок побудований сто років тому. – impersonal sentences; e.g., Темніє. Світає. Тепліє.
	Verbs – perfective/imperfective (formation patterns); e.g., прочитати /читати, вивч ити /вивч ати , організувати/організовувати – verbs of motion; e.g., нести/носити/принести, везти/возити/привезти, вести/водити/привести	Conjunctions – conditional; e.g., якщо, якби, коли – adversative; e.g., проте, зате	– complex sentences with subordination; e.g., Після того як ми зробили завдання, ми пішли до театру., Для того щоб усе зробити, нам треба більше часу.
	Numerals – cardinals (cases); e.g., двох, двом, двома, шістьох	Sentence Structure – conditional mood; e.g., Якщо буде гарна погода, ми підемо до парку., Якби була гарна погода, ми пішли б до парку. – relative clauses requiring case change; e.g., Книжка, яку ми купили,, Ми розмовляли з учнями, про яких ми багато знаємо. – direct/indirect speech; e.g., Наталка сказала: «Усе буде гаразд», Наталка сказала, що все буде гаразд.	

(continued)

3. 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)

	Ukrainian Language Arts 10	Ukrainian Language Arts 20	Ukrainian Language Arts 30
Grammatical Elements	<i>Students will be able to:</i>		
	b. use, in structured situations, ⁴ the following grammatical elements:.....		
	Nouns	Nouns	Nouns
	– prepositions governing cases	– prepositions governing cases	– irregular declensions
	– irregular plurals, including pluralia tantum, all cases	– irregular declensions	– irregular plurals, including pluralia tantum, all cases
		– irregular plurals, including pluralia tantum, all cases	
	Pronouns	Pronouns	Pronouns
	– demonstrative, possessive, interrogative	– demonstrative, possessive, interrogative	– demonstrative, possessive, interrogative
	• accusative plural animate	• instrumental plural	• instrumental plural
	• genitive plural	• dative plural	• dative plural
	• instrumental plural	– reflexive, all cases	– reflexive, all cases
	• dative plural	– possessive, all cases	– possessive reflexive, all cases
	– definite and indefinite		
– reflexive, all cases	Adjectives	Adjectives	
– possessive, all cases	– instrumental plural	– instrumental plural	
	– dative plural	– dative plural	
Adjectives		Verbs	
– accusative plural animate	Verbs	– perfective/imperfective (formation patterns)	
– genitive plural	– perfective/imperfective (formation patterns)	– spatial verbs of motion; e.g., зайти	
– instrumental plural	– verbs of motion; e.g., нести	– simple future	
– dative plural	– simple future		
Verbs		Expressions	
– verbs governing cases	Expressions	– of opinion	
– verbs of motion; e.g., летіти	– of opinion; e.g., на мою думку, по-моєму		
– simple future		Conjunctions	
	Numerals	– conditional	
Adverbs	– fractions	– adversative	
– comparative and superlative	– percentages		
	– cardinals (cases)	Numerals	
Conjunctions		– cardinals (cases)	
– disjunctive	Sentence Structure	– percentages	
– copulative	– simple subordinate and relative clauses	Sentence Structure	
Numerals		– conditional mood	
– fractions		– relative clauses requiring case change	
– percentages		– direct/indirect speech	

(continued)

4. 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)

	Ukrainian Language Arts 10	Ukrainian Language Arts 20	Ukrainian Language Arts 30
Grammatical Elements	<i>Students will be able to:</i>		
	c. use, independently and consistently, ⁵ the following grammatical elements:.....		
	Nouns	Pronouns	Nouns
	– instrumental plural – dative plural	– demonstrative, possessive, interrogative • accusative plural animate • genitive plural	– prepositions governing cases
	Pronouns	Adjectives	Verbs
	– demonstrative, possessive, interrogative • instrumental singular • dative singular • locative plural	– accusative plural animate – genitive plural	– verbs of motion; e.g., нести
	Adjectives	Verbs	Expressions
	– instrumental singular – dative singular – locative plural	– verbs governing cases – verbs of motion; e.g., летіти	– of opinion
	Verbs	Adverbs	Sentence Structure
	– simple verbs of motion	– comparative and superlative	– simple subordinate and relative clauses
Adverbs	Conjunctions		
– of location/direction – spatial; e.g., недалеко	– disjunctive – copulative		
Conjunctions			
– causal			

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

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

General Outcome 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

	Ukrainian Language Arts 10	Ukrainian Language Arts 20	Ukrainian Language Arts 30
<i>Students will be able to:</i>			
listening	1. understand the main points and supporting details of oral lectures, presentations and media texts on familiar topics, which represent familiar speaking styles	1. understand the main points and supporting details of oral lectures, presentations and media texts on familiar and unfamiliar topics, which represent familiar and some unfamiliar speaking styles	1. understand the main points and supporting details of oral lectures, presentations and media texts on familiar and unfamiliar topics, which represent familiar and unfamiliar speaking styles
speaking	2. present and support thoughts and ideas on familiar topics	2. present and support thoughts and ideas, with coherence, on familiar and unfamiliar topics	2. present and support thoughts and ideas on familiar and unfamiliar topics with spontaneity, coherence and effectiveness
reading	3. understand the main points and supporting details of texts on familiar topics, ranging from simple to complex ideas	3. understand the main points and supporting details of texts of varying complexity on familiar and unfamiliar topics	3. understand the main points and supporting details of texts of varying complexity on familiar and unfamiliar topics
writing	4. organize and develop ideas coherently and effectively, with preparation, in writing on a range of topics	4. organize and develop ideas coherently and effectively, with limited preparation, in writing on a range of topics	4. organize and develop ideas coherently and effectively, without preparation, in writing on a range of topics
viewing	5. view and understand a variety of complex representations of ideas, events and/or information	5. view and understand a variety of complex representations of ideas, events and/or information	5. view and understand a variety of complex representations of ideas, events and/or information
representing	6. create effective representations of ideas, events and information	6. create coherent and effective representations of ideas, events and information	6. create coherent and effective representations of a variety 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

	Ukrainian Language Arts 10	Ukrainian Language Arts 20	Ukrainian Language Arts 30
<i>Students will be able to:</i>			
register	1. identify differences in register between spoken and written texts	1. adjust language to suit audience and purpose	1. use the appropriate level of formality with a variety of people in a variety of contexts
idiomatic expressions	2. interpret unfamiliar idiomatic expressions in a variety of contexts	2. explore and interpret idiomatic expressions in popular, contemporary culture	2. interpret unfamiliar idiomatic expressions, and use learned idiomatic expressions appropriately in a variety of situations
variations in language	3. identify some common regional or other variations in language	3. experiment with some variations in language	3. adapt to some variations in language
social conventions	4. use politeness conventions in a variety of contexts	4. use politeness conventions in a variety of contexts	4. interpret and use a variety of social conventions in a variety of situations
nonverbal communication	5. use nonverbal communication techniques in a variety of contexts	5. use nonverbal communication techniques in a variety of contexts	5. interpret and use 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

	Ukrainian Language Arts 10	Ukrainian Language Arts 20	Ukrainian Language Arts 30
<i>Students will be able to:</i>			
cognitive	1. select and use appropriate cognitive strategies to enhance language learning in a variety of situations; e.g., place new words or expressions in a context to make them easier to remember	1. use appropriate cognitive strategies effectively to enhance language learning in a variety of situations; e.g., use induction to generate rules governing language use, seek out opportunities outside of class to practise and observe	1. use appropriate cognitive strategies effectively to enhance language learning in a variety of contexts; e.g., perceive and note down unknown words and expressions, noting also their context and function
metacognitive	2. select and use appropriate metacognitive strategies to enhance language learning in a variety of situations; e.g., identify problems that might hinder successful completion of a task, and seek solutions	2. use appropriate metacognitive strategies effectively to enhance language learning in a variety of situations; e.g., monitor their own speech and writing to check for persistent errors	2. use appropriate metacognitive strategies effectively to enhance language learning in a variety of contexts; e.g., be aware of their own strengths and weaknesses, identify their own needs and goals, and organize their strategies and procedures accordingly
social/affective	3. select and use appropriate social and affective strategies to enhance language learning in a variety of situations; e.g., reduce anxiety by using mental techniques	3. use appropriate social and affective strategies effectively to enhance language learning in a variety of situations; e.g., work with others to solve problems, get feedback on tasks	3. use appropriate social and affective strategies effectively to enhance language learning in a variety of contexts; e.g., provide personal motivation by arranging their own rewards when successful

Further examples of language learning strategies are available on pages 25 and 26.

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

	Ukrainian Language Arts 10	Ukrainian Language Arts 20	Ukrainian Language Arts 30
<i>Students will be able to:</i>			
interactive	1. select and use appropriate interactive strategies in a variety of situations; e.g., summarize the point reached in a discussion to help focus the talk	1. use appropriate interactive strategies effectively in a variety of situations; e.g., ask follow-up questions to check for understanding	1. use appropriate interactive strategies effectively in a variety of contexts; e.g., use suitable phrases to intervene in a discussion, self-correct if errors lead to misunderstandings
interpretive	2. select and use appropriate interpretive strategies in a variety of situations; e.g., summarize information gathered	2. use appropriate interpretive strategies effectively in a variety of situations; e.g., assess their own information needs before listening, viewing or reading	2. use appropriate interpretive strategies effectively in a variety of contexts; e.g., use skimming and scanning to locate key information in texts
productive	3. select and use appropriate productive strategies in a variety of situations; e.g., proofread and edit final version of text, apply grammar rules to improve accuracy at the correction stage	3. use appropriate productive strategies effectively in a variety of situations; e.g., use circumlocution and definition to compensate for gaps in vocabulary	3. use appropriate productive strategies effectively in a variety of contexts; e.g., compensate for avoiding difficult structures by rephrasing

Further examples of language use strategies are available on pages 26 and 27.

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

	Ukrainian Language Arts 10	Ukrainian Language Arts 20	Ukrainian Language Arts 30
<i>Students will be able to:</i>			
cognitive	1. select and use appropriate cognitive strategies to enhance general 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	1. select and use appropriate cognitive strategies to enhance general learning in a variety of situations; e.g., seek information through a network of sources, including libraries, the Internet, individuals and agencies	1. use appropriate cognitive strategies effectively to enhance general learning in a variety of contexts; e.g., use previously acquired knowledge or skills to assist with a new learning task
metacognitive	2. select and use appropriate metacognitive strategies to enhance general learning in a variety of situations; e.g., develop criteria for evaluating their own work	2. select and use appropriate metacognitive strategies to enhance general learning in a variety of situations; e.g., reflect upon their thinking processes and how they learn	2. use appropriate metacognitive strategies effectively to enhance general learning in a variety of contexts; e.g., take responsibility for planning, monitoring and evaluating learning experiences
social/affective	3. select and use appropriate social and affective strategies to enhance general learning in a variety of situations; e.g., use self-talk to feel competent to do the task	3. select and use appropriate social and affective strategies to enhance general learning in a variety of situations; e.g., monitor their own level of anxiety about learning tasks and take measures to lower it if necessary	3. use appropriate social and affective strategies effectively to enhance general learning in a variety of contexts; e.g., use social interaction skills to enhance group learning tasks

Further examples of general learning strategies are available on page 28.

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 student 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*

	Ukrainian Language Arts 10	Ukrainian Language Arts 20	Ukrainian Language Arts 30
<i>Students will be able to:</i>			
understanding self-identity	1. recognize that self-identity and self-concept change	1. recognize that self-identity and self-concept can change over time and in various contexts	1. articulate, express and celebrate their own unique identity
developing positive self-identity	2. identify areas of personal strength and possible future opportunities, and plan for future self-development and growth	2. explore the alignment of personal strengths with possible future and career opportunities	2. identify personal strengths in planning for a career or further studies
valuing Ukrainian language and culture	3. participate in and contribute to community-based activities in which knowledge and skills related to Ukrainian language and culture will be applied	3. participate in and contribute to intercultural interactions, such as exchanges, visitations and pen-pal activities, with members of the Ukrainian culture	3. identify activities that will promote their own lifelong language and cultural development
valuing bilingualism/ multiculturalism	4. participate in and contribute to community-based activities in which bilingual/ multicultural knowledge and skills will be applied	4. participate in and contribute to intercultural interactions, such as exchanges, visitations and pen-pal activities	4. identify activities that will promote their own lifelong bilingual/multicultural development

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

	Ukrainian Language Arts 10	Ukrainian Language Arts 20	Ukrainian Language Arts 30
<i>Students will be able to:</i>			
historical elements	1. recognize and appreciate the influence and contributions of major historical events, historical figures and cultural developments	1. examine various perspectives regarding the influence and contributions of major historical events, historical figures and cultural developments	1. identify and analyze how historical experiences have shaped the contemporary Ukrainian language and culture group in local, Canadian and international contexts
contemporary elements	2. analyze the influence and contributions of major contemporary events, contemporary figures and cultural developments in Ukrainian language and culture	2. examine various perspectives regarding the influence and contributions of major contemporary events, contemporary figures and cultural developments of the Ukrainian language and culture	2. identify and analyze the impact of contemporary influences on Ukrainian language and culture in local, Canadian and international contexts
diversity	3. explore various aspects of diversity, regionally and nationally	3. explore various aspects of diversity at the international level	3. examine how historical and current influences have contributed to diversity within contemporary Ukrainian language and culture
change	4. examine historical influences that have affected Ukrainian language and culture	4. examine contemporary influences that have affected Ukrainian language and culture	4. identify and analyze the significance of historical and contemporary changes to the Ukrainian language and culture on the rest of the world

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

	Ukrainian Language Arts 10	Ukrainian Language Arts 20	Ukrainian Language Arts 30
<i>Students will be able to:</i>			
positive group membership	1. demonstrate respect for the rights and opinions of others; and understand that social, political and economic issues are complex	1. demonstrate respect for the rights and opinions of others, focusing on social, political and economic issues	1. demonstrate understanding that various social, political and economic systems impose different values on the rights and opinions of others
appreciating diversity	2. identify and analyze how Canada's response to diversity has changed, and identify the benefits of a pluralistic approach	2. analyze and understand the significance of diversity in shaping contemporary and future opportunities for growth	2. participate in various individual, group, school and community activities that celebrate diversity and promote intercultural understanding
appreciating similarity	3. identify and explain how common human experiences and needs are reflected in the culture, social structure and day-to-day patterns of behaviour in Canada	3. examine how common human experiences and needs are reflected in the culture, social structure and day-to-day patterns of behaviour in different societies	3. examine and appreciate how common human experiences and needs are reflected in various societies around the world
contributing to community	4. participate in various school and community events to promote intercultural understanding	4. participate in various school, community and Canadian events to promote intercultural understanding	4. participate in and contribute to individual, group, school and community activities, using their knowledge and skills related to the Ukrainian language and 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.

7.4 Global Citizenship

	Ukrainian Language Arts 10	Ukrainian Language Arts 20	Ukrainian Language Arts 30
<i>Students will be able to:</i>			
responsible citizenship	1. identify and analyze a citizen's roles and responsibilities in interrelated local, national and international contexts	1. participate in group decision making and problem solving in ways that demonstrate concern for others and an understanding of responsibilities as citizens	1. examine global conflict and cooperation among nations
interdependence	2. explore ways in which peoples and nations are linked in an interrelated global system	2. explore how global links and interdependency affect one's role as a citizen in one nation among many others	2. examine the local and global consequences of individual and collective decision making
intercultural skills	3. examine attitudes and values that contribute to cross-cultural understanding	3. identify how intercultural and multicultural organizations have influenced global citizenship	3. demonstrate cultural sensitivity and awareness of cultural diversity in everyday situations, through appropriate behaviour and language
future opportunities	4. explore career fields in which bilingual and multicultural knowledge, skills and attitudes can be applied in the global workplace	4. apply bilingual and multicultural skills in specific activities that will further develop the skills required for effective participation in the global workplace	4. apply bilingual and multicultural knowledge and skills in specific activities that will promote skill development and opportunities for future participation in the global workplace

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

Visual Texts

- Drawings
- Illustrations
- Photographs
- Pictures
- Prints

Multimedia Texts

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