UKRAINIAN LANGUAGE AND CULTURE TWELVE-YEAR (12Y)

Locally Developed Course Sequence

June 2023

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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 spoken by more than 50 million people in the world living in Ukraine, Argentina, Australia, Brazil, Canada, the United Kingdom, the United States of America, and other countries. Ukrainian is closely related to other Slavic languages. Since there are almost 300 million people in the world who speak a Slavic language, Ukrainian can be an important key to communication in many parts of the world. Speakers of Ukrainian can make themselves understood in many countries in Europe, i.e., Belarus, Bosnia, Bulgaria, Croatia, Czech Republic, Macedonia, Poland, Russia, Serbia, Slovakia, and Slovenia. Acquiring Ukrainian as an additional language, therefore, opens 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 a second 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 literacy in their first language, which is not necessarily the majority language in the community.

Economic Benefits

In today's world, knowledge of a second 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.

The value, for Canadian society, of learning Ukrainian can be summarized as follows. Learning Ukrainian leads to:

- an increased awareness of, and sensitivity to, cultural and linguistic diversity
- an enhanced role in the international community
- improved potential in the Canadian and the global marketplace and workplace.

There are also many personal reasons for learning Ukrainian. Students who have no previous knowledge of the language can look forward to:

- more opportunity to communicate directly with Ukrainian-speaking people and gain a deeper insight into their own culture and language
- a broader range of educational, career and leisure opportunities
- the opportunity to meet the entrance requirements of many post-secondary institutions in Alberta and across Canada.

Students receive additional, indirect benefits from learning Ukrainian as another language, including:

- development of increased competence in their use of English or in other languages they may know
- enhanced cognitive functioning, particularly an increased ability to conceptualize and to think abstractly; more cognitive flexibility; and greater divergent thinking, creativity, and metalinguistic competence.

Ukrainian Language and Culture Twelve-year (12Y) is a locally developed course sequence that provides opportunities for students in Kindergarten to Grade 12 to develop Ukrainian language proficiency, as well as knowledge and appreciation of Ukrainian cultures. This course sequence provides opportunities for student to develop an awareness of, and sensitivity to, cultural and linguistic diversity, in addition to preserving cultural identity.

ASSUMPTIONS

The following statements are assumptions that have guided the development process of this curriculum:
- Language is communication.
- Language and culture are intertwined.
- 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 an additional language leads to enhanced learning in the student's primary language and in related areas of cognitive development and knowledge acquisition. This is true of students who come to the class with no knowledge of Ukrainian and who are learning it as a second or additional language. It is also true for students who have some knowledge of Ukrainian and are further developing literacy skills in Ukrainian.

EFFECTIVE LANGUAGE LEARNING

The following are some general principles of effective language learning that the research on second language learning and acquisition has identified. These principles have guided the development of the conceptual model used in this locally developed course.

Focus on Meaning

Language learning is more effective when classes are structured around meaningful tasks rather than around elements of the language itself, such as grammatical structures, vocabulary themes or language functions. The principal focus of classroom activities is on communication while learning about a content area or while carrying out a project. Specific language skills are taught when students have noticed that they need specific vocabulary, structures or functions to carry out the task they have chosen to do. When language learning has a purpose, students are more highly motivated.

Focus on Interaction

Students learn languages more effectively when they have ample opportunity to work in small groups on tasks that they have had a hand in choosing, and that require them to negotiate meaning—make themselves understood and work to understand others—with their fellow students. In classrooms structured this way, students have more practice time, they are working on tasks that reflect their interests and are using the language in situations that more closely resemble those outside of school.

Focus on Strategies

Successful language learners use several strategies that help make their learning more effective. These language learning strategies are often categorized as cognitive, metacognitive and social/affective. Communication or language use strategies are an important component of communicative competence. These include strategies used regularly by speakers of any language to enhance communication. They also include repair and compensation strategies, which are particularly important in the early stages of language learning if students are to engage in communicative activities before they have extensive knowledge of the language.

Not all students acquire these strategies on their own. Most of them will benefit from explicit classroom instruction regarding language learning and language use strategies provided alongside instruction in the language itself. Once students are consciously aware of strategies, have practiced using them, can select the most effective ones for a particular task, and can see the link between their own actions and their learning, they will be more motivated and more effective language learners.

Building on Prior Knowledge

Learning theory suggests that we learn by integrating new information or experiences into what we already know and have experienced. Students do this most effectively through active engagement with tasks that are meaningful to them, in authentic contexts, using actual tools. For this reason, the content and tasks around which lessons and units are structured should be chosen from within the areas of experience of students. For example, if students are involved and interested in a particular sport, a task can be chosen that links with this interest. The learning activities will build on their knowledge and experience while encouraging them to increase their understanding and broaden their horizons.

Students will come to their language learning experience with different prior knowledge, even if they have similar cultural and socioeconomic backgrounds. Classroom activities that offer them choice and flexibility allow students to make meaningful connections and to be actively involved in constructing their own learning.

Transfer

In addition to knowledge about content, students will come to their language class with a large body of useful knowledge about language, even if they have never spoken a word of the language. They can transfer knowledge of their first language and other languages they know or are learning to their learning of the new language. However, their first language may also be a source of interference initially, as students try to apply generalizations that are valid for their dominant language to the new language they are learning. Students benefit from an awareness of differences as well as similarities in relation to any component of the language: the sound system, grammar structures, vocabulary, **discourse features***. They may also transfer language learning and language use strategies from one language context to another.

Language Learning and Culture

Intercultural competence is an essential element of any language learning endeavour. Cultures continually evolve over time and knowledge of just the target culture alone is not sufficient. If students develop the skills to analyze, understand for themselves and relate to any culture they may come into contact with, they will be prepared for encounters with cultural practices that are different from their own.

The aim of this locally developed course sequence is the development of communicative competence in Ukrainian.

*Words and phrases used to connect, organize, and manage what is said or written, e.g., *Я маю на увазі, ви знаєте, добре, насправді, по-перше, також, все одно, ітд.*

THE CONCEPTUAL MODE

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

Four Components

For the purposes of this curriculum, 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 curriculum.

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 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. Their progression is not only vertical (e.g., increased proficiency) but also horizontal (e.g., broader range of applications and experience with more vocabulary, text forms, contexts and so on). The spiral also represents how language learning activities are best structured. Lexical fields, learning strategies or language functions, for example, are revisited at different points in the twelve-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.
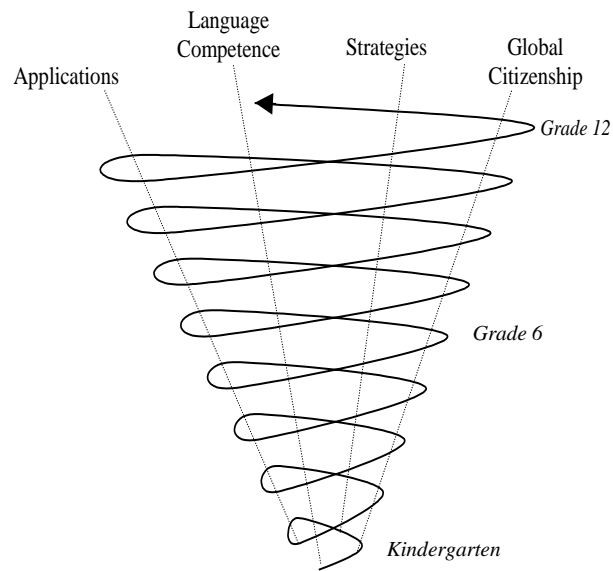
ORGANIZATION OF THE CURRICULUM

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 curriculum 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 understand and produce Ukrainian effectively and competently.

Global Citizenship/Global Competence [GC]

Students will acquire the knowledge, skills and attitudes to be effective global citizens, through the exploration of the cultures of the Ukrainian-speaking world.

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 curriculum does not represent a sequential order, nor does it indicate the relative importance of each component. The general outcomes are to be implemented in an integrated manner.

Specific Outcomes

Each general outcome is further broken down into specific outcomes that students are to achieve by the end of each grade. The specific outcomes are interrelated and interdependent. In most classroom activities, a number of learning outcomes will be dealt with in an integrated manner. The specific outcomes are categorized under cluster headings, which show the scope of each of the four general outcomes. These headings are shown in the table on the following page.

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

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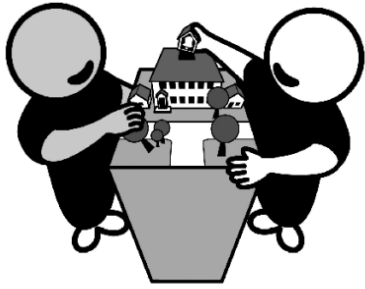
Students will use Ukrainian in a variety of **situations** and for a variety of **purposes**.

A-1 to impart and receive information
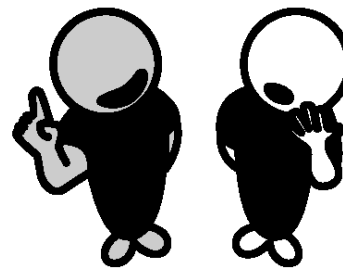A-2 to express emotions and personal perspectives
A-3 to get things done
A-4 to form, maintain and change interpersonal relationships
A-5 to extend their knowledge of the world
A-6 for imaginative purposes and personal enjoyment

Language Competence

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

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

Global Citizenship

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

GC-1 historical and contemporary elements of Ukrainian cultures
GC-2 affirming diversity
GC-3 personal and career opportunities

Strategies

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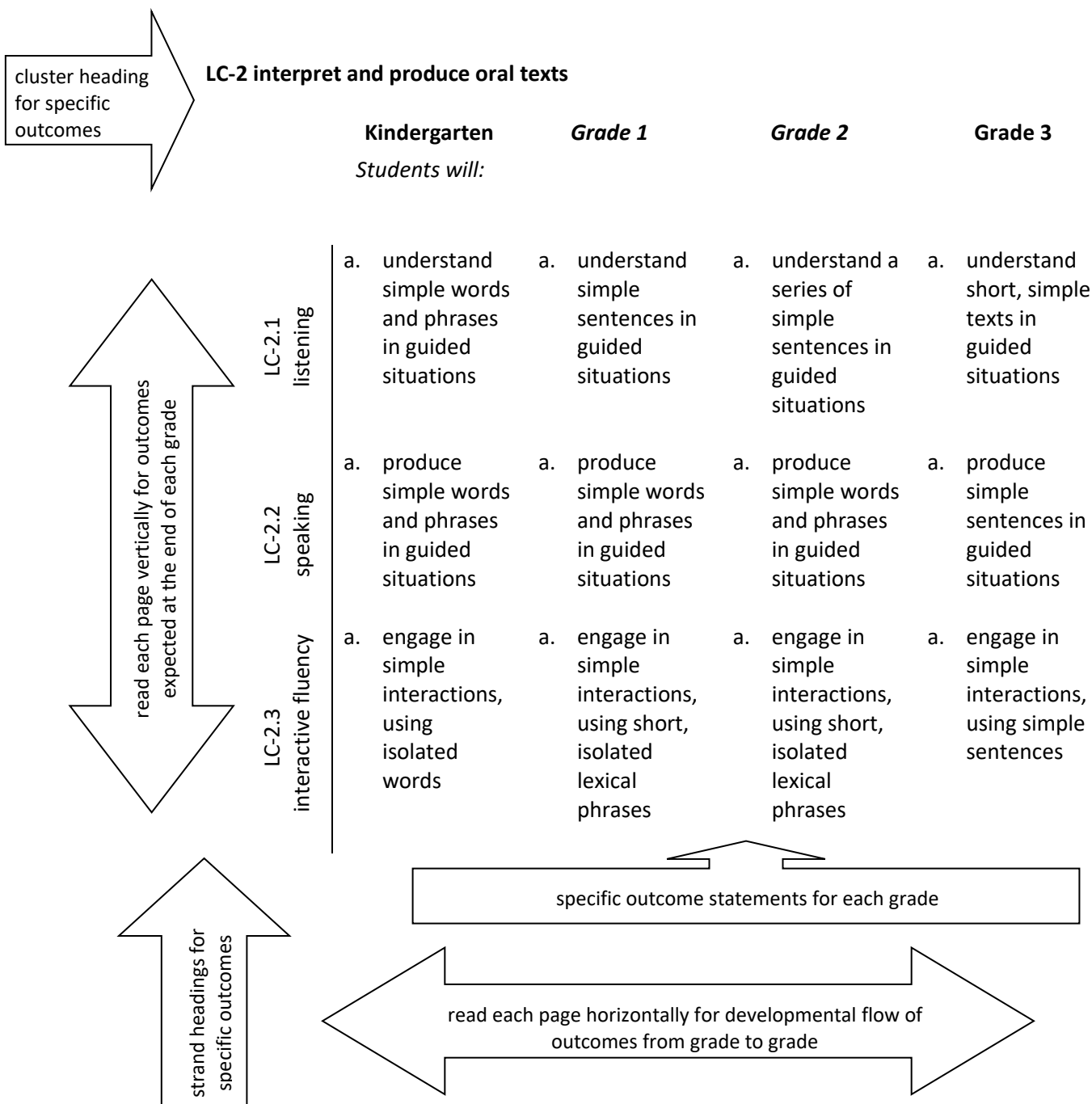
S-1 language learning
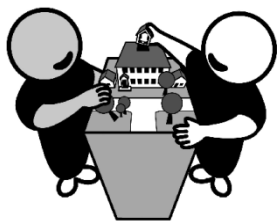S-2 language use
S-3 general learning

GUIDE TO READING THE CURRICULUM

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

cluster heading for specific outcomes →

LC-2 interpret and produce oral texts

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

strand headings for specific outcomes

		Kindergarten Students will:	Grade 1	Grade 2	Grade 3
LC-2.1 listening		a. understand simple words and phrases in guided situations	a. understand simple sentences in guided situations	a. understand a series of simple sentences in guided situations	a. understand short, simple texts in guided situations
LC-2.2 speaking		a. produce simple words and phrases in guided situations	a. produce simple words and phrases in guided situations	a. produce simple words and phrases in guided situations	a. produce simple sentences in guided situations
LC-2.3 interactive fluency		a. engage in simple interactions, using isolated words	a. engage in simple interactions, using short, isolated lexical phrases	a. engage in simple interactions, using short, isolated lexical phrases	a. engage in simple interactions, using simple sentences

specific outcome statements for each grade

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

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 language; that is, the **functions** they will be able to perform and the **contexts** in which they will be able to operate. This functional competence is important for a content-based or task-based approach to language learning where students are constantly engaged in meaningful tasks.

The functions are grouped under six cluster headings—see the illustration on the previous page. Under each of these headings there are one or more strands that show the developmental flow of learning from grade to grade. Each strand, identified by strand headings at the left end of a row, deals with a specific language function, e.g., share information. Students at any grade level will be able to share information. Young, beginning learners will do this in very simple ways, e.g., "This is my family." 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 language necessary to function independently in small groups, since this is an effective way of organizing second language classrooms. The strands under the cluster heading "to extend their knowledge of the world" will accommodate a content-based approach to language learning where students learn content from another subject area as they learn the second language.

The level of linguistic, sociolinguistic and discourse competence that students will exhibit when carrying out the functions is defined in the specific outcomes for Language Competence for each grade. To know how well students will be able to perform the specific function, the application outcomes must be read in conjunction with the language competence outcomes. For example, Grade 9 students might be expected to share information by presenting a short text on an unfamiliar topic, a text such as a brief biography. Language competence outcomes indicate that if they are presenting orally, they will speak clearly and intelligibly. They will be able to sequence the information chronologically, using some complex grammatical structures, and will be able to use simple formal language if the context requires it.

General Outcome for Applications

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

A-1   to impart and receive information

	Kindergarten	Grade 1	Grade 2	Grade 3
	Students will:			
A-1.1 share information	a. share basic information	a. identify people, places and things from their surrounding environment	a. ask for and provide information b. respond to simple, predictable questions	a. describe people, places, things
A-1.2 gather and organize information	a. gather simple information	a. organize information in simple ways	a. sequence information in simple ways	a. share personal knowledge of a topic

A-2   to express emotions and personal perspectives

	Kindergarten	Grade 1	Grade 2	Grade 3
	Students will:			
A-2.1 share ideas, thoughts, opinions, preferences	a. express simple preferences	a. express a personal response	a. identify favorite people, places or things	a. express a personal response to a variety of situations
A.2.2 share emotions, feelings	a. express basic emotions and feelings	a. respond to and express emotions and feelings	a. identify and express emotions and feelings	a. express and respond to a variety of emotions and feelings

General Outcome for Applications

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

A-1 to impart and receive information

	Grade 4	Grade 5	Grade 6
	Students will:		
A-1.1 share information	a. ask for and provide information on a range of familiar topics	a. describe series or sequences of events or actions	a. provide simple information on several aspects of familiar topics
A-1.2 gather and organize information	a. compare information in simple ways	a. compose questions to guide research, with guidance b. identify sources of information, with guidance c. record observations, with guidance	a. gather information from a variety of resources

A-2 to express emotions and personal perspectives

	Grade 4	Grade 5	Grade 6
	Students will:		
A-2.1 share ideas, thoughts, opinions, preferences	a. record and share simple thoughts and ideas with others	a. inquire about and express likes and dislikes	a. inquire about and express agreement and disagreement
A-2.2 share emotions, feelings	a. inquire about and express emotions and feelings	a. record and share personal experiences involving an emotion or feeling	a. inquire about and express emotions and feelings in a variety of familiar contexts

General Outcome for Applications

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

A-1   to impart and receive information

		Grade 7	Grade 8	Grade 9
		Students will:		
A-1.1 share information		a. understand and use definitions, comparisons, and examples for familiar topics	a. share facts about events that took place in the past or that may take place in the future	a. share detailed information on a specific topic
A-1.2 gather and organize information		a. gather information, using a prepared format	a. organize and manipulate information	a. identify key ideas, from several sources

A-2   to express emotions and personal perspectives

		Students will:		
A-2.1 share ideas, thoughts, opinions, preferences		a. inquire about and express interest or lack of interest b. inquire about and express satisfaction and dissatisfaction	a. inquire about and express probability and certainty	a. express opinions b. support their own opinions
A-2.2 share emotions, feelings		a. express emotions and feelings in a variety of informal situations	a. express emotions and feelings in formal situations	a. compare the expression of emotions and feelings in formal and informal situations

General Outcome for Applications

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

A-1   to impart and receive information

	Grade 10	**Grade 11**	**Grade 12**
	Students will:		
A-1.1 share information	a. ask and answer questions about an informative text read or heard	a. explain factual information for a variety of audiences	a. discuss factual information on a variety of topics in a variety of situations
A-1.2 gather and organize information	a. summarize and paraphrase information from several sources b. evaluate the usefulness and reliability of sources	a. evaluate and synthesize information from several sources	a. evaluate and synthesize information from a variety of sources

A-2   to express emotions and personal perspectives

	Grade 10	**Grade 11**	**Grade 12**
	Students will:		
A-2.1 share ideas, thoughts, opinions, preferences	a. express and explain preferences	a. exchange and compare opinions in a variety of situations	a. share ideas, thoughts, opinions and preferences on a variety of topics in a variety of situations
A-2.2 share emotions, feelings	a. explore the expression of strong emotions and feelings in a variety of situations	a. share a range of emotions and feelings in a variety of situations	a. analyze and discuss the expression of emotions and feelings in a variety of media

General Outcome for Applications

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

A-3   to get things done

	Kindergarten	Grade 1	Grade 2	Grade 3
	Students will:			
A-3.1 guide actions of others	a. indicate basic needs and wants	a. give and respond to simple oral instructions or commands b. ask for permission	a. respond to a suggestion in simple ways	a. make and respond to a variety of simple requests b. ask, grant or withhold permission
A-3.2 state personal actions	a. respond to offers, invitations and instructions	a. ask or offer to do something	a. indicate choice from among several options	a. express a wish or a desire to do something
A-3.3 manage group actions	a. manage turn-taking	a. encourage other group members to act appropriately	a. ask for help or clarification of what is being said or done in the group	a. suggest, initiate or direct action in group activities

A-4   to form, maintain and change interpersonal relationships

	Kindergarten	Grade 1	Grade 2	Grade 3
	Students will:			
A-4.1 manage personal relationships	a. exchange greetings and farewells b. address a new acquaintance and introduce themselves	a. exchange some basic personal information	a. initiate relationships	a. apologize and refuse politely

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

A-3   to get things done

		Grade 4	**Grade 5**	**Grade 6**

Students will:

	Grade 4	**Grade 5**	**Grade 6**
A-3.1 guide actions of others	a. relay simple messages b. encourage or discourage others on a course of action	a. give and follow a simple sequence of instructions	a. make and respond to simple suggestions in a variety of situations
A-3.2 state personal actions	a. make an offer or an invitation, and respond to offers and invitations made by others	a. inquire about and express ability and inability to do something	a. state personal actions in the past, present or future
A.3.3 manage group actions	a. encourage other group members to act appropriately b. assume a variety of roles and responsibilities as group members	a. reach an agreement in a simple way with peers in small-group tasks b. offer to explain or clarify	a. check for agreement and understanding b. express disagreement in an appropriate way

A-4   to form, maintain and change interpersonal relationships

Students will:

	Grade 4	**Grade 5**	**Grade 6**
A-4.1 manage personal relationships	a. talk about themselves, and respond to the talk of others by showing attention and interest	a. make and break social engagements	a. initiate and participate in casual exchanges with classmates

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

A-3   to get things done

		Grade 7	**Grade 8**	**Grade 9**
		Students will:		
A-3.1 guide actions of others		a. give and respond to advice and warnings	a. make and respond to suggestions or requests in formal situations	a. lodge a complaint b. follow a sequence of instructions
A-3.2 state personal actions		a. make a promise and express intention in a variety of situations	a. accept or decline an offer or invitation with explanations	a. express possibility in relation to their own actions
A-3.3 manage group actions		a. express appreciation, support, and respect for contributions of others	a. share roles with peers in small group projects	a. provide constructive feedback to group members

A-4   to form, maintain and change interpersonal relationships

		Students will:		
A.4.1 manage personal relationships		a. use common means of interpersonal communications	a. give and respond to compliments, and explain actions	a. offer and respond to congratulations b. express sympathy and regret

General Outcome for Applications

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

A-3   to get things done

	Grade 10	**Grade 11**	**Grade 12**
	Students will:		
A-3.1 guide actions of others	a. give and follow a complex sequence of instructions	a. persuade others	a. guide the actions of others in a variety of formal and informal situations
A-3.2 state personal actions	a. express personal expectations, hopes, plans, goals and aspirations	a. state their own actions in a variety of formal and informal situations	a. speculate on and predict their own future actions
A-3.3 manage group actions	a. elaborate on and clarify another member's contribution	a. contribute to group activities by clarifying task goals, assuming roles and suggesting actions/procedures	a. work with peers to plan and assess group activities

A-4   to form, maintain and change interpersonal relationships

	Grade 10	**Grade 11**	**Grade 12**
	Students will:		
A-4.1 manage personal relationships	a. make suggestions or clarify misunderstandings	a. initiate and participate in social exchanges in formal situations	a. form and maintain relationships in a variety of formal and informal situations

A-5   to extend their knowledge of the world

	Kindergarten	**Grade 1**	**Grade 2**	**Grade 3**
	Students will:			
A-5.1 discover and explore	a. investigate the immediate environment	a. investigate the immediate environment	a. investigate the immediate environment	a. make and talk about personal observations
A-5.2 gather and organize information	a. gather simple information	a. organize items in different ways	a. sequence items in different ways	a. gather, organize, and share personal knowledge of a topic
A-5.3 solve problems	a. experience problem-solving situations in the classroom	a. practice simple problem-solving situations in the classroom	a. choose between alternative solutions	a. define a problem and search for solutions
A-5.4 explore opinions and values	a. listen attentively to the opinions expressed	a. respond appropriately to the ideas and products of others	a. recognize differences of opinions	a. make connections between behaviour and values

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

A-5   to extend their knowledge of the world

	Grade 4	**Grade 5**	**Grade 6**
	Students will:		
A-5.1 discover and explore	a. explore methods of classifying and categorizing the immediate environment	a. discover and explore relationships and patterns in the immediate environment	a. ask questions to gain knowledge and clarify understanding
A-5.2 gather and organize information	a. compare and contrast items in simple ways	a. compose questions to guide research, with guidance b. identify sources of information, with guidance c. record observations, with guidance	a. gather information from a variety of resources
A-5.3 solve problems	a. recognize and describe a problem, then propose solutions, with guidance	a. understand and use steps to solve problems	a. collect information from various sources to solve a problem
A-5.4 explore opinions and values	a. express views on a variety of topics within their direct experience	a. gather opinions on a topic within their direct experience	a. explore how values influence behaviour b. provide reasons for their position on an issue

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

A-5   to extend their knowledge of the world

	Grade 7	**Grade 8**	**Grade 9**
	Students will:		
A.5.1 discover and explore	a. explore ideas presented in a variety of ways	a. explore and express the purpose of what they are doing	a. explore connections and gain new insights into familiar topics
A.5.2 gather and organize information	a. organize and manipulate information	a. gather information, using a specified format	a. identify key ideas from several sources
A.5.3 solve problems	a. identify key elements from various sources about a problem to propose a solution	a. analyze key elements of a problem to propose a solution	a. propose alternative solutions to problems
A-5.4 explore opinions and values	a. distinguish fact from opinion	a. explore opinions and values in familiar situations	a. summarize opinions and values from various sources

A-5   to extend their knowledge of the world

	Grade 10	Grade 11	Grade 12
	Students will:		
A-5.1 discover and explore	a. explore connections and gain new insights into a variety of topics	a. compare their own insights and understandings with those of their classmates	a. use a broad range of skills to discover and explore various domains
A-5.2 gather and organize information	a. summarize and paraphrase information from several sources	a. organize information in a graphic organizer to demonstrate logical relationships b. evaluate the usefulness and reliability of sources	a. evaluate and synthesize information about various domains from a variety of sources
A-5.3 solve problems	a. apply problem-solving skills acquired in one situation to other situations	a. solve a variety of real-life problems in familiar situations	b. solve a variety of real-life problems in familiar and unfamiliar situations
A-5.4 explore opinions and values	a. examine and identify perspectives and stereotypes in a variety of situations	a. explore differing perspectives on an issue	a. recognize underlying values in a variety of mass media

A-6   for imaginative purposes and personal enjoyment

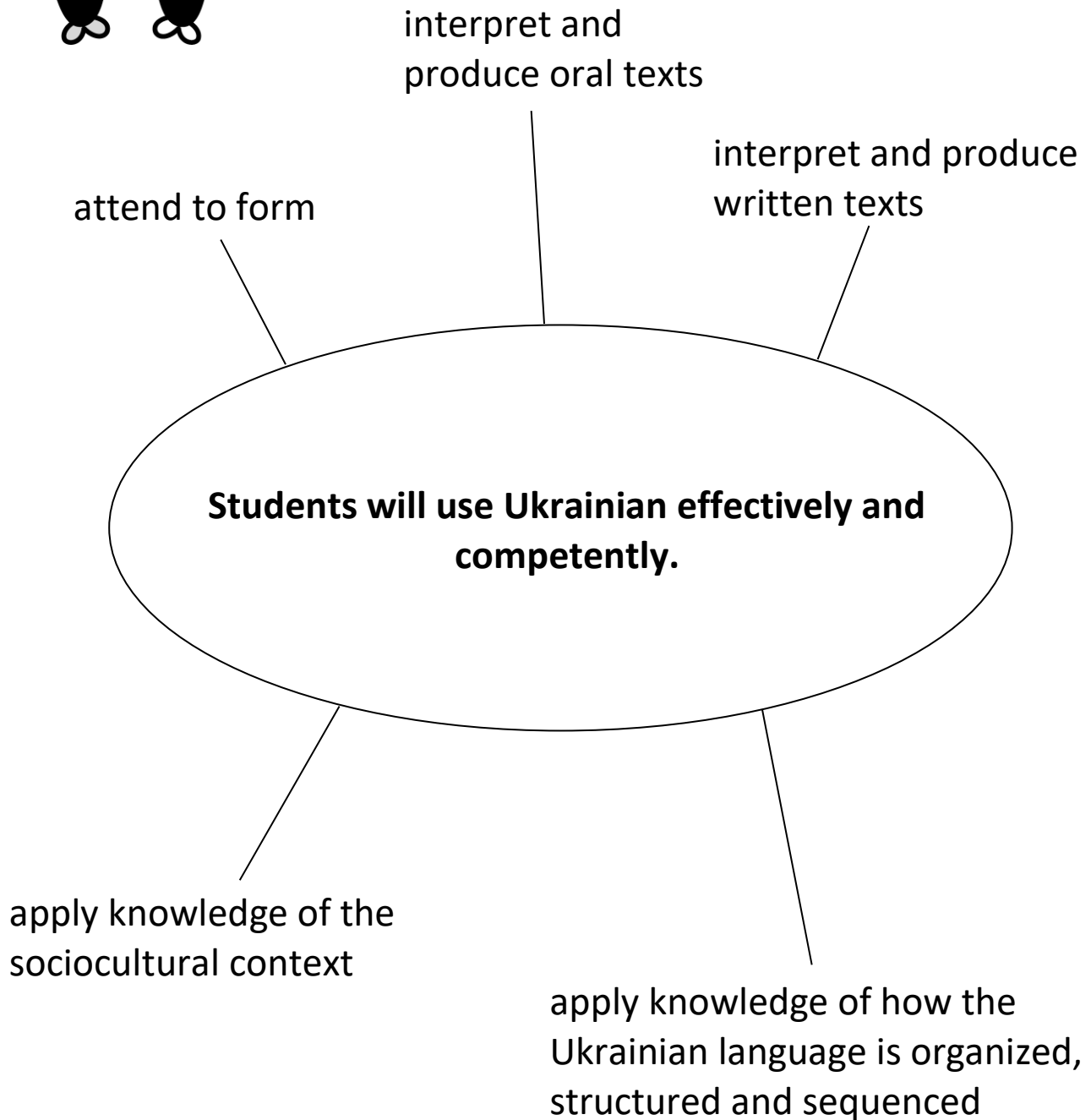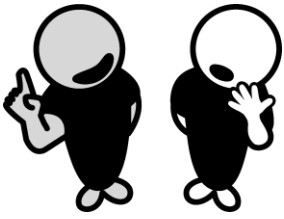|		**Kindergarten**	**Grade 1**	**Grade 2**	**Grade 3**
		Students will:			
A-6.1 humour/fun		a. use Ukrainian for fun	a. use Ukrainian for fun	a. use Ukrainian for fun	a. use Ukrainian for fun
A-6.2 creative/aesthetic purposes		a. use Ukrainian creatively	a. use Ukrainian creatively	a. use Ukrainian creatively	a. use Ukrainian creatively
A-6.3 personal enjoyment		a. use Ukrainian for personal enjoyment	a. use Ukrainian for personal enjoyment	a. use Ukrainian for personal enjoyment	a. use Ukrainian for personal enjoyment

A-6   **for imaginative purposes and personal enjoyment**

	Grade 4	Grade 5	Grade 6
	Students will:		
A-6.1 humour/fun	a. use Ukrainian for fun and to interpret simple amusing texts	a. use Ukrainian for fun and to interpret humour	a. use Ukrainian for fun and to interpret humour
A-6.2 creative/aesthetic purposes	a. use Ukrainian creatively	a. use Ukrainian creatively and for aesthetic purposes	a. use Ukrainian creatively and for aesthetic purposes
A-6.3 personal enjoyment	a. use Ukrainian for personal enjoyment	a. use Ukrainian for personal enjoyment	a. use Ukrainian for personal enjoyment

A-6   imaginative purposes and personal enjoyment

	Grade 7	Grade 8	Grade 9
	Students will:		
A-6.1 humour/fun	a. use Ukrainian for fun, and to interpret and express humour	a. use Ukrainian for fun, and to interpret and express humour	a. use Ukrainian for fun, and to interpret and express humour
A-6.2 creative/aesthetic purposes	a. use Ukrainian creatively and for aesthetic purposes	a. use Ukrainian creatively and for aesthetic purposes	a. use Ukrainian creatively and for aesthetic purposes
A-6.3 personal enjoyment	a. use Ukrainian for personal enjoyment	a. use Ukrainian for personal enjoyment	a. use Ukrainian for personal enjoyment

A-6   for imaginative purposes and personal enjoyment

	Grade 10	**Grade 11**	**Grade 12**
	Students will:		
A-6.1 humour/fun	a. use Ukrainian for fun, and to interpret and express humour	a. use Ukrainian for fun, and to interpret and express humour	a. use Ukrainian for fun, and to interpret and express humour in a variety of situations
A-6.2 creative/aesthetic purposes	a. use Ukrainian creatively and for aesthetic purposes	a. use Ukrainian creatively and for aesthetic purposes	a. use Ukrainian creatively and for aesthetic purposes in a variety of situations
A-6.3 personal enjoyment	a. use Ukrainian for personal enjoyment	a. use Ukrainian for personal enjoyment	a. use Ukrainian for personal enjoyment in a variety of situations

Language Competence

interpret and
produce oral texts

interpret and produce
written texts

attend to form

Students will use Ukrainian effectively and competently.

apply knowledge of the
sociocultural context

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

LANGUAGE COMPETENCE

Language Competence is a broad term that includes *linguistic* or *grammatical competence*, discourse competence, sociolinguistic* or *sociocultural competence*, and what might be called textual competence. The specific outcomes under Language Competence deal with knowledge of the language and the ability to use that knowledge to interpret and produce meaningful texts appropriate to the situation 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 previous page. Under each of these headings there are several strands, identified by strand headings at the left end of each row, which show the developmental flow of learning from grade to grade. Each strand deals with a single aspect of language competence. For example, under the cluster heading "attend to form," there is a strand for phonology (pronunciation, stress, intonation), orthography (spelling, mechanical features), lexicon (vocabulary words and phrases) and grammar (*syntax* and *morphology*).

Although the outcomes isolate these individual aspects, language competence should be developed through classroom activities that focus on meaningful uses of the 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

		Kindergarten	Grade 1	Grade 2	Grade 3
		Students will:			
LC-1.1 phonology		a. pronounce some common words and phrases comprehensibly	a. use intonation to express meaning	a. begin to distinguish sounds of Ukrainian represented by letters such as ц, ï, ж, щ	a. use stress, intonation and comprehensible pronunciation when producing familiar words or phrases
LC-1.2 orthography		a. recognize and name some high frequency letters of the alphabet	a. recognize and name some high frequency letters of the alphabet and some vowel sounds b. write some simple words of personal significance c. be aware of how text is oriented	a. recognize and name most letters of the alphabet and most vowel sounds b. recognize that there is a relationship between sounds and letters c. write some high frequency words	a. recognize and name all letters of the alphabet and vowel sounds. b. copy familiar words, phrases, and simple sentences
LC-1.3 lexicon		a. use a repertoire of words and phrases in familiar contexts, within a variety of lexical fields, including: • self (physical characteristics) • my family • colours • plants and animals • any other lexical fields that meet their needs and interests	a. use a repertoire of words and phrases in familiar contexts, within a variety of lexical fields, including: • my family • my community • my classroom • calendar and weather • clothing • plants and animals • any other lexical fields that meet their needs and interests	a. use a repertoire of words and phrases in familiar contexts, within a variety of lexical fields, including: • my school • my home • my community • food • weather • plants and animals • any other lexical fields that meet their needs and interests	a. use a repertoire of words and phrases in familiar contexts, within a variety of lexical fields, including: • food and nutrition • daily routines • maps and places • celebrations and festivals • my community • plants and animals • any other lexical fields that meet their needs and interests

LC-1   attend to form

	Kindergarten	Grade 1	Grade 2	Grade 3
	Students will:			
	recognize and use, in modelled situations,[1] the following grammatical elements:			
LC-1.4 grammatical elements	**Nouns** • nominative singular and nominative plural of familiar nouns **Pronouns** • singular personal pronouns in nominative (я, ти, ми) **Verbs** • selected verbs in present tense •	**Nouns** • nominative singular and nominative plural of familiar nouns • concept of gender of familiar nouns **Pronouns** - singular personal pronouns in nominative (я, ти, він/вона/воно) **Verbs** • common verbs (present tense) • imperative • placement of infinitive (Я хочу пити воду.) **Sentence Structure** • yes/no questions (У тебе є кіт?)	**Nouns** • accusative singular inanimate • vocative • irregular plural nominative (дівчата) **Pronouns** • plural personal pronouns in nominative (ми, ви, вони) **Adjectives** • noun-adjective agreement **Verbs** • (infinitive, first person singular and plural, present tense) **Adverbs** • quality (добре гарно) **Expressions** • interrogative (як, хто, що) • date **Numerals** • numeral-noun agreement (1-4)	**Nouns** • plural form of familiar nouns **Pronouns** • personal accusative (мене, тебе) **Adjectives** • possessive adjectives (мій, твій, його/її) **Verbs** • past tense **Adverbs** • quality (добре гарно) **Expressions** • date • time, hour • seasons of the year **Expressions** • asking questions using interrogatives (хто? як?) **Numerals** • numeral-noun agreement (1-4)

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[1] Modelled Situations: This term is used to describe learning situations where a model of specific linguistic elements is consistently provided and immediately available. Students in such situations will have an emerging awareness of the linguistic elements and will be able to apply them in limited situations. Limited fluency and confidence characterize student language.

LC-1   attend to form

	Kindergarten	**Grade 1**	**Grade 2**	**Grade 3**
	Students will:			
	use, in structured situations,[2] the following grammatical elements:			
LC-1.4 grammatical elements	**Nouns** • Nominative singular • Nominative plural **Pronouns** • singular personal pronouns in nominative (я, ти)	**Nouns** • Nominative singular and plural **Pronouns** • singular personal pronouns in nominative (я, ти, він/вона/воно) **Verbs** • selected verbs in present tense *and* placement of infinitive (Я хочу пити воду.*)* **Sentence Structure** • yes/no questions (У тебе є кіт?)	**Nouns** • Nominative singular • Nominative plural **Pronouns** • singular personal pronouns in nominative (*я, ти, він/вона/воно*) • plural personal pronouns in nominative *(ми, ти, він, вона)* **Adjectives** • noun-adjective agreement **Verbs** • common verbs (present tense) • imperative • placement of infinitive (Я хочу пити воду.)	**Nouns** • Concept of gender of familiar nouns **Pronouns** • plural personal pronouns in nominative (*ми, вони)* • irregular plural nominative (дівчата) **Verbs** • verbs (infinitive, first person singular and plural, present tense) **Adverbs** • quality (добре гарно) **Expressions** • interrogative (як, хто, що) • date **Numerals** • numeral-noun agreement (1-4) **Expressions** • date • seasons • interrogative (як, хто, що)

[2] Structured Situations: This term is used to describe learning situations where a *familiar* context for the use of specific linguistic elements is provided, and students are guided in the use of these linguistic elements. Students in such situations will have increased awareness and emerging control of the linguistic elements and will be able to apply them in *familiar contexts* with *teacher guidance*. Student language is characterized by increasing fluency and confidence.

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

LC-1   attend to form

	Kindergarten	**Grade 1**	**Grade 2**	**Grade 3**
	Students will:			
	use, independently and consistently,[3] the following grammatical elements			
grammatical elements				**Nouns** • Nominative singular • Nominative plural **Pronouns** • singular personal pronouns in nominative (я, ти, він/вона/воно)

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

LC-1   attend to form

	Grade 4	**Grade 5**	**Grade 6**
	Students will:		
LC-1.1 phonology	a. recognize and differentiate important sound distinctions, such as ш-щ, ст-ц, т-ть	a. recognize the effects that intonation and stress have in familiar situations	a. use intonation, stress, and rhythm appropriately in familiar situations
LC-1.2 orthography	a. recognize and use basic spelling rules b. recognize, use and combine words *c.* recognize and use some elements of the writing system such as punctuation, capitalization and spelling	a. use basic spelling rules b. recognize, use and combine words *c.* recognize and use some elements of the writing system such as punctuation, capitalization and spelling	a. use spelling rules when writing familiar words b. recognize, use and combine words c. recognize and use some elements of the writing system such as punctuation, capitalization and spelling
LC-1.3 lexicon	a. use a range of words and phrases within a variety of lexical fields, including: • friends • feelings/emotions • time • daily routines • school subjects • plants and animals • 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: • leisure activities • vacations • pets • 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: • sports • my room • careers • festivals/celebrations • any other lexical fields that meet their needs and interests

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

LC-1   attend to form

	Grade 4	Grade 5	Grade 6
	Students will:		
	recognize and use, in modelled situations,[4] the following grammatical elements:		
LC-1.4 grammatical elements	**Nouns** • concept of gender of familiar nouns **Pronouns** • interrogative (хто, що котрий, стільки) **Adjectives** • adjectives in comparative and superlative forms • possessive adjectives (мій,твій) **Verbs** • reflexive verbs in first person singular (я одягаюся) • past tense **Expressions** **Sentence Structure** **Numerals** • numeral-noun agreement (1-10)	**Nouns** • genitive singular following negation (ні, немає) • locative singular • instrumental singular **Adjectives** • adjectives in comparative and superlative forms **Verbs** • past tense **Adverbs** • comparative, superlative **Sentence Structure** • following expressions of time or place (Сьогодні я йду...) **Numerals** • numeral/noun agreement (numerals 1-10)	**Nouns** • genitive singular following negation (ні, немає) • dative singular • accusative singular and plural inanimate • selected accusative prepositions (за, проти, без, до) Pronouns • personal dative (мені **Adjectives** • accusative singular animate **Verbs** • perfect tense with familiar verbs **Adverbs** • comparative, superlative • quality, time **Expressions** • time: hours, minutes, intervals

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[4] 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 limited situations. Limited fluency and confidence characterize student language.

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

LC-1   attend to form

		Grade 4	Grade 5	Grade 6
		Students will:		
		use, in structured situations,[5] the following grammatical elements:		
LC-1.4 grammatical elements		**Nouns** • plural form of familiar nouns **Pronouns** • personal accusative (*мене, тебе*) **Adjectives** • possessive adjectives (мій, твій, його/її) **Verbs** • past tense **Adverbs** **Expressions** • date • time, hour • seasons of the year **Sentence Structure** • asking questions using interrogatives (хто? як?)	**Nouns** • concept of gender of familiar nouns **Pronouns** • interrogative (хто, що котрий, стільки) **Adjectives** • possessive adjectives (мій,твій) • adjectives in comparative and superlative forms • **Verbs** • selected reflexive verbs in first person singular (я одягаюся) • past tense **Expressions** • date • time • seasons **Sentence Structure** • following expressions of time or place (Сьогодні я йду...) **Numerals** • numeral-noun agreement (1-10)	**Nouns** • concept of gender of familiar nouns **Pronouns** • personal accusative (*мене, тебе*) • interrogative (хто, що котрий, стільки) **Adjectives** • possessive adjectives (мій,твій) **Verbs** • selected reflexive verbs in first person singular (я одягаюся) • past tense **Expressions** • date • time: hours, minutes, intervals • seasons **Sentence Structure** • following expressions of time or place (Сьогодні я йду...) **Numerals** • numeral-noun agreement (1-10)

[5] Structured Situations: This term is used to describe learning situations where a *familiar* context for the use of specific linguistic elements is provided, and students are guided in the use of these linguistic elements. Students in such situations will have increased awareness and emerging control of the linguistic elements and will be able to apply them in *familiar contexts* with *teacher guidance*. Student language is characterized by increasing fluency and confidence.

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

LC-1   attend to form

	Grade 4	Grade 5	Grade 6
	Students will:		
	use, independently and consistently,[6] the following grammatical elements:		
LC-1.4 grammatical elements	**Nouns** **Pronouns** singular personal pronouns in nominative (я, ми, ти, він, вона, воно)	**Nouns** • plural form of familiar nouns **Sentence Structure** • asking questions using interrogatives (хто? як?) **Expressions** • date • seasons • interrogative (як, хто, що)	**Nouns** • concept of gender of familiar nouns • plural form of familiar nouns **Pronouns** • singular personal pronouns in nominative (я, ти, він/вона/воно) • plural personal pronouns in nominative (ми, вони) **Verbs** • common verbs (present tense) **Adverbs** • quality (добре гарно) **Sentence Structure** • simple yes/no questions (У тебе є кіт?)

Grammatical elements which the student is able to use independently and consistently are to be maintained for the duration of the student's programming.

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[6] 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.

LC-1 **attend to form**

		Grade 7	**Grade 8**	**Grade 9**
		Students will:		
LC-1.1 phonology		a. identify and differentiate the pronunciation of familiar and unfamiliar words	a. identify and reproduce some critical sound distinctions that are important for meaning	a. produce the essential sounds, stress, rhythm and intonation patterns of Ukrainian in familiar situations
LC-1.2 orthography		a. recognize and use spelling rules b. recognize and use elements of the writing system such as punctuation, capitalization and spelling	a. recognize and use spelling rules in writing familiar words b. recognize and use elements of the writing system such as punctuation, capitalization and spelling	a. recognize and correctly spell familiar words b. recognize and correctly use elements of the writing system such as punctuation, capitalization and spelling
LC-1.3 lexicon		a. use a range of words and phrases within a variety of lexical fields, including: • traditions • music • transportation • people and places in my community • 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: • peers • fashion • shopping/money • cooking • 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: • travel/geography • entertainment • advertising • social events • any other lexical fields that meet their needs and interests

LC-1   attend to form

	Grade 7	Grade 8	Grade 9
	Students will:		
	recognize and use, in modelled situations,[7] the following grammatical elements:		
LC-1.4 grammatical elements	**Nouns** • genitive singular **Pronouns** • possessive • personal accusative singular • genitive singular **Verbs** • past tense • imperative (commands) **Adjectives** • noun–adjective agreement (accusative) • accusative singular inanimate • comparative, superlative **Expressions** • time expressions using ordinal numbers (i.e., о першій годині) **Sentence Structure** • subordinate clauses beginning with що and бо	**Nouns** • accusative singular and plural animate and inanimate **Pronouns** • singular personal pronouns in dative • plural personal pronouns in accusative (*нас, вони)* **Adjectives** • noun–adjective agreement instrumental plural comparative, superlative (новіший– найновіший) **Verbs** • verbs commonly used in simple past • irregular verbs in present tense	**Nouns** • concept of nominative, accusative, dative **Pronouns** • plural personal pronouns in dative **Adjectives** • accusative singular animate **Verbs** • verbs in simple past tense • simple future tense **Adverbs** • position of adverb phrases (time-manner-place) **Sentence Structure** • infinitive clauses • common subordinate clauses

[7] 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 limited situations. Limited fluency and confidence characterize student language.

LC-1   attend to form

		Grade 7	Grade 8	Grade 9
		Students will:		
		use, in structured situations,[8] the following grammatical elements:		
LC-1.4 grammatical elements		**Nouns** • nominative plural **Adjectives** • accusative singular inanimate **Verbs** • imperative • modal verbs: подобатися любити хотіти **Adverbs** • comparative, superlative **Numerals** • 1–4 and noun agreement **Expressions** • date and time	**Nouns** • genitive singular • locative singular • instrumental singular **Pronouns** • possessive • personal accusative singular • genitive singular **Verbs** • present common reflexive • past tense • imperative **Adjectives** • noun–adjective agreement (accusative) • accusative singular inanimate • comparative, superlative **Expressions** • time expressions using ordinal numbers (i.e., о першій годині) **Sentence Structure** subordinate clauses beginning with що and бо	**Nouns** • concept of nominative, accusative, dative **Pronouns** • singular personal pronouns in dative • plural personal pronouns in accusative **Adjectives** • noun–adjective agreement instrumental plural comparative, superlative (новіший– найновіший) **Verbs** • verbs commonly used in simple past • irregular verbs in present tense • simple future tense

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[8] 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.

LC-1 attend to form

	Grade 7	**Grade 8**	**Grade 9**
	Students will:		
	use, independently and consistently,[9] the following grammatical elements:		
grammatical elements	**Nouns** • nominative plural **Pronouns** • demonstrative **Adjectives** • noun–adjective agreement (nominative) • accusative plural inanimate **Verbs** • selected reflexive verbs in first person singular (я одягаюся)	**Nouns** • nominative irregular plural • genitive singular **Adjectives** • accusative singular inanimate **Verbs** • imperative **Adverbs** • **Adjectives** • possessive adjectives **Numerals** • 1–10 and noun agreement **Expressions** • date and time	**Nouns** • locative singular • instrumental singular **Pronouns** • possessive • personal accusative singular • genitive singular **Verbs** • present common reflexive • past tense • modal verbs: подобатися, любити, хотіти **Adjectives** • noun–adjective agreement (accusative) • accusative singular inanimate • comparative, superlative **Adjectives** • possessive adjectives **Expressions** • time expressions using ordinal numbers (i.e., о першій годині) **Sentence Structure** • subordinate clauses beginning with що and бо

[9] 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.

LC-1 attend to form

	Grade 10	**Grade 11**	**Grade 12**
	Students will:		
LC-1.1 phonology	a. produce the essential sounds, stress, rhythm, and intonation patterns of Ukrainian in a variety of situations	a. speak with clear, natural pronunciation and intonation in a variety of situations	a. speak intelligibly, with clear, natural pronunciation and intonation in a variety of situations
LC-1.2 orthography	a. recognize and correctly spell words b. recognize and use elements of the writing system	a. apply spelling rules consistently b. use elements of the writing system consistently	a. spell words correctly and consistently b. use elements of the writing system consistently
LC-1.3 lexicon	a. use a range of words and phrases within a variety of lexical fields, including: • media • health and fitness • personal identity • art and literature • 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: • interpersonal relationships • music and dance • environment • work • 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: • future plans • professions • global community • visual arts and theatre • current issues • any other lexical fields that meet their needs and interests

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

LC-1 attend to form

	Grade 10	Grade 11	Grade 12
	Students will:		
	recognize and use, in modelled situations,[10] the following grammatical elements:		
grammatical elements	**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 **Adjectives** • noun–adjective agreement comparative, superlative (новіший– найновіший) **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., У 1943 році. **Numerals** • fractions, percentages • collective numerals, e.g., двоє, четверо **Sentence Structure** hnegation with negatives, e.g., Ніхто нікому нічого не прощає	**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	**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

[10] 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 limited situations. Limited fluency and confidence characterize student language.

LC-1   attend to form

	Grade 10	Grade 11	Grade 12
	Students will:		
	use, in structured situations,[11] the following grammatical elements:		
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 instrumental plural 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 **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	**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) **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 Поет народився у 1943 році. **Numerals** • 5 and higher and noun agreement animate • fractions, percentages • collective numerals, e.g., двоє **Sentence Structure** • sentences in present conditional mood, e.g., Якби я знав … • negation with multiple negatives, e.g., Ніхто ніколи нікому нічого не прощає.	**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. **Numerals** • 5 and higher and noun agreement animate **Sentence Structure** • negation with multiple negatives, e.g., Ніхто ніколи нікому нічого не прощає. • alternate sentence structures: – Книжку читає учень. (OVS) – Читає учень книжку. (VSO) – Читає книжку учень. (VOS) • alternate sentence structures for complex and compound sentences

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[11]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.

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

LC-1   attend to form

	Grade 10	**Grade 11**	**Grade 12**
	Students will:		
	use, independently and consistently,[12] 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) **Verbs** • past tense **Adverbs** • location, direction (тут, там, туди, далеко, близько,, внизу, вгорі, навкруги, навколо) • quantity (багато, мало, трохи) **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 **Sentence Structure** • simple negation, e.g., Учень не чув.	**Adjectives** • noun–adjective agreement **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) **Prepositions** • noun case in prepositional phrase: – preposition + noun – preposition + adjective + noun (case) **Expressions** • time: hours, minutes, intervals (година, хвилина) agreement inanimate **Sentence Structure** • sentences with verbs of motion • sentences in imperative mood (affirmative and negative) • common complex sentences • simple and compound sentences with common coordinating conjunctions (і, а/але) • negation with genitive, e.g., Учениця не читала журналу **Numerals** • 5 and higher and noun	**Nouns** • noun gender/number/case (familiar nouns) **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. **Sentence Structure** • sentences in present conditional mood, e.g., Якби я знав …

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[12] 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.

LC-2   interpret and produce oral texts

	Kindergarten	**Grade 1**	**Grade 2**	**Grade 3**
	Students will:			
LC-2.1 listening	a. understand simple words and phrases in guided situations	a. understand simple sentences in guided situations	a. understand a series of simple sentences in guided situations	a. understand short, simple texts in guided situations
LC-2.2 speaking	a. produce simple words and phrases in guided situations	a. produce simple words and phrases in guided situations	a. produce simple words and phrases in guided situations	a. produce simple sentences in guided situations
LC-2.3 interactive fluency	a. engage in simple interactions, using isolated words	a. engage in simple interactions, using short, isolated lexical phrases	a. engage in simple interactions, using short, isolated lexical phrases	a. engage in simple interactions, using simple sentences

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

LC-2 interpret and produce oral texts

	Grade 4	**Grade 5**	**Grade 6**
	Students will:		
LC-2.1 listening	a. understand a variety of short, simple texts in guided situations	a. understand short, simple texts in guided situations	a. understand a variety of short, simple texts in guided situations
LC-2.2 speaking	a. produce a series of simple sentences in guided situations	a. produce short, simple texts in guided situations	a. produce a variety of short, simple texts in guided situations
LC-2.3 interactive fluency	a. engage in simple, structured interactions	a. engage in simple interactions	a. engage in short, spontaneous exchanges, with pauses for planning and repair

LC-2   interpret and produce oral texts

		Grade 7	**Grade 8**	**Grade 9**
		Students will:		
LC-2.1 listening		a. understand short texts on familiar topics in guided situations	a. understand texts on familiar topics in guided situations	a. understand the main point and some supporting details of lengthy texts on familiar topics in guided situations
LC-2.2 speaking		a. produce short texts in guided situations	a. produce a variety of short texts in guided situations	a. produce short texts on familiar topics in guided and unguided situations
LC-2.3 interactive fluency		a. manage short interactions with ease, with pauses for planning and repair	a. manage simple, routine interactions, asking for repetition or clarification when necessary	a. manage simple, routine interactions

LC-2   interpret and produce oral texts

		Grade 10	Grade 11	Grade 12
	Students will:			
LC-2.1 listening		a. understand the main point and some supporting details of lengthy texts on a variety of familiar topics in guided situations	a. understand a variety of lengthy texts on familiar and unfamiliar topics in guided situations	a. understand a variety of lengthy texts on familiar and unfamiliar topics in guided and unguided situations
LC-2.2 speaking		a. produce lengthy texts on familiar details to support the main point in guided situations	a. produce lengthy texts on a variety of familiar topics, providing details to support the main point in guided situations	a. produce a variety of lengthy texts on familiar topics in guided and unguided situations
LC-2.3 interactive fluency		a. sustain lengthy routine interactions comprehensibly, with pauses for planning and repair	a. spontaneously converse on familiar topics b. participate in routine formal interactions	a. converse with ease in familiar routine and non-routine interactions

LC-3   interpret and produce written texts

		Kindergarten	**Grade 1**	**Grade 2**	**Grade 3**
		Students will:			
LC-3.1 reading		a. recognize simple words and phrases in guided situations	a. understand simple words and phrases in guided situations	a. understand simple sentences in guided situations	a. understand a series of simple sentences in guided situations
LC-3.2 writing		a. produce some letters in guided situations	a. produce some letters and simple words in guided situations	a. produce some letters and simple words in guided situations	a. produce letters, simple words and phrases in guided situations
LC-3.3 viewing		a. derive meaning from visuals and other forms of nonverbal communication in guided situations	a. derive meaning from visuals and other forms of nonverbal communication in guided situations	a. derive meaning from a variety of visuals and other forms of nonverbal communication in guided situations	a. derive meaning from a variety of visuals and other forms of nonverbal communication in guided situations
LC-3.4 representing		a. use visuals and other forms of nonverbal communication to express meaning in guided situations	a. use visuals and other forms of nonverbal communication to express meaning in guided situations	a. use a variety of visuals and other forms of nonverbal communication to express meaning in guided situations	a. use a variety of visuals and other forms of nonverbal communication to express meaning in guided situations

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

LC-3   interpret and produce written texts

	Grade 4	**Grade 5**	**Grade 6**
	Students will:		
LC-3.1 reading	a. understand a variety of short, simple texts in guided situations	a. understand short, simple texts in guided and unguided situations	a. understand a variety of short, simple texts in guided and unguided situations
LC-3.2 writing	a. produce a series of simple sentences in guided situations	a. produce short, simple texts in guided situations	a. produce a variety of short, simple texts in guided situations
LC-3.3 viewing	a. derive meaning from the visual elements of a variety of media in guided situations	a. derive meaning from the visual elements of a variety of media in guided and unguided situations	a. derive meaning from the visual elements of a variety of media in guided and unguided situations
LC-3.4 representing	a. express meaning using visual elements in a variety of media in guided situations	a. express meaning using visual elements in a variety of media in guided and unguided situations	a. express meaning using visual elements in a variety of media in guided and unguided situations

LC-3   interpret and produce written texts

		Grade 7	**Grade 8**	**Grade 9**
		Students will:		
LC-3.1 reading		a. understand short texts on unfamiliar topics in guided situations	a. understand texts on unfamiliar topics in guided situations	a. understand the main point and some supporting details of lengthy texts on familiar topics in guided situations
LC-3.2 writing		a. produce short, simple texts in guided and unguided situations	a. produce a variety of short, simple texts in guided and unguided situations	a. produce short texts on unfamiliar topics in guided situations
LC-3.3 viewing		a. derive meaning from multiple visual elements in a variety of media in guided situations	a. derive meaning from multiple visual elements in a variety of media in guided and unguided situations	a. propose several interpretations of the visual elements of a variety of media in guided situations
LC-3.4 representing		a. express meaning using multiple visual elements in a variety of media in guided situations	a. express meaning using multiple visual elements in a variety of media in guided and unguided situations	a. explore a variety of ways that meaning can be expressed through the visual elements of a variety of media in guided situations

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

LC-3 **interpret and produce written texts**

	Grade 10	**Grade 11**	**Grade 12**
	Students will:		
LC-3.1 reading	a. understand the main point and some supporting details of lengthy texts on a variety of familiar topics in guided situations	a. understand a variety of lengthy texts on familiar topics in guided situations	a. understand a variety of lengthy texts on familiar topics in guided and unguided situations
LC-3.2 writing	a. produce texts on familiar topics, providing some details to support the main point in guided situations	a. produce lengthy texts on a variety of familiar topics, providing some details to support the main point in guided situations	a. produce a variety of lengthy texts on familiar topics in guided situations
LC-3.3 viewing	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	a. examine a variety of visual media in guided and unguided situations
LC-3.4 representing	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	a. explore a variety of techniques and conventions used to express meaning in visual media in guided and unguided situations

LC-4   apply knowledge of the sociocultural context

	Kindergarten	Grade 1	Grade 2	Grade 3
	Students will:			
LC-4.1 register	a. speak at a volume appropriate to classroom situations	a. respond to tone of voice	a. distinguish between formal and informal situations	a. recognize that some topics, words or intonations are inappropriate in certain situations
LC-4.2 idiomatic expressions	a. imitate age-appropriate idiomatic expressions	a. imitate age-appropriate idiomatic expressions	a. understand and use some simple idiomatic expressions as set phrases	a. understand and use some simple idiomatic expressions as set phrases
LC-4.3 variations in language	a. experience a variety of voices	a. experience a variety of voices	a. acknowledge and accept individual differences in speech	a. acknowledge and accept individual differences in speech
LC-4.4 social conventions	a. imitate simple routine social interactions	a. use basic social expressions in guided situations	a. use basic politeness conventions	a. use appropriate oral forms of address for people frequently encountered
LC-4.5 non verbal communication	a. imitate some common nonverbal behaviours used in Ukrainian culture	a. understand the meaning of and imitate some common nonverbal behaviours used in Ukrainian culture	a. experiment with using some simple nonverbal means of communication	a. recognize that some nonverbal behaviours may be inappropriate in certain contexts

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

LC-4   apply knowledge of the sociocultural context

		Grade 4	Grade 5	Grade 6
Students will:				
LC-4.1 register		a. experiment with formal and informal language in familiar situations	a. use formal and informal language in familiar situations	a. identify socially appropriate language in specific situations
LC-4.2 idiomatic expressions		a. understand and use a variety of simple idiomatic expressions as set phrases	a. use learned idiomatic expressions in familiar contexts	a. use learned idiomatic expressions to enhance communication in familiar situations
LC-4.3 variations in language		a. experience a variety of accents and variations in speech	a. experience a variety of regional variations in language	a. recognize some common regional variations in language
LC-4.4 social conventions		a. recognize verbal behaviours that are considered impolite	a. recognize simple social conventions in informal conversation	a. recognize important social conventions in everyday interactions
LC-4.5 non verbal communication		a. recognize appropriate nonverbal behaviours for familiar people	a. use appropriate nonverbal behaviours in a variety of familiar contexts	a. use appropriate nonverbal behaviours in unfamiliar contexts

LC-4 apply knowledge of the sociocultural context

		Grade 7	**Grade 8**	**Grade 9**
		Students will:		
LC-4.1 register		a. explore formal and informal uses of language in a variety of situations	a. use simple formal language in a variety of situations	a. explore differences in register between spoken and written texts
LC-4.2 idiomatic expressions		a. use learned idiomatic expressions in new contexts	a. use learned idiomatic expressions in a variety of contexts	a. identify the role of idiomatic expressions in culture
LC-4.3 variations in language		a. recognize other influences resulting in variations in language	a. identify common influences resulting in variations in language	a. examine some common regional or other variations in language
LC-4.4 social conventions		a. recognize the use of social conventions encountered in written texts b. interpret the use of social conventions encountered in oral contexts	a. interpret and use important social conventions in interactions and in written texts	a. interpret and use appropriate oral and written forms of address with a variety of audiences
LC-4.5 non verbal communication		a. recognize nonverbal behaviours that are considered impolite	a. recognize a variety of nonverbal communication behaviours in familiar contexts	a. recognize nonverbal communication behaviours in a variety of contexts

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

LC-4   apply knowledge of the sociocultural context

		Grade 10	**Grade 11**	**Grade 12**
		Students will:		
LC-4.1 register		a. identify differences in register between spoken and written texts	a. adjust language to suit audience and purpose	a. use the appropriate level of formality with a variety of people in a variety of situations
LC-4.2 idiomatic expressions		a. explore and interpret the role of idiomatic expressions	a. explore and interpret idiomatic expressions in popular, contemporary culture	a. interpret unfamiliar idiomatic expressions b. use learned idiomatic expressions appropriately in a variety of situations
LC-4.3 variations in language		a. compare some common regional or other variations in language	a. experiment with some variations in language	a. experiment with and use some variations in language
LC-4.4 social conventions		a. use appropriate social conventions in a variety of contexts	a. interpret and use appropriate social conventions in a variety of contexts	a. interpret and use a variety of social conventions in a variety of contexts
LC-4.5 non verbal communication		a. recognize and interpret nonverbal communication behaviours in a variety of contexts	a. use nonverbal communication behaviours in a variety of contexts	a. interpret and use a variety of nonverbal communication behaviours in a variety of contexts

LC-5   **apply knowledge of how the Ukrainian language is organized, structured and sequenced**

		Kindergarten	**Grade 1**	**Grade 2**	**Grade 3**
		Students will:			
LC-5.1 cohesion/coherence		a. follow speech that uses simple linking words	a. imitate speech that uses simple linking words	a. imitate speech that uses simple linking words b. sequence elements of a simple story, process, or series of events	a. linking words or groups of words of a story, process, or series of events
LC-5.2 text forms		a. experience a variety of oral text forms	a. recognize some simple oral text forms	a. recognize some simple oral text forms	a. recognize some simple oral and written text forms
LC-5.3 patterns of social interaction		a. respond using simple social interaction patterns	a. respond using simple social interaction patterns	a. initiate simple social interaction patterns	a. initiate interactions and respond using simple social interaction patterns

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

LC-5   apply knowledge of how the Ukrainian language is organized, structured and sequenced

	Grade 4	Grade 5	Grade 6
	Students will:		
LC-5.1 cohesion/ coherence	a. link several phrases coherently	a. link several sentences coherently	a. use common conventions to structure texts b. interpret simple references within texts
LC-5.2 text forms	a. recognize a variety of oral and written text forms	a. use some simple text forms in their own productions	a. recognize a variety of text forms delivered through a variety of media
LC-5.3 patterns of social interaction	a. use simple conventions to open and close conversations and to manage turn-taking	a. initiate interactions and respond using a variety of social interaction patterns in familiar situations	a. initiate interactions, and respond using a variety of social interaction patterns in familiar and unfamiliar situations

LC-5   apply knowledge of how the Ukrainian language is organized, structured and sequenced

	Grade 7	Grade 8	Grade 9
	Students will:		
LC-5.1 cohesion/coherence	a. interpret and use references within texts b. use a variety of conventions to structure texts c. organize texts using common patterns	a. organize texts to indicate steps in a procedure or directions to follow	a. interpret texts that use patterns involving time or chronological sequencing
LC-5.2 text forms	a. identify the organizational structure of a variety of text forms	a. analyze and use organizational structures of familiar of text forms in their own productions	a. use a variety of familiar text forms and media in their own productions
LC-5.3 patterns of social interaction	a. initiate interactions, and respond using a variety of social patterns in a variety of situations	a. combine simple social patterns to perform interactions	a. combine simple social patterns to perform transactions and interactions

LC-5   apply knowledge of how the Ukrainian language is organized, structured and sequenced

	Grade 10	**Grade 11**	**Grade 12**
	Students will:		
LC-5.1 cohesion/ coherence	a. use a variety of references within texts	a. use appropriate words and phrases to show a variety of relationships within texts	a. write paragraphs reflecting distinct ideas b. link a series of paragraphs into a coherent text
LC-5.2 text forms	a. recognize a variety of extended text forms in a variety of media	a. analyze the way different media and purposes lead to differences in the way texts are organized and presented	a. use their knowledge of text forms to aid interpretation and enhance production of texts
LC-5.3 patterns of social interaction	a. combine simple social patterns to perform complex transactions and interactions	a. use a wide range of social patterns to deal with transactions and interactions	a. use a wide range of social patterns to deal with routine and some non-routine transactions and interactions

Global Citizenship

historical and contemporary
elements of Ukrainian culture

affirming diversity

**Students will acquire
the knowledge, skills, values, 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, values, and attitudes needed 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/global competence are grouped under three cluster headings—see the illustration on the previous page. Under each of these headings there are several strands, identified by strand headings at the left end of each row, which show the developmental flow of learning from grade to grade. Each strand deals with a single aspect of intercultural competence. For example, under the cluster heading "historical and contemporary elements of the culture," there are strands for accessing/analyzing cultural knowledge, knowledge of the culture, applying cultural knowledge, diversity within the culture and valuing the 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. Within any national group, there may be a dominant culture or cultures and several additional cultures. Rather than simply try to develop a bank of knowledge about the culture, it is more important for students to develop skills in accessing and understanding information about culture and in applying that knowledge for the purposes of interaction and communication. Students will gain cultural knowledge in the process of developing these skills. In this way, if they encounter elements of the culture they have not learned about in class, they will have the skills and abilities to deal with them effectively and appropriately.

The "affirming diversity" heading covers knowledge, skills and attitudes that are developed because of bringing other languages and cultures into relationship with one's own. There is a natural tendency, when learning a new language and culture, to compare it with what is familiar. Many students leave a second language learning experience with a heightened awareness and knowledge of their own language and culture. They will also be able to make some generalizations about languages and cultures based on their experiences and those of their classmates who may have a variety of cultural backgrounds. This will provide students with an understanding of diversity within both a global and a Canadian context.

General Outcome for Global Citizenship

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

GC-1   historical and contemporary elements of Ukrainian culture

		Kindergarten	**Grade 1**	**Grade 2**	**Grade 3**
		Students will:			
GC-1.1 accessing/analyzing cultural knowledge		a. participate in activities and experiences that reflect elements of Ukrainian culture	a. ask questions, using their first language, about elements of Ukrainian culture experienced in class	a. make observations about Ukrainian culture	a. seek out information about Ukrainian culture from authentic sources
GC-1.2 knowledge of Ukrainian cultures		a. participate in activities and experiences that reflect elements of Ukrainian culture	a. participate in activities and experiences that reflect elements of Ukrainian culture	a. participate in activities and experiences that reflect elements of Ukrainian culture	a. participate in activities and experiences that reflect elements of Ukrainian culture
GC-1.3 applying cultural knowledge		a. recognize elements of Ukrainian culture in the classroom	a. recognize elements of Ukrainian culture in the classroom	a. identify elements of Ukrainian culture in the school	a. identify elements of Ukrainian culture in the community
GC-1.4 diversity within Ukrainian culture		a. experience diverse elements of Ukrainian culture	a. experience diverse elements of Ukrainian culture	a. identify some elements that reflect diversity within Ukrainian culture	a. identify some elements that reflect diversity within Ukrainian culture
GC-1.5 valuing Ukrainian cultures		a. participate in cultural activities and experiences	a. participate in cultural activities and experiences	a. participate in cultural activities and experiences	a. participate in cultural activities and experiences

GC-1   historical and contemporary elements of Ukrainian culture

	Grade 4	Grade 5	Grade 6
	Students will:		
GC-1.1 accessing/analyzing cultural knowledge	a. seek out information about Ukrainian culture from authentic sources b. make connections between elements of Ukrainian culture and elements from another culture	a. compare some elements of Ukrainian culture with those of another culture	a. formulate questions about elements of Ukrainian culture
GC-1.2 knowledge of Ukrainian cultures	a. identify some things they have in common with people their own age who are from Ukrainian culture	a. explore some elements of Ukrainian culture	a. explore some elements of Ukrainian culture
GC-1.3 applying cultural knowledge	a. identify commonalities and differences between Ukrainian culture and their own	a. apply knowledge of Ukrainian culture to interpret similarities and differences among that culture and their own	a. apply knowledge of Ukrainian culture to interpret cultural behaviour that is different from their own
GC-1.4 diversity within Ukrainian culture	a. identify commonalities and differences among diverse groups within Ukrainian culture	a. apply knowledge of the culture to interpret similarities and differences among diverse groups within Ukrainian culture	a. apply knowledge of diverse elements of Ukrainian culture in interactions with people and texts
GC-1.5 valuing Ukrainian cultures	a. identify similarities between themselves and members of Ukrainian culture	a. express an interest in finding out about people their own age who speak Ukrainian	a. express an interest in exploring different cultures

General Outcome for Global Citizenship

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

GC-1 **historical and contemporary elements of Ukrainian culture**

	Grade 7	**Grade 8**	**Grade 9**
	Students will:		
GC-1.1 accessing/analyzing cultural knowledge	a. use basic research skills to find out about Ukrainian culture	a. identify and use a variety of sources of information to find out about the element of Ukrainian culture	a. organize and represent information about elements of Ukrainian culture in a variety of ways
GC-1.2 knowledge of Ukrainian cultures	a. explore and identify some elements of Ukrainian culture	a. explore and identify some elements of Ukrainian culture	a. explore and identify some elements of Ukrainian culture
GC-1.3 applying cultural knowledge	a. identify different perspectives on Ukrainian culture, and speculate on their origins	a. apply knowledge of elements of Ukrainian culture in interactions with people and texts	a. apply knowledge of elements of Ukrainian culture, derived from a variety of sources, to interpret behaviours and texts
GC-1.4 diversity within Ukrainian culture	a. identify different perspectives on diverse elements of Ukrainian culture, and speculate on their origins	a. apply knowledge of diverse elements of Ukrainian culture in interactions with people and texts	a. apply knowledge of diverse elements of Ukrainian culture, derived from a variety of sources, to interpret behaviours and texts
GC-1.5 valuing Ukrainian cultures	a. participate in and contribute to activities and experiences that reflect Ukrainian culture	a. examine their own perception of Ukrainian language and culture, including stereotypes	a. seek out and use opportunities to have authentic interactions with members of Ukrainian culture

General Outcome for Global Citizenship

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

GC-1   historical and contemporary elements of Ukrainian culture

	Grade 10	**Grade 11**	**Grade 12**
	Students will:		
GC-1.1 accessing/analyzing cultural knowledge	a. analyze information about elements of Ukrainian cultures	a. evaluate sources of information on elements of Ukrainian cultures	a. organize, analyze and evaluate information about elements of Ukrainian culture from a variety of sources, including personal experience
GC-1.2 knowledge of Ukrainian cultures	a. identify and examine elements of Ukrainian culture	a. describe and analyze some elements of the cultural values of countries where Ukrainian is spoken	a. describe and analyze the role of contemporary Ukrainian culture in global society
GC-1.3 applying cultural knowledge	a. apply knowledge of elements of Ukrainian culture to enhance interpersonal relations in familiar contexts, and to interpret texts	a. apply knowledge of elements of Ukrainian culture to enhance interpersonal relations in a variety of contexts, and to interpret texts	a. apply knowledge of the role of contemporary Ukrainian culture in global society to enhance interpersonal relations in a variety of contexts, and to interpret texts
GC-1.4 diversity within Ukrainian culture	a. apply knowledge of diverse elements of Ukrainian culture to enhance interpersonal relations in familiar contexts, and to interpret texts	a. apply knowledge of diverse elements of Ukrainian culture to enhance interpersonal relations in a variety of contexts, and to interpret texts	a. apply knowledge of the role of diverse elements of contemporary Ukrainian culture in global society to enhance interpersonal relations in a variety of contexts, and to interpret texts
GC-1.5 valuing Ukrainian cultures	a. seek out and use opportunities to have authentic interactions with individuals from a range of social groups within Ukrainian culture	a. seek out and use opportunities to have authentic interactions with individuals from a range of social groups within Ukrainian culture	a. identify and analyze the value of Ukrainian culture and the Ukrainian language for themselves and for the global society

GC-2   affirming diversity

	Kindergarten	Grade 1	Grade 2	Grade 3
	Students will:			
GC-2.1 awareness of first language	a. distinguish between their first language and Ukrainian	a. distinguish between their first language and Ukrainian	a. identify similarities between their first language and Ukrainian	a. identify similarities between their first language and Ukrainian
GC-2.2 general language knowledge	a. explore the variety of languages spoken by their schoolmates and members of their community	a. identify and explore the variety of languages spoken by their schoolmates and members of their community	a. identify similarities between words from different languages within their personal experience	a. identify similarities among writing systems from different languages within their personal experience
GC-2.3 awareness of own culture	a. explore similarities between their own culture and other cultures	a. explore similarities between their own culture and other cultures	a. recognize similarities between their own culture and other cultures	a. make connections between individuals or situations in texts and their own personal experiences
GC-2.4 general cultural knowledge	a. participate in activities and experiences that reflect elements of different cultures	a. participate in activities and experiences that reflect elements of different cultures	a. recognize that a variety of cultural practices are followed by their schoolmates and different groups in their community	a. recognize that culture is expressed through a variety of forms
GC-2.5 valuing diversity	a. work and play with others who are different	a. work and play with others who are different	a. work and play with others who are different	a. engage in activities that reflect other ways of doing things or other perspectives
GC-2.6 intercultural skills	a. adapt to new situations	a. adapt to new situations	a. listen with attention to the opinions of others	a. initiate and maintain new relationships

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

GC-2   affirming diversity

		Grade 4	Grade 5	Grade 6
		Students will:		
GC-2.1	awareness of first language	a. identify similarities and differences between their first language and Ukrainian	a. identify similarities and differences between their first language and Ukrainian	a. compare oral and written aspects of their first language and Ukrainian
GC-2.2	general language knowledge	a. identify differences and similarities among writing systems from different languages within their personal experience	a. recognize that, within any linguistic group, individuals use language in personal ways	a. recognize that in any language there are different words for the same thing
GC-2.3	awareness of own culture	a. recognize similarities and differences between their own culture and other cultures	a. identify similarities and differences between their own culture and other cultures	a. identify some influences on the development of their personal and cultural identity
GC-2.4	general cultural knowledge	a. recognize that speakers of the same language may come from different cultural backgrounds	a. recognize that within any culture there are important differences in the way people speak and behave	a. explore some of the factors that affect the culture of a particular region
GC-2.5	valuing diversity	a. engage in activities that reflect other ways of doing things or other perspectives	a. demonstrate curiosity about other languages and cultures	a. recognize different perspectives
GC-2.6	intercultural skills	a. reflect on their actions and the consequences of their actions on others	a. explore representations of their own culture as seen by another culture	a. explore how their perspective is shaped by a variety of factors

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

GC-2   affirming diversity

	Grade 7	**Grade 8**	**Grade 9**
	Students will:		
GC-2.1 awareness of first language	a. identify some words in their first language that have been borrowed from Ukrainian or from other languages	a. identify some regional variations in their first language	a. identify aspects of their personal style in formal and informal language use
GC-2.2 general language knowledge	a. recognize that languages can be grouped into families based on common origins	a. identify how and why languages borrow from one another	a. recognize that languages may have regional differences in pronunciation, vocabulary, or structure
GC-2.3 awareness of own culture	a. make connections between individuals or situations in texts and their own personal experiences	a. identify some of the past and present relationships between Ukrainian culture and their own	a. analyze ways in which their own culture and other cultures are similar and different
GC-2.4 general cultural knowledge	a. identify some of the factors that affect the culture of a particular region	a. recognize that different cultures may have different interpretations of texts, cultural practices, or products	a. describe some causes of breakdown in communication and of misunderstanding when communicating with people from a different culture
GC-2.5 valuing diversity	a. recognize and acknowledge different perspectives	a. recognize and acknowledge the value of different perspectives	a. seek out opportunities to interact with people from various cultures who have an interest in Ukrainian language and/or Ukrainian culture
GC-2.6 intercultural skills	a. recognize stereotypical thinking	a. view a situation from more than one perspective b. identify ways to facilitate intercultural communication	a. use a variety of strategies for dealing with breakdowns in communication and with misunderstandings when encountering an unfamiliar culture

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

GC-2 affirming diversity

	Grade 10	**Grade 11**	**Grade 12**
Students will:			
GC-2.1 awareness of first language	a. analyze ways in which their own language(s) and Ukrainian are similar and different	a. analyze ways in which their own language(s) and Ukrainian are similar and different	a. summarize ways in which their own language(s) and Ukrainian are similar and different
GC-2.2 general language knowledge	a. describe factors that influence the status of languages b. describe ways languages evolve over time and the reasons for their evolution	a. explain the systematic nature of language	a. identify elements of linguistic diversity and commonalities within families of languages and their implications for language learning
GC-2.3 awareness of own culture	a. identify common global cultural references	a. identify ethnocentric elements in their own culture	a. seek other perspectives on their own culture, particularly those of Ukrainian culture
GC-2.4 general cultural knowledge	a. identify some of the ways that cultures evolve over time	a. describe some of the ways that individuals acquire a national identity and become part of the Canadian cultural mosaic	a. describe factors involved in intercultural competence and their implications for language learning
GC-2.5 valuing diversity	a. recognize contributions to society made by people from a variety of cultures	a. recognize the value of cultural and linguistic diversity for themselves	a. recognize the value of cultural and linguistic diversity for the global society
GC-2.6 intercultural skills	a. identify and use a variety of strategies for enhancing interactions with people from a different culture	a. identify ethnocentric perspectives in a document or event, and explain their origins	a. help members of different cultural and linguistic groups overcome conflicting perspectives

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

GC-3   personal and career opportunities

		Kindergarten	Grade 1	Grade 2	Grade 3
		Students will:			
GC-3.1 Ukrainian culture and language		a. suggest some reasons for learning Ukrainian	a. suggest some reasons for learning Ukrainian	a. suggest some reasons for learning Ukrainian	a. identify some personal uses they have made of their knowledge of Ukrainian language and Ukrainian culture
GC-3.2 cultural and linguistic diversity		a. suggest some reasons for learning an additional language	a. suggest some reasons for participating in activities and experiences that reflect elements of different cultures	a. identify some reasons for participating in activities and experiences that reflect elements of different cultures	a. identify some personal uses they have made of their knowledge of different languages and cultures

General Outcome for Global Citizenship

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

GC-3   personal and career opportunities

		Grade 4	**Grade 5**	**Grade 6**
		Students will:		
GC-3.1 Ukrainian culture and language		a. identify some uses they have made of their knowledge of Ukrainian language and Ukrainian culture	a. identify some places that they could visit where Ukrainian is spoken	a. identify some careers for which knowledge of Ukrainian is useful
GC-3.2 cultural and linguistic diversity		a. identify some uses they have made of their knowledge of different languages and cultures	a. identify some countries where there is significant linguistic and cultural diversity	a. identify some careers for which knowledge of different languages and cultures is useful

GC-3   personal and career opportunities

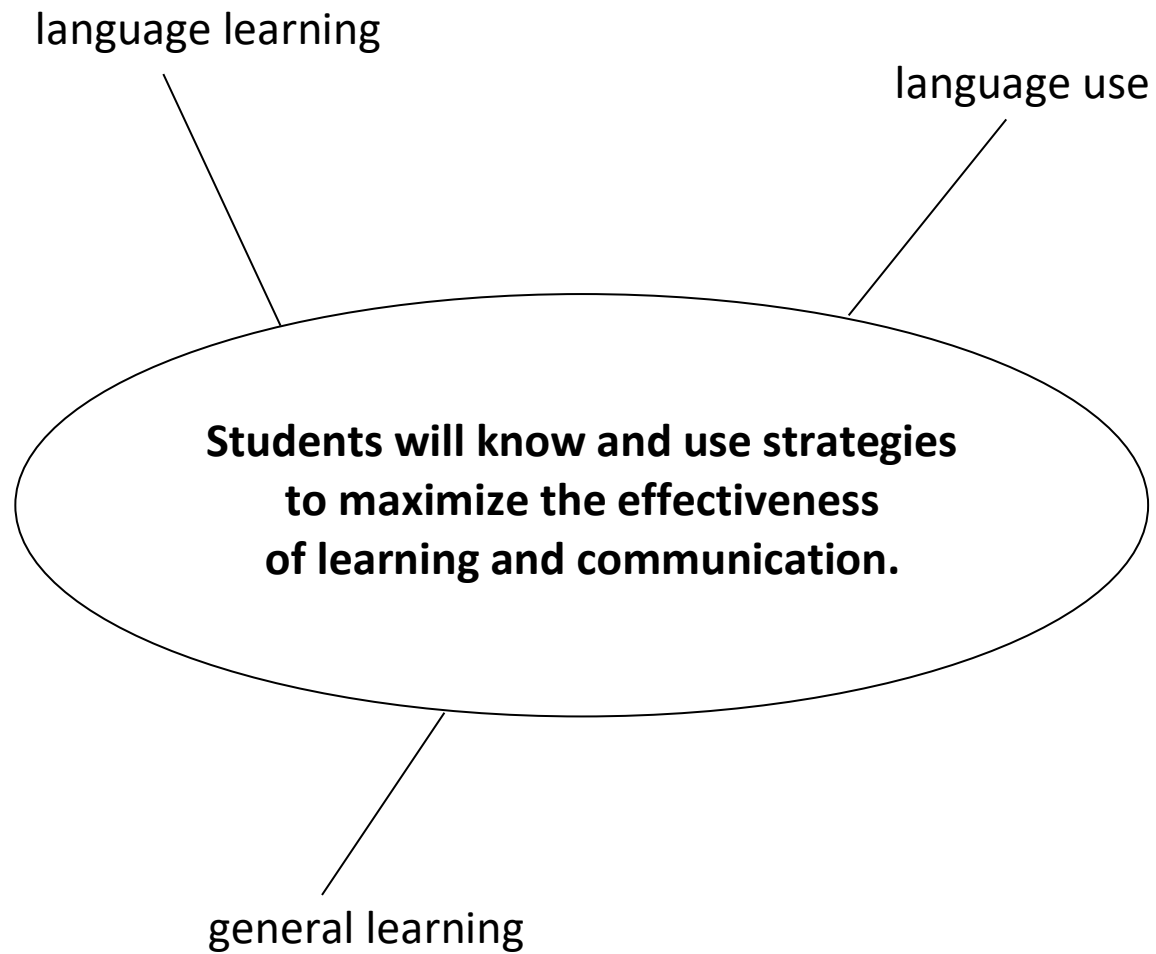|		**Grade 7**	**Grade 8**	**Grade 9**
		Students will:		
GC-3.1 Ukrainian culture and language		a. identify aspects of Ukrainian culture that are of personal interest	a. explore careers in which knowledge of Ukrainian language and Ukrainian culture can be applied	a. explore opportunities for further education related to Ukrainian language and Ukrainian culture
GC-3.2 cultural and linguistic diversity		a. identify reasons for learning additional languages and experiencing other cultures	a. explore some careers that use knowledge of additional languages and cultures, and intercultural skills	a. explore opportunities for further education related to languages and cultures

General Outcome for Global Citizenship

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

GC-3   personal and career opportunities

		Grade 10	**Grade 11**	**Grade 12**
		Students will:		
GC-3.1 Ukrainian culture and language		a. explore and identify aspects of Ukrainian culture (history, literature, arts) that are of personal interest	a. explore applications of Ukrainian language and Ukrainian culture in the workplace	a. explore applications of Ukrainian language and Ukrainian culture in the global marketplace
GC-3.2 cultural and linguistic diversity		a. explore careers in which knowledge of an additional language and intercultural skills can be applied b. explore and identify aspects of other cultures (history, literature, arts) that are of personal interest	a. explore applications of language and culture learning in the workplace	a. explore applications of language and culture learning in the global marketplace

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, although early models identified mainly the compensation and repair strategies important in the early stages of language learning when proficiency is low. The learning outcomes that follow deal with strategies for language learning, language use in a broad sense, as well as general learning strategies that help students acquire content. The language use strategies encompass not only compensation and repair strategies, but also strategies used by effective speakers of any language to enhance their communication. Although people may use strategies unconsciously, the learning outcomes deal only with the conscious use of strategies.

The strategies are grouped under three cluster headings—see the illustration on the previous page. Under each of these headings there are several strands that show the development of awareness and skill in using strategies from grade to grade. Each strand, identified by a strand heading at the left end of the row, deals with a specific category of strategy. Language learning and general learning strategies are categorized as cognitive, metacognitive, and social/affective. The language use strategies are organized by communicative mode: interactive, interpretive, and productive.

The strategies that students choose are dependent upon 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 at a particular grade level. The strategies described in the learning outcomes are only examples that give an idea of the kinds of strategies from which students of that age and that level of proficiency might benefit.

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

SAMPLE LIST OF STRATEGIES

Language Learning Strategies

Cognitive
• listen attentively
• perform actions to match the words of a song, story or rhyme
• learn short rhymes or songs, incorporating new vocabulary or sentence patterns
• imitate sounds and intonation patterns
• memorize new words by repeating them silently or aloud
• seek the precise term to express meaning
• repeat words or phrases while performing a language task
• make personal dictionaries
• experiment with various elements of Ukrainian
• use mental images to remember new information
• group together sets of things—vocabulary, structures—with similar characteristics
• identify similarities and differences between aspects of Ukrainian and your own language
• look for patterns and relationships
• use previously acquired knowledge to facilitate a learning task
• associate new words or expressions with familiar ones, either in Ukrainian or in your own language
• find information, using reference materials such as dictionaries, textbooks, grammar, and technological aids
• use available technological aids to support language learning, e.g., digital recorders, tablets, computers
• use word maps, mind maps, diagrams, charts, or other graphic representations to make information easier to understand and remember
• place new words or expressions in a context to make them easier to remember
• use induction to generate rules governing language use
• seek opportunities outside of class to practise and observe
• perceive and note down unknown words and expressions, also noting 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
• plan about how to approach a language learning task
• reflect on the listening, speaking, reading, and writing process
• decide in advance to attend to specific aspects of input
• listen or read for key words
• evaluate your 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 factors that might hinder successful completion of a task, and seek solutions
• monitor your speech and writing to check for persistent errors
• be aware of your strengths and weaknesses, identify your 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
• re-read 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 non-acceptance by more experienced speakers
• participate actively in brainstorming and conferencing as prewriting and post writing exercises
• use self-talk to feel competent to do the task
• be willing to take risks and to try unfamiliar tasks and approaches
• repeat new words and expressions occurring in your 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 your own rewards when successful

Language Use Strategies

Interactive
• use words from your first language to get meaning across
• ask for clarification or repetition when you do not understand, e.g., *Чи можете повторити? Що ви сказали? Прошу повторіть., Що ви сказали? Що прошу?*
• acknowledge being spoken to
• interpret and use a variety of nonverbal cues to communicate, e.g., mime, pointing, gestures, pictures
• indicate lack of understanding verbally or nonverbally; e.g., *Вибачте/перепрошую*, or *я не зрозумію,* raised eyebrows, blank look
• use other speakers' words in subsequent conversations
• assess feedback from a conversation partner to recognize when a message has not been understood
• start again, using a different tactic, when communication breaks down, e.g., Я хотів сказати, що …, Це означає, що …, Тобто …
• use a simple word similar to the concept to convey, and invite correction, e.g., *риба* for *лосось*
• invite others into the discussion
• ask for confirmation that a form used is correct, e.g., *Чи так можна казати? Чи так говорять? Чи це правильно*?
• use a range of fillers, hesitation devices and gambits to sustain conversations, e.g., *Скажім, Отже, І так, От, Значить, Ну*
• 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,…*
• summarize the point reached in a discussion to help focus the talk
• ask follow-up questions to check for understanding; e.g., *Чи це зрозуміло?, Чи ти розумієш?*
• use suitable phrases to intervene in a discussion; e.g., *Говорячи про…, Щодо (чого), то…, На рахунок (чого),, Наприклад,……*
• self-correct if errors lead to misunderstandings, e.g., *Я хотіла сказати, що…, Я намагалася сказати, що…, Я мала на увазі те, що…*
• express approval or positive feedback, e.g., *Я думаю, що це добре*

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 you expect to hear 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 (*ich meine, also, weißt du, gut, ach so, okay, richtig, eigentlich, nun, zuerst, auch, jedenfalls, doch,* etc.) to follow an extended text
• reread several times to understand complex ideas
• summarize information gathered
• assess your 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 that are 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 your own texts
• use various techniques to explore ideas at the planning stage, such as brainstorming or keeping a notebook or log of ideas
• use knowledge of sentence patterns to form new sentences
• be aware of and use the steps of the writing process: prewriting (gathering ideas, planning the text, research, organizing the text), writing, revision (rereading, moving pieces of text, rewriting pieces of text), correction (grammar, spelling, punctuation), publication (printing, 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 your own text
• revise and correct final versions of texts
• 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

• write down key words and concepts in abbreviated form 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 your efforts can affect learning
• reflect upon your thinking processes and how you learn
• decide in advance to attend to the learning task
• divide an overall learning task into several subtasks
• plan about how to approach a task
• identify your needs and interests
• manage your physical working environment
• keep a learning journal, such as a diary or a log
• develop criteria for evaluating your work
• discuss strategies with others to monitor your learning
• take responsibility for planning, monitoring, and evaluating learning experiences

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

S-1   language learning

	Kindergarten	Grade 1	Grade 2	Grade 3
	Students will:			
S-1.1 cognitive	a. use simple cognitive strategies, with guidance, to enhance language learning	a. use simple cognitive strategies, with guidance, to enhance language learning	a. use simple cognitive strategies, with guidance, to enhance language learning	a. use a variety of simple cognitive strategies, with guidance, to enhance language learning
S-1.2 metacognitive	a. use simple metacognitive strategies, with guidance, to enhance language learning	a. use simple metacognitive strategies, with guidance, to enhance language learning	a. use simple metacognitive strategies, with guidance, to enhance language learning	a. use a variety of simple metacognitive strategies, with guidance, to enhance language learning
S-1.3 social/affective	a. use simple social and affective strategies, with guidance, to enhance language learning	a. use simple social and affective strategies, with guidance, to enhance language learning	a. use simple social and affective strategies, with guidance, to enhance language learning	a. use a variety of simple social and affective strategies, with guidance, to enhance language learning

General Outcome for Strategies

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

S-1   language learning

	Grade 4	**Grade 5**	**Grade 6**
	Students will:		
S-1.1 cognitive	a. identify and use a variety of cognitive strategies to enhance language learning	a. identify and use a variety of cognitive strategies to enhance language learning	a. identify and use a variety of cognitive strategies to enhance language learning
S-1.2 metacognitive	a. identify and use a variety of metacognitive strategies to enhance language learning	a. identify and use a variety of metacognitive strategies to enhance language learning	a. identify and use a variety of metacognitive strategies to enhance language learning
S-1.3 social/affective	a. identify and use a variety of social and affective strategies to enhance language learning	a. identify and use a variety of social and affective strategies to enhance language learning	a. identify and use a variety of social and affective strategies to enhance language learning

S-1   language learning

	Grade 7	**Grade 8**	**Grade 9**

Students will:

	Grade 7	Grade 8	Grade 9
S-1.1 cognitive	a. select and use a variety of cognitive strategies to enhance language learning	a. select and use a variety of cognitive strategies to enhance language learning	a. select and use appropriate cognitive strategies to enhance language learning in a variety of situations
S-1.2 metacognitive	a. select and use a variety of metacognitive strategies to enhance language learning	a. select and use a variety of metacognitive strategies to enhance language learning	a. select and use appropriate metacognitive strategies to enhance language learning in a variety of situations
S-1.3 social/affective	a. select and use a variety of social and affective strategies to enhance language learning	a. select and use a variety of social and affective strategies to enhance language learning	a. select and use appropriate social and affective strategies to enhance language learning in a variety of situations

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General Outcome for Strategies

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

S-1   language learning

	Grade 10	**Grade 11**	**Grade 12**
	Students will:		
S-1.1 cognitive	a. select and use appropriate cognitive strategies to enhance language learning in a variety of situations	a. use appropriate cognitive strategies effectively to enhance language learning in a variety of situations	a. use appropriate cognitive strategies effectively to enhance language learning in a variety of contexts
S-1.2 metacognitive	a. select and use appropriate metacognitive strategies to enhance language learning in a variety of situations	a. use appropriate metacognitive strategies effectively to enhance language learning in a variety of situations	a. use appropriate metacognitive strategies effectively to enhance language learning in a variety of contexts
S-1.3 social/affective	a. select and use appropriate social and affective strategies to enhance language learning in a variety of situations	a. use appropriate social and affective strategies effectively to enhance language learning in a variety of situations	a. use appropriate social and affective strategies effectively to enhance language learning in a variety of contexts

S-2   **language use**

	Kindergarten	**Grade 1**	**Grade 2**	**Grade 3**
Students will:				
S-2.1 interactive	a. use simple interactive strategies with guidance	a. use simple interactive strategies with guidance	a. use simple interactive strategies with guidance	a. use a variety of simple interactive strategies with guidance
S-2.2 interpretive	a. use simple interpretive strategies with guidance	a. use simple interpretive strategies with guidance	a. use simple interpretive strategies with guidance	a. use a variety of simple interpretive strategies with guidance
S-2.3 productive	a. use simple productive strategies with guidance	a. use simple productive strategies with guidance	a. use simple productive strategies with guidance	a. use a variety of simple productive strategies with guidance

S-2   language use

	Grade 4	**Grade 5**	**Grade 6**
	Students will:		
S-2.1 interactive	a. identify and use a variety of interactive strategies with guidance	a. identify and use a variety of interactive strategies	a. identify and use a variety of interactive strategies
S-2.2 interpretive	a. identify and use a variety of interpretive strategies with guidance	a. identify and use a variety of interpretive strategies	a. identify and use a variety of interpretive strategies
S-2.3 productive	a. identify and use a variety of productive strategies with guidance	a. identify and use a variety of productive strategies	a. identify and use a variety of productive strategies

S-2   language use

	Grade 7	Grade 8	Grade 9
S-2.1 interactive	a. select and use a variety of interactive strategies	a. select and use a variety of interactive strategies	a. select and use appropriate interactive strategies in a variety of situations
S-2.2 interpretive	a. select and use a variety of interpretive strategies	a. select and use a variety of interpretive strategies	a. select and use appropriate interpretive strategies in a variety of situations
S-2.3 productive	a. select and use a variety of productive strategies	a. select and use a variety of productive strategies	a. select and use appropriate productive strategies in a variety of situations

Students will:

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

S-2   language use

	Grade 10	**Grade 11**	**Grade 12**
	Students will:		
S-2.1 interactive	a. select and use appropriate interactive strategies in a variety of situations	a. use appropriate interactive strategies effectively in a variety of situations	a. use appropriate interactive strategies effectively in a variety of contexts
S-2.2 interpretive	a. select and use appropriate interpretive strategies in a variety of situations	a. use appropriate interpretive strategies effectively in a variety of situations	a. use appropriate interpretive strategies effectively in a variety of contexts
S-2.3 productive	a. select and use appropriate productive strategies in a variety of situations	a. use appropriate productive strategies effectively in a variety of situations	a. use appropriate productive strategies effectively in a variety of contexts

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

S-3   **general learning**

		Kindergarten	Grade 1	Grade 2	Grade 3
S-3.1 cognitive		Students will: a. use simple cognitive strategies to enhance general learning	a. use simple cognitive strategies to enhance general learning	a. use simple cognitive strategies to enhance general learning	a. use simple cognitive strategies to enhance general learning
S-3.2 metacognitive		a. use simple metacognitive strategies to enhance general learning	a. use simple metacognitive strategies to enhance general learning	a. use simple metacognitive strategies to enhance general learning	a. use simple metacognitive strategies to enhance general learning
S-3.3 social/affective		a. use simple social and affective strategies to enhance general learning	a. use simple social and affective strategies to enhance general learning	a. use simple social and affective strategies to enhance general learning	a. use simple social and affective strategies to enhance general learning

S-3   general learning

		Grade 4	Grade 5	Grade 6

Students will:

S-3.1 cognitive	a.	identify and use a variety of cognitive strategies to enhance general learning	a. identify and use a variety of cognitive strategies to enhance general learning	a. identify and use a variety of cognitive strategies to enhance general learning
S-3.2 metacognitive	a.	identify and use a variety of metacognitive strategies to enhance general learning	a. identify and use a variety of metacognitive strategies to enhance general learning task	a. identify and use a variety of metacognitive strategies to enhance general learning
S-3.3 social/affective	a.	identify and use a variety of social and affective strategies to enhance general learning	a. identify and use a variety of social and affective strategies to enhance general learning	a. identify and use a variety of social and affective strategies to enhance general learning

S-3 **general learning**

	Grade 7	Grade 8	Grade 9
	Students will:		
S-3.1 cognitive	a. select and use a variety of cognitive strategies to enhance general learning	a. select and use a variety of cognitive strategies to enhance general learning	a. select and use appropriate cognitive strategies to enhance general learning in a variety of situations
S-3.2 metacognitive	a. select and use a variety of metacognitive strategies to enhance general learning	a. select and use a variety of metacognitive strategies to enhance general learning	a. select and use appropriate metacognitive strategies to enhance general learning in a variety of situations
S-3.3 social/affective	a. select and use a variety of social and affective strategies to enhance general learning	a. select and use a variety of social and affective strategies to enhance general learning	a. select and use appropriate social and affective strategies to enhance general learning in a variety of situations

S-3   general learning

	Grade 10	**Grade 11**	**Grade 12**
	Students will:		
S-3.1 cognitive	a. select and use appropriate cognitive strategies to enhance general learning in a variety of situations	a. select and use appropriate cognitive strategies to enhance general learning in a variety of situations	a. use appropriate cognitive strategies effectively to enhance general learning in a variety of contexts
S-3.2 metacognitive	a. select and use appropriate metacognitive strategies to enhance general learning in a variety of situations	a. select and use appropriate metacognitive strategies to enhance general learning in a variety of situations	a. use appropriate metacognitive strategies effectively to enhance general learning in a variety of contexts
S-3.3 social/affective	a. select and use appropriate social and affective strategies to enhance general learning in a variety of situations	a. select and use appropriate social and affective strategies to enhance general learning in a variety of situations	a. use appropriate social and affective strategies effectively to enhance general learning in a variety of contexts

Cohesion and coherence: Cohesion and coherence are two important elements of discourse competence—see below. Cohesion in a discourse sequence is created by many words or phrases that link one part of the text to another. Coherence is more concerned with the large structure of texts: a single theme or topic, the sequencing or ordering of the sentences, and the organizational pattern, e.g., temporal sequencing, cause and effect, condition and result. Texts that are cohesive and coherent are easier to interpret.

Communicative competence: The model of communicative competence adopted in this document is roughly based on the models of Canale and Swain (1980), and Celce-Murcia, Dörnyei and Thurrell (1995), but it includes insights from a number of other researchers including Byram (1997), Bachman (1990) and Cohen (1998). It includes the following components.

Discourse competence: the ability to interpret a series of sentences or expressions in order to form a meaningful whole and to achieve coherent texts that are relevant to a given context (Savignon 1983). It involves understanding and being able to use words and grammatical functions to make connections between elements of a text so that the text forms a meaningful whole. Some examples of these words and grammatical functions are noun–pronoun references; relative pronouns; conjunctions, such as but, and, so; and words and phrases, such as therefore, afterward, on the other hand, besides, for example.

Sociolinguistic or sociocultural competence: the appropriateness of language in relation to the context or situation. It includes such elements as sensitivity to differences in register or variations in language, nonverbal communication, and idiomatic expressions. Sociocultural competence is developed in the Language Competence component under the cluster heading "apply knowledge of the sociocultural context."

Functional competence: covers the purposes of language users, the contexts in which they can operate and the functions that they can carry out using the language. This competence is defined in the Applications component of the Framework.

Strategic competence: in early models of communicative competence, was defined as "ways to avoid potential [difficulties], or repair actual difficulties in communication, coping with communication breakdown, using affective devices" (Citizenship and Immigration Canada 1996, p. 13). The concept was later expanded to include any strategies used to enhance communication and language learning. See the entries for "language learning strategies" and "language use strategies" in this glossary.

Culture: The members of the culture task force of the National Core French Study (LeBlanc 1990) have defined culture as "the general context and way of life. It is the behaviours and beliefs of a community of people whose history, geography, institutions, and commonalities are distinct and distinguish them to a greater or lesser degree from all other groups" (p. 44). An important element of a people's way of life is their means of communicating amongst themselves; that is, their language.

Historical and contemporary elements of cultures: may include historical and contemporary events; significant individuals; emblems or markers of national identity (myths, cultural products, significant sites, events in the collective memory); public institutions; geographical space (regions, landmarks, borders, frontiers); social distinctions; conventions of behaviour; and beliefs, taboos, perceptions, and perspectives. Choices about which elements to include should reflect the importance of the element within the culture, and the interests and developmental level of the students.

Discourse: is connected speech or writing that extends beyond a single sentence or utterance. It is oral or written messages that are logically connected and composed of a series of simple or complex sentences, or a combination of both, expressing one or more ideas on a given topic.

Discourse features: linking words or expressions and organizational patterns that work together to join ideas in a coherent and cohesive fashion.

Diversity within most cultures: there are groups of people who have cultural beliefs, values and practices that are different from the majority or mainstream culture. These differences may be based on religion, national or ethnic origin, social class, race, or colour.

Elements of the writing system: A **writing system** is a method of visually representing verbal communication, based on a **script** and asset of regulating its use. Elements of a writing system include orthography, graphemes, which are specific base units of a writing system which are the "building blocks" out of which texts made up of one or more writing systems may be constructed, along with rules of correspondence and use.

Functional competence See "communicative competence."

Grammatical competence: Grammatical competence is defined by Savignon (1983) as mastery of the linguistic code, the ability to recognize and produce the distinctive grammatical structures of a language and to use them, together with the forms of the language (sounds, words, and sentence structure) effectively in communication.

Guided situations: This term is used to describe all the methods teachers and other helpful conversational partners use to help language learners understand and produce language. **Oral language** is more easily understood if speech is slow and clearly articulated, with pauses to assimilate meaning, and if it is accompanied by gestures, facial expressions, body language or visuals that help to express the meaning. Language learners will have less difficulty understanding a familiar speaker—one whose voice, accent and speech habits are well known to them—speaking about a topic that they know well and are interested in. **Written language** is more easily understood if, for example, there are illustrations to support the text, there are titles and subtitles to guide the reader, and the topic is a familiar one. Both oral and written production can be guided by providing students with language models, e.g., sample sentence structures, text forms and patterns of social interaction, and by providing a language-rich environment, e.g., illustrated thematic vocabulary lists on classroom walls, labels on classroom objects, correction guides, illustrated dictionaries. As students become more proficient, these supports can gradually be removed until the language they are exposed to closely resembles language in authentic situations.

Idiomatic expression: An idiom or an idiomatic expression is a word or group of words that has a commonly accepted meaning that is different from the literal meaning. Some examples are, he passed away (he died), happy as a lark (very happy), I'm fed up (I've had enough, I'm disgusted, I'm bored).

Intercultural competence: is a combination of knowledge, skills, values, and attitudes that enable individuals to communicate and interact effectively across cultural boundaries. It includes the skills of finding information about a culture; interpreting this information to understand the beliefs, meanings, and behaviours of members of that culture; relating one's own culture to the target culture; and interacting with members of that culture. In the process of developing these skills, language learners will acquire knowledge of the other culture, a heightened awareness of their own, as well as knowledge of the processes of interaction between two cultures. A precondition for successful intercultural interaction is an attitude of openness and curiosity, as well as a willingness to look at the world from the point of view of the other culture.

Language learning strategies: These are actions taken by learners to enhance their language learning. *Cognitive strategies* operate directly on the language and include such things as using different techniques for remembering new words and phrases, deducing grammar rules or applying rules already learned, guessing at the meaning of unknown words, or using different ways to organize new information and link it to previously learned language. *Metacognitive strategies* are higher order skills that students use to manage their own learning. They include planning for, monitoring and evaluating the success of language learning. *Social strategies* are actions learners take to interact with other learners or with speakers of the target language. *Affective strategies* are methods learners use to regulate their emotions, motivation and attitudes to make them more conducive to learning.

Language use strategies: These are actions taken to enhance communication. In early conceptual models of communicative competence (Canale and Swain 1980), strategic competence was one component. It was defined as the strategies used "to compensate for breakdowns in communication due to performance variables or to insufficient competence" (p. 30). The term "language use strategies" is being used, rather than "communication strategies" to reflect this broader range. The strategies in the Framework are organized according to the three communicative modes: interactive, interpretative, and productive. Language use strategies can be seen as a subcategory of language learning strategies, since any action taken to enhance communication or to avoid communication breakdown can be seen as increasing the chances that language learning will take place. Language use strategies can, however, be used with no intention of trying to improve learning the language.

Lexical phrase: A group of words that functions like a single word, e.g., all of a sudden, lie down, well done.

Linguistic competence: the ability of the learner to demonstrate his or her knowledge of the rules governing the use of the target language, and the accurate application of this knowledge

Mechanical conventions: These are the conventions used to make written text easier to read. They include such things as capitalization, punctuation, paragraphs, titles or headings.
Morphology - Morphology is the part of grammar that deals with changes in words that mark their function in the sentence, e.g., changes in verb endings or adjectives to mark agreement.

Nonverbal communication: A large part of what we communicate is done without the use of words. Meaning can be communicated by gestures, eye contact, facial expressions, body language, physical distance, touching, sounds, noises and silence.

Orthography: Orthography describes the writing system of the language—the correlation between the sounds and the spelling where the writing system is alphabetic; the rules of spelling; as well as mechanical conventions, such as capitalization and punctuation.

Patterns of social interaction: Social interaction often follows predictable patterns. Very simple patterns are made up of two or three exchanges, e.g., greeting and response. More complex patterns may have some compulsory elements and some optional elements that depend on the situation, e.g., express an apology, accept responsibility, offer an explanation, offer repair, promise nonrecurrence. Lengthy interactions and transactions can be carried out by combining simpler ones to suit the situation.

Phonology: Phonology describes the sound system of the language, including pronunciation of vowels and consonants, intonation, rhythm and stress. Proficiency Canadian Language Benchmarks (Citizenship and Immigration Canada 1996) defines proficiency as "communicative competence, demonstrated through the ability to communicate and negotiate meaning and through the ability to interact meaningfully with other speakers, discourse, texts and the environment in a variety of situations" (p. 10).

Register: Register is the level of formality of speech or writing based on the social context in which the language is used. Casual conversation uses an informal register, while situations like a public lecture or a radio broadcast demand a more formal register. The language used in a personal letter to a good friend, or a close family member differs considerably from that in a formal letter in the business world.

Social conventions: These are the customs that accompany speech in social situations. They include actions, such as bowing, shaking hands or kissing; topics that are taboo in conversation; conventions for turn taking, interrupting, or refusing politely; and appropriate amounts of silence before responding.

Sociolinguistic competence: the appropriateness of communication depending on the context including the participants and the rules for interaction.

Sound–symbol system: the relationship that written symbols, such as the alphabet, have with particular sounds.

Strategic competence: a set of strategies devised for effective communication and put into use when communication breaks down (grammatical and sociolinguistic strategies).

Syntax: Syntax is the part of grammar that deals with language at the sentence level, e.g., word order, types of sentences, the way sentences are constructed.

Task- Task is used in the Framework to mean "a piece of work that involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is principally focused on meaning rather than form" (adapted from Nunan 1989). Task-based language learning In task-based language learning, classes are structured around meaningful tasks rather than around elements of the language itself, such as grammar structures, vocabulary themes or language functions.

Text: Any connected piece of language, whether a spoken utterance or a piece of writing, that language users/learners interpret, produce or exchange. There cannot, therefore, be an act of communication through language without a text.

Text forms: Different kinds of texts have typical structures. A letter, for example, has a different form or structure than a report or a poem. An oral interview is different from an announcement or an oral presentation.

Variations in language: Within any language, there are variations in the way people speak and write. Language can vary with the age, gender, social class, level of education and occupation of the speaker or writer. It can also vary from region to region within a country. Variations include differences in accent, vocabulary and sometimes syntax, as well as differences in social conventions.