

***UKRAINIAN LANGUAGE ARTS  
KINDERGARTEN TO GRADE 12***

***LANGUAGE ARTS  
SPECIFIC LANGUAGE COMPONENT***

## Language Arts

### Specific Language Component

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

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

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

The strategies that students choose depend on the task they are engaged in as well as on other factors, such as their preferred learning style, personality, age, attitude and cultural background. Strategies that work well for one person

may not be effective for another person, or may not be suitable in a different situation. For this reason it is not particularly useful to say that students should be aware of, or able to use, a specific strategy in a particular grade. Consequently, the specific outcomes describe the students' knowledge of and ability to use general types of strategies. More specific strategies for each general category or type are included in the comprehensive list of strategies below. The specific strategies provided in the comprehensive list are not prescriptive but are provided as an illustration of how the general strategies in the specific outcomes might be developed.

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

#### **Comprehensive List of Strategies**

##### **Language Learning Strategies**

###### *Cognitive*

- listen attentively
- perform actions to match words of a song, story or rhyme
- learn short rhymes or songs, incorporating new vocabulary or sentence patterns
- imitate sounds and intonation patterns
- memorize new words by repeating them silently or aloud
- seek the precise term to express meaning

## Ukrainian Language Arts Kindergarten to Grade 12

- repeat words or phrases in the course of performing a language task
- make personal dictionaries
- experiment with various elements of the language
- use mental images to remember new information
- group together sets of things-vocabulary, structures-with similar characteristics
- identify similarities and differences between aspects of the Ukrainian language and English
- look for patterns and relationships
- use previously acquired knowledge to facilitate a learning task
- associate new words or expressions with familiar ones, either in Ukrainian or in English
- find information, using reference materials like dictionaries, textbooks and grammars
- use available technological aids to support language learning; e.g., cassette recorders, computers
- use word maps, mind maps, diagrams, charts or other graphic representations to make information easier to understand and remember
- place new words or expressions in a context to make them easier to remember
- use induction to generate rules governing language use
- seek out opportunities outside of class to practise and observe
- perceive and note down unknown words and expressions, noting also their context and function

### *Metacognitive*

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

### *Social/Affective*

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

### **Language Use Strategies**

#### *Interactive*

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

- ask follow-up questions to check for understanding
- use suitable phrases to intervene in a discussion
- self-correct if errors lead to misunderstandings

### *Interpretive*

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

### *Productive*

- mimic what the teacher says
- use nonverbal means to communicate
- copy what others say or write
- use words visible in the immediate environment
- use resources to increase vocabulary
- use familiar repetitive patterns from stories, songs, rhymes or media
- use illustrations to provide detail when producing own texts
- use various techniques to explore ideas at the planning stage, such as brainstorming or keeping a notebook or log of ideas
- use knowledge of sentence patterns to form new sentences
- be aware of and use the steps of the writing process: prewriting (gathering ideas, planning the text, researching, organizing the text), writing, revision (rereading, moving pieces of text, rewriting pieces of text), correction (grammar, spelling, punctuation), publication (reprinting, adding illustrations, binding)
- use a variety of resources to correct texts; e.g., personal and commercial dictionaries, checklists, grammars
- take notes when reading or listening to assist in producing own text
- revise and correct final version of text
- use circumlocution and definition to compensate for gaps in vocabulary
- apply grammar rules to improve accuracy at the correction stage
- compensate for avoiding difficult structures by rephrasing

## General Learning Strategies

### *Cognitive*

- classify objects and ideas according to their attributes; e.g., red objects and blue objects, or animals that eat meat and animals that eat plants
- use models
- connect what is already known with what is being learned
- experiment with and concentrate on one thing at a time
- focus on and complete learning tasks
- record key words and concepts in abbreviated form-verbal, graphic or numerical-to assist with performance of a learning task
- use mental images to remember new information
- distinguish between fact and opinion when using a variety of sources of information
- formulate key questions to guide research
- make inferences, and identify and justify the evidence on which these inferences are based
- use word maps, mind maps, diagrams, charts or other graphic representations to make information easier to understand and remember
- seek information through a network of sources, including libraries, the Internet, individuals and agencies
- use previously acquired knowledge or skills to assist with a new learning task

### *Metacognitive*

- reflect on learning tasks with the guidance of the teacher
- choose from among learning options
- discover how own efforts can affect learning

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

### *Social/Affective*

- watch others' actions and copy them
- seek help from others
- follow own natural curiosity and intrinsic motivation to learn
- participate in cooperative group learning tasks
- choose learning activities that enhance understanding and enjoyment
- be encouraged to try, even though mistakes might be made
- take part in group decision-making processes
- use support strategies to help peers persevere at learning tasks; e.g., offer encouragement, praise, ideas
- take part in group problem-solving processes
- use self-talk to feel competent to do the task
- be willing to take risks, and try unfamiliar tasks and approaches

## Ukrainian Language Arts Kindergarten to Grade 12

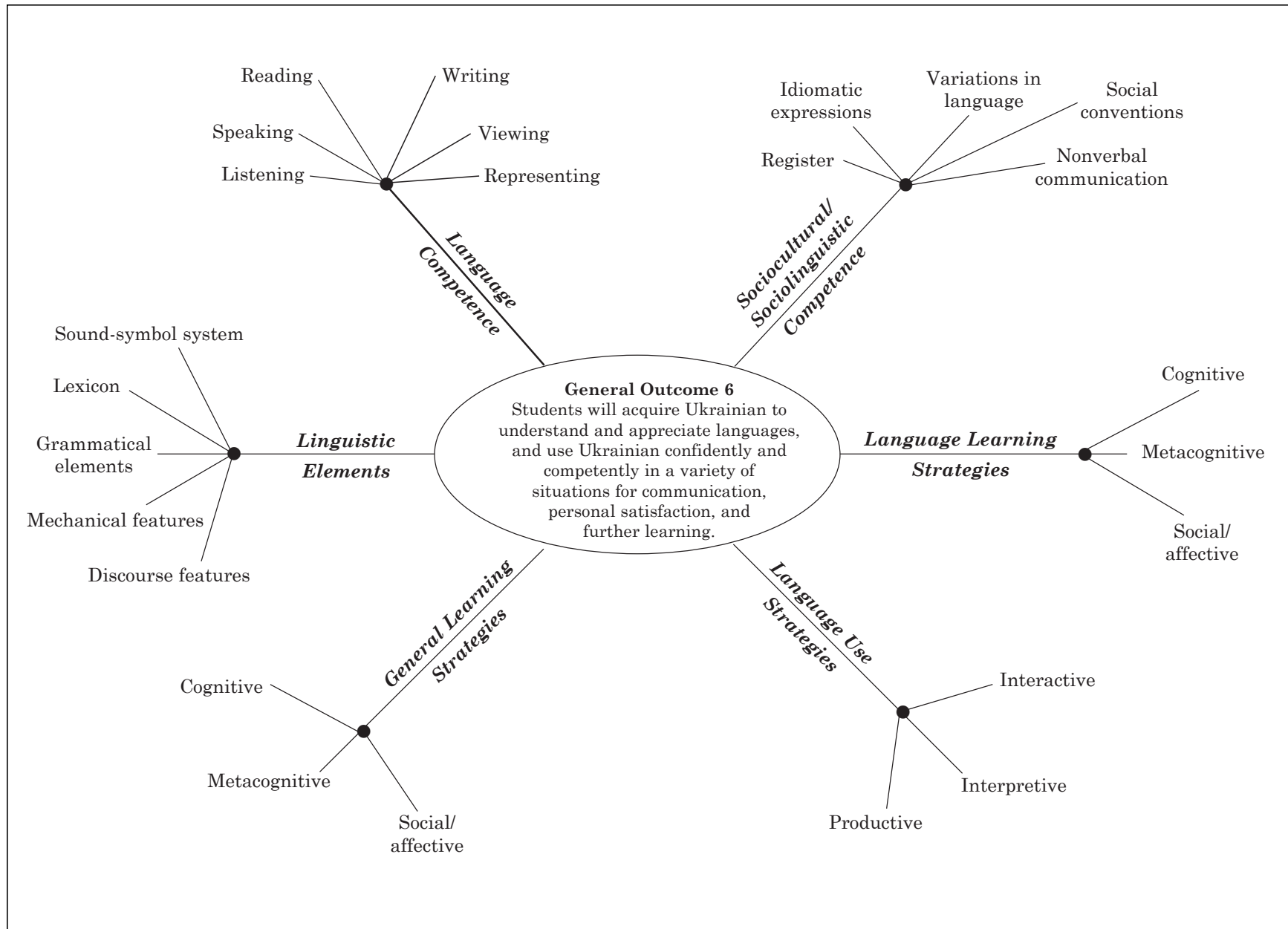
- monitor own level of anxiety about learning tasks, and take measures to lower it if necessary; e.g., deep breathing, laughter
- use social interaction skills to enhance group learning activities

### **General Outcome**

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

### **General Outcome 6**

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







## 6.1 Linguistic Elements

### Kindergarten

#### Sound-Symbol System

- listen to, identify and begin to produce basic sounds of the Ukrainian language

#### Lexicon

- repeat and recognize basic vocabulary and expressions used in daily situations in the immediate environment

#### Grammatical Elements

- use, in **modelled** situations, the following grammatical elements:

##### Nouns

- all genders; e.g., *зошит, книжка, авто*
- nominative singular and plural; e.g., *зошит/-и, книжка/-и, авто/-а*
- vocative; e.g., *мамо, Лесю, Степане, тату*

##### Pronouns

- demonstrative, possessive, interrogative nominative singular; e.g., *той, моя, яке, хто/що*

### Grade 1

- listen to, identify and produce basic sounds of the Ukrainian language; and connect some sounds to the appropriate symbols

- use simple vocabulary and expressions in daily situations

- use, in **modelled** situations, the following grammatical elements:

##### Nouns

- accusative singular inanimate; e.g., *зошит, книжку, авто*
- genitive singular following negation; e.g., *зошита, книжки, авта*
- locative singular; e.g., *у зошиті, книжці, авті*

##### Pronouns

- personal accusative; e.g., *мене, тебе, їх*
- demonstrative, possessive, interrogative
  - nominative singular and plural; e.g., *той/ті, моя/мої, яке/які*

### Grade 2

- use, orally and in writing, the Ukrainian alphabet-consonants and vowels

- experiment with and use vocabulary and expressions in a variety of contexts in the classroom and school environment

- use, in **modelled** situations, the following grammatical elements:

##### Nouns

- accusative singular animate; e.g., *Степана, учня*
- genitive singular
- irregular plurals, including pluralia tantum, nominative; e.g., *двері, штани, окуляри, гроші, люди, діти*

##### Pronouns

- personal genitive; e.g., *мене, тебе, їх*

### Grade 3

- use the Ukrainian alphabet accurately, orally and in writing-phonemes, double consonants and blends

- use vocabulary and expressions appropriately in various situations in the classroom and school environment

- use, in **modelled** situations, the following grammatical elements:

##### Nouns

- accusative plural inanimate; e.g., *зошити, книжки, авта*

##### Pronouns

- personal locative; e.g., *на мені, тобі, них*
- demonstrative, possessive, interrogative
  - accusative singular animate
  - genitive singular
  - accusative plural inanimate; e.g., *ті, мої, які*

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



## 6.1 Linguistic Elements

### Grade 4

#### Sound-Symbol System

- apply knowledge of the Ukrainian alphabet accurately in a variety of contexts, orally and in reading and writing

#### Lexicon

- use vocabulary and expressions appropriately in a variety of classroom and school contexts, and experiment with vocabulary and expressions in community contexts

#### Grammatical Elements

- use, in **modelled** situations, the following grammatical elements:

##### Nouns

- hard, soft, mixed stem; e.g., *зошит, Леся, миша, дощ*
- instrumental singular; e.g., *зошитом, книжкою, автом*
- dative singular; e.g., *братові, сестрі*

##### Pronouns

- personal
  - instrumental; e.g., *(зі) мною, тобою, ними*
  - dative; e.g., *мені, тобі, їм*
- demonstrative, possessive, interrogative
  - accusative singular animate
  - genitive singular
  - locative singular; e.g., *у цій школі, на кому/чому*

### Grade 5

- apply knowledge of the Ukrainian alphabet accurately in unfamiliar contexts, orally and in reading and writing

- use vocabulary and expressions appropriately in a variety of classroom, school and community contexts

- use, in **modelled** situations, the following grammatical elements:

##### Nouns

- instrumental singular
- dative singular
- accusative plural; e.g., *книжки, братів, сестер*
- genitive plural; e.g., *книжок, братів, сестер*

##### Pronouns

- personal
  - instrumental
  - dative
- demonstrative, possessive, interrogative
  - instrumental singular; e.g., *(з) цим хлопцем, моєю сестрою, якою книжкою, ким/чим*

### Grade 6

- apply knowledge of the Ukrainian alphabet consistently and accurately in familiar and unfamiliar contexts

- recognize that one word may have multiple meanings, and recognize that various words and expressions may express the same idea

- use, in **modelled** situations, the following grammatical elements:

##### Nouns

- accusative plural
- genitive plural
- locative plural; e.g., *у книжках, на столах*

##### Pronouns

- demonstrative, possessive, interrogative
  - instrumental singular
  - dative singular
  - locative plural; e.g., *у цих книжках, у моїх зошитах, на яких столах*
- definite and indefinite

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



## 6.1 Linguistic Elements

### Grade 7

#### Sound-Symbol System

- apply knowledge of the Ukrainian alphabet consistently and accurately in a variety of contexts

#### Lexicon

- use multiple words or phrases to express the same idea

#### Grammatical Elements

- use, in **modelled** situations, the following grammatical elements:

##### Nouns

- instrumental plural; e.g., (з) братами, сестрами
- dative plural; e.g., братам, сестрам

##### Pronouns

- demonstrative, possessive, interrogative
  - accusative plural animate; e.g., тих хлопців, моїх сестер, яких братів
  - genitive plural; e.g., тих хлопців, моїх сестер, яких братів

### Grade 8

- apply knowledge of the Ukrainian alphabet consistently and accurately in a variety of contexts

- select the most appropriate or effective words or phrases to express ideas

- use, in **modelled** situations, the following grammatical elements:

##### Nouns

- irregular plurals, including pluralia tantum
  - accusative; e.g., двері, людей, дітей
  - genitive; e.g., дверей, штанів, окулярів, грошей, людей, дітей

##### Pronouns

- demonstrative, possessive, interrogative
  - accusative plural animate
  - genitive plural
  - instrumental plural; e.g., тими хлопцями, моїми батьками, якими братами
  - dative plural; e.g., тим хлопцям, моїм батькам, яким братам

### Grade 9

- apply knowledge of the Ukrainian alphabet consistently and accurately in a variety of contexts

- select the most appropriate or effective words or phrases to express ideas accurately

- use, in **modelled** situations, the following grammatical elements:

##### Nouns

- government by prepositions; e.g., без, біля, коло, до, від, з (genitive); на, у/в, за, через, про (accusative); на, у/в, при (locative); під, над, за, перед, з (instrumental)
- irregular plurals, including pluralia tantum
  - locative; e.g., на дверях, людах
  - instrumental; e.g., дверима, штаньми, окулярами, грошима/грішми, людьми
  - dative; e.g., людям

##### Pronouns

- demonstrative, possessive, interrogative
  - accusative plural animate
  - genitive plural
  - instrumental plural
  - dative plural

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



## 6.1 Linguistic Elements

### Grade 10

#### Sound-Symbol System

- accurately apply knowledge of the Ukrainian sound-symbol system in a variety of contexts

#### Lexicon

- improve the effectiveness of messages by independently accessing needed vocabulary

#### Grammatical Elements

- use, in **modelled** situations, the following grammatical elements:

##### Nouns

- irregular declensions; e.g., *ніч, осінь, теля*

##### Verbs

- perfective/imperfective (formation patterns); e.g., *(про)читати, вивчити/вивчати, організувати/організовувати*
- verbs of motion; e.g., *нести/носити/принести, везти/возити/привезти, вести/водити/привести*

##### Numerals

- cardinals (cases); e.g., *двох, двом, двома, шістьох*

### Grade 11

- accurately apply knowledge of the Ukrainian sound-symbol system in a variety of contexts

- use vocabulary and expressions with increasing accuracy and appropriateness in a variety of contexts

- use, in **modelled** situations, the following grammatical elements:

##### Verbs

- spatial verbs of motion; e.g., *зайти, увійти, вийти, підійти, перейти*

##### Conjunctions

- conditional; e.g., *якщо, якби, коли*
- adversative; e.g., *проте, зате*

##### Sentence Structure

- conditional mood; e.g., *Якщо буде гарна погода, ми підемо до парку. Якби була гарна погода, ми пішли б до парку.*
- relative clauses requiring case change; e.g., *Книжка, яку ми купили, ... Ми розмовляли з учнями, про яких ми багато знаємо.*
- direct/indirect speech; e.g., *Наталка сказала: «Усе буде гаразд». Наталка сказала, що все буде гаразд.*

### Grade 12

- accurately apply knowledge of the Ukrainian sound-symbol system in a variety of contexts

- use vocabulary and expressions with increasing accuracy, appropriateness and effectiveness in a variety of contexts

- use, in **modelled** situations, the following grammatical elements:

##### Sentence Structure

- passive voice; e.g., *Цей будинок побудований сто років тому.*
- impersonal sentences; e.g., *Темніє. Світає. Тепліє.*
- complex sentences with subordination; e.g., *Після того як ми зробили завання, ми пішли до театру., Для того щоб усе зробити, нам треба більше часу.*

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## 6.1 Linguistic Elements

### Kindergarten

#### Grammatical Elements

- use, in **modelled** situations, the following grammatical elements:

#### Adjectives

- noun-adjective agreement; e.g., *новий зошит, цікава книжка, гарне авто*
- nominative singular; e.g., *новий зошит, цікава книжка, гарне авто*

#### Verbs

- present of common verbs; e.g., *читаю, пишеш*

### Grade 1

- use, in **modelled** situations, the following grammatical elements:

- accusative singular inanimate; e.g., *той, мою, яке, що*

#### Adjectives

- accusative singular inanimate; e.g., *новий зошит, цікаву книжку, гарне авто*

#### Verbs

- present; e.g., *роблю, сидиш*
- present of common reflexives; e.g., *одягаюся, миєшся*
- imperative; e.g., *читай, пишіть, робімо*

#### Expressions

- date; e.g., *сьогодні третє вересня*
- interrogative; e.g., *чому, коли, де, як*
- of appeal; e.g., *мені подобається, тобі смакує*

### Grade 2

- use, in **modelled** situations, the following grammatical elements:

- demonstrative, possessive, interrogative
- accusative singular inanimate and animate; e.g., *той/того, мою, яке, кого/що*
- genitive singular; e.g., *того, моєї, якого, кого/чого*

#### Adjectives

- accusative singular animate; e.g., *доброго учня*
- genitive singular; e.g., *нового зошита, цікавої книжки, гарного авто*

#### Verbs

- future imperfective; e.g., *буду робити, будуть читати*
- modal verbs; e.g., *хотіти, мусити, могли*

#### Expressions

- date and year; e.g., *сьогодні третє вересня дві тисячі першого року*
- time; e.g., *перша тридцять*

#### Numerals

- 1–4 plus noun agreement; e.g., *дві книжки, три учні*
- ordinals 1–12; e.g., *перший, друга, дванадцята*

### Grade 3

- use, in **modelled** situations, the following grammatical elements:

#### Adjectives

- noun-adjective agreement; e.g., *високий Микола, щасливе життя, українське ім'я*
- accusative singular animate
- genitive singular
- accusative plural inanimate; e.g., *нові зошити, цікаві книжки, гарні авто*

#### Verbs

- past, all genders singular and plural; e.g., *читав, читала, читали*

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



## 6.1 Linguistic Elements

### Grade 4

#### Grammatical Elements

- use, in **modelled** situations, the following grammatical elements:

##### Adjectives

- accusative singular animate
- genitive singular
- locative singular; e.g., *у новому зошиті, у цікавій книжці, у гарному авті*
- comparative and superlative; e.g., *гарніший, найгарніший*

##### Verbs

- perfective/imperfective past and future; e.g., *прочитав/ читав, прочитає/буде читати*
- -ся verbs with dative; e.g., *подобатися*

##### Expressions

- of emotions; e.g., *мені нудно, йому цікаво*
- at what time; e.g., *о четвертій*

##### Conjunctions

- comparative; e.g., *як, ніж, ніби*

##### Numerals

- cardinals over 100; e.g., *двісті, тисяча*
- ordinals over 12; e.g., *тринадцятий*

### Grade 5

- use, in **modelled** situations, the following grammatical elements:

- dative singular; e.g., *цьому хлопцеві, моїй сестрі, якій дівчині, кому/чому*
- definite and indefinite; e.g., *усі, усе, ніхто, хтось, хтонебудь, ніщо, щось, щонебудь*

##### Adjectives

- instrumental singular; e.g., *новим зошитом, цікавою книжкою, гарним автотом*
- dative singular; e.g., *гарному хлопцеві, старшій сестрі*

##### Verbs

- perfective/imperfective past and future
- -ся verbs with genitive, instrumental; e.g., *боятися, цікавитися, займатися*
- verbs *могти, знати, вміти*

##### Adverbs

- definite and indefinite; e.g., *десь, донебудь, кудись, колись, якось*
- of quantity; e.g., *багато, мало, трохи*

##### Numerals

- 5 and higher plus noun agreement; e.g., *шість приятелів*

### Grade 6

- use, in **modelled** situations, the following grammatical elements:

##### Adjectives

- instrumental singular
- dative singular
- locative plural; e.g., *у великих крамницях, у нових журналах*

##### Verbs

- present, including archaic; e.g., *їм, їси, дамо, дадуть*

##### Expressions

- time (hours, minutes, intervals); e.g., *чверть по третій, за десять шоста*

##### Numerals

- 5 and higher plus noun agreement

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



## 6.1 Linguistic Elements

### Grade 7

#### Grammatical Elements

- use, in **modelled** situations, the following grammatical elements:

#### Adjectives

- accusative plural animate; e.g., *старших братів, молодших сестер*
- genitive plural; e.g., *старших братів, молодших сестер, нових книжок*

#### Verbs

- study verbs; e.g., *вчитися (чого, де), вивчити (що)*

### Grade 8

- use, in **modelled** situations, the following grammatical elements:

#### Adjectives

- accusative plural animate
- genitive plural
- instrumental plural; e.g., *(з) старшими братами, молодшими сестрами*
- dative plural; e.g., *старшим братам, молодшим сестрам*

#### Verbs

- simple future; e.g., *читатиму*
- verbs of motion; e.g., *іти/ходить/ніти, їхати/їздити/поїхати*

#### Adverbs

- of location/direction; e.g., *вдома/додому, надворі/надвір*

#### Conjunctions

- causal; e.g., *тому що, через те що*

### Grade 9

- use, in **modelled** situations, the following grammatical elements:

- reflexive, all cases; e.g., *себе, собі, на собі, собою*
- possessive reflexive, all cases; e.g., *свій, своя, своє, свої*

#### Adjectives

- accusative plural animate
- genitive plural
- instrumental plural
- dative plural

#### Verbs

- government of cases; e.g., *шукати* (accusative, genitive), *дарувати* (dative), *займатися* (instrumental)
- verbs of motion; e.g., *летіти/літати/полетіти, бігти/бігати/нобігти*

#### Adverbs

- comparative and superlative; e.g., *краще, найсмачніше*

#### Conjunctions

- disjunctive; e.g., *хоч, або... або, чи... чи*
- copulative; e.g., *і... і, ні... ні*

#### Numerals

- fractions; e.g., *одна десята*
- percentages; e.g., *сорок відсотків*

**\*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 be able to apply them in very limited situations. Limited fluency and confidence characterize student language.

Examples include:

- using sample dialogues which are read to the students by the teacher
- the teacher modelling sentence patterns to the students which they may repeat after the teacher; e.g., greeting-response
- the student following a written example of a repeated sentence or grammar pattern

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



## 6.1 Linguistic Elements

Grade 10

Grade 11

Grade 12

### Grammatical Elements

- use, in **modelled** situations, the following grammatical elements:

#### Sentence Structure

- simple subordinate and relative clauses; e.g., *Книжка, яка лежить на столі, .....*, *Вони прийшли, коли все зробили.*, *Вона розповіла, куди ми підемо.*

**\*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 be able to apply them in very limited situations. Limited fluency and confidence characterize student language.

Examples include:

- using sample dialogues which are read to the students by the teacher
- the teacher modelling sentence patterns to the students which they may repeat after the teacher; e.g., greeting-response
- the student following a written example of a repeated sentence or grammar pattern

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## 6.1 Linguistic Elements

### Kindergarten

#### Grammatical Elements

- use, in **structured** situations, the following grammatical elements:

##### **Pronouns**

- personal nominative; e.g., *я, ти, вони*

##### **Verbs**

- infinitive; e.g., *читати, писати*

##### **Adverbs**

- of quality; e.g., *добре, погано*

### Grade 1

- use, in **structured** situations, the following grammatical elements:

##### **Nouns**

- all genders
- nominative singular and plural
- vocative

##### **Adjectives**

- noun–adjective agreement
- nominative singular and plural; e.g., *новий/-і зошит/-и, цікава/-і книжка/-и, гарне/-і авто/-а*

##### **Verbs**

- present of common verbs

##### **Adverbs**

- of location; e.g., *тут, там*
- to express weather conditions; e.g., *холодно, тепло, соняшно*

##### **Conjunctions**

- coordinating; e.g., *і, та*

### Grade 2

- use, in **structured** situations, the following grammatical elements:

##### **Nouns**

- accusative singular inanimate
- genitive singular following negation
- locative singular

##### **Pronouns**

- personal accusative
- demonstrative, possessive, interrogative nominative singular and plural

##### **Adjectives**

- accusative singular inanimate

##### **Verbs**

- present
- present of common reflexives
- imperative

##### **Adverbs**

- of location/direction
- of time; e.g., *сьогодні, завтра, щодня*

### Grade 3

- use, in **structured** situations, the following grammatical elements:

##### **Nouns**

- accusative singular animate
- genitive singular
- locative singular
- irregular plurals, including pluralia tantum, nominative; e.g., *двері, штани, окуляри, гроші, люди, діти*

##### **Pronouns**

- personal genitive
- demonstrative, possessive, interrogative
  - nominative singular and plural
  - accusative singular inanimate

##### **Adjectives**

- accusative singular inanimate

##### **Verbs**

- present
- present of common reflexives
- imperative
- future imperfective
- modal verbs

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## 6.1 Linguistic Elements

### Grade 4

#### Grammatical Elements

- use, in **structured** situations, the following grammatical elements:

##### **Nouns**

- accusative singular animate
- genitive singular
- accusative plural inanimate

##### **Pronouns**

- personal locative
- demonstrative, possessive, interrogative
  - nominative singular and plural
  - accusative singular inanimate
  - accusative plural inanimate

##### **Adjectives**

- noun–adjective agreement; e.g., *високий Микола*
- accusative plural inanimate

##### **Verbs**

- present
- present of common reflexives
- imperative
- modal verbs
- past, all genders singular and plural

##### **Adverbs**

- of time; e.g., *учора*
- of frequency; e.g., *часто, рідко*

### Grade 5

- use, in **structured** situations, the following grammatical elements:

##### **Nouns**

- hard, soft, mixed stem
- accusative singular animate
- genitive singular

##### **Pronouns**

- demonstrative, possessive, interrogative
  - accusative singular animate
  - genitive singular
  - locative singular
  - accusative plural inanimate

##### **Adjectives**

- accusative singular animate
- genitive singular
- locative singular
- accusative plural inanimate
- comparative and superlative

##### **Verbs**

- *-ся* verbs with dative

##### **Adverbs**

- of frequency; e.g., *іноді, часом, щотижня*

##### **Expressions**

- date and year
- at what time
- of emotions

### Grade 6

- use, in **structured** situations, the following grammatical elements:

##### **Nouns**

- hard, soft, mixed stem
- instrumental singular
- dative singular

##### **Pronouns**

- personal
  - instrumental
  - dative
- demonstrative, possessive, interrogative
  - accusative singular animate
  - genitive singular
  - locative singular

##### **Adjectives**

- accusative singular animate
- genitive singular
- locative singular

##### **Verbs**

- perfective/imperfective past and future
- *-ся* verbs with genitive, instrumental
- verbs *могти, знати, вміти*

##### **Adverbs**

- definite and indefinite
- of quantity

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## 6.1 Linguistic Elements

### Grade 7

#### Grammatical Elements

- use, in **structured** situations, the following grammatical elements:

##### **Nouns**

- accusative plural
- genitive plural
- locative plural

##### **Pronouns**

- personal
  - instrumental
  - dative
- demonstrative, possessive, interrogative
  - accusative singular animate
  - genitive singular
  - locative singular
  - instrumental singular
  - dative singular
  - locative plural
- definite and indefinite

##### **Adjectives**

- accusative singular animate
- genitive singular
- locative singular
- instrumental singular
- dative singular
- locative plural

##### **Verbs**

- perfective/imperfective past and future
- present, including archaic

### Grade 8

- use, in **structured** situations, the following grammatical elements:

##### **Nouns**

- accusative plural
- genitive plural
- locative plural
- instrumental plural
- dative plural

##### **Pronouns**

- demonstrative, possessive, interrogative
  - accusative singular animate
  - genitive singular
  - locative singular
  - instrumental singular
  - dative singular
  - locative plural
- definite and indefinite

##### **Adjectives**

- accusative singular animate
- genitive singular
- locative singular
- instrumental singular
- dative singular
- locative plural

##### **Verbs**

- perfective/imperfective past and future
- study verbs

### Grade 9

- use, in **structured** situations, the following grammatical elements:

##### **Nouns**

- instrumental plural
- dative plural
- irregular plurals, including pluralia tantum
  - accusative
  - genitive

##### **Pronouns**

- demonstrative, possessive, interrogative
  - instrumental singular
  - dative singular
  - locative plural
- definite and indefinite

##### **Adjectives**

- instrumental singular
- dative singular
- locative plural

##### **Verbs**

- simple future
- verbs of motion

##### **Adverbs**

- of location/direction
- spatial; e.g., *недалеко (від), навпроти, прямо, направо, попереду*

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## 6.1 Linguistic Elements

### Grade 10

#### Grammatical Elements

- use, in **structured** situations, the following grammatical elements:

#### **Nouns**

- prepositions governing cases
- irregular plurals, including pluralia tantum, all cases

#### **Pronouns**

- demonstrative, possessive, interrogative
  - accusative plural animate
  - genitive plural
  - instrumental plural
  - dative plural
- definite and indefinite
- reflexive, all cases
- possessive, all cases

#### **Adjectives**

- accusative plural animate
- genitive plural
- instrumental plural
- dative plural

#### **Verbs**

- verbs governing cases
- verbs of motion; e.g., *летіти*
- simple future

#### **Adverbs**

- comparative and superlative

### Grade 11

- use, in **structured** situations, the following grammatical elements:

#### **Nouns**

- prepositions governing cases
- irregular declensions
- irregular plurals, including pluralia tantum, all cases

#### **Pronouns**

- demonstrative, possessive, interrogative
  - instrumental plural
  - dative plural
- reflexive, all cases
- possessive, all cases

#### **Adjectives**

- instrumental plural
- dative plural

#### **Verbs**

- perfective/imperfective (formation patterns)
- verbs of motion; e.g., *нести*
- simple future

#### **Expressions**

- of opinion; e.g., *на мою думку, по-моєму*

### Grade 12

- use, in **structured** situations, the following grammatical elements:

#### **Nouns**

- irregular declensions
- irregular plurals, including pluralia tantum, all cases

#### **Pronouns**

- demonstrative, possessive, interrogative
  - instrumental plural
  - dative plural
- reflexive, all cases
- possessive reflexive, all cases

#### **Adjectives**

- instrumental plural
- dative plural

#### **Verbs**

- perfective/imperfective (formation patterns)
- spatial verbs of motion; e.g., *зайти*
- simple future

#### **Expressions**

- of opinion

#### **Conjunctions**

- conditional
- adversative

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## 6.1 Linguistic Elements

### Kindergarten

#### *Grammatical Elements*

- use, in **structured** situations, the following grammatical elements:

### Grade 1

- use, in **structured** situations, the following grammatical elements:

### Grade 2

- use, in **structured** situations, the following grammatical elements:

#### *Expressions*

- date
- interrogative; e.g., *куди*
- of appeal

#### *Conjunctions*

- coordinating; e.g., *а, але, або, бо*

### Grade 3

- use, in **structured** situations, the following grammatical elements:

#### *Adverbs*

- of motion; e.g., *швидко, повільно*
- of distance; e.g., *близько, далеко*
- to express seasons; e.g., *узимку, восени*

#### *Expressions*

- date and year
- time
- of appeal

#### *Numerals*

- 1–4 plus noun agreement
- ordinals 1–12

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## 6.1 Linguistic Elements

### Grade 4

#### *Grammatical Elements*

- use, in **structured** situations, the following grammatical elements:

#### *Expressions*

- date and year
- time

#### *Numerals*

- 1–4 plus noun agreement

### Grade 5

- use, in **structured** situations, the following grammatical elements:

#### *Conjunctions*

- comparative

#### *Numerals*

- cardinals over 100
- ordinals over 12

### Grade 6

- use, in **structured** situations, the following grammatical elements:

#### *Conjunctions*

- comparative

#### *Numerals*

- cardinals over 100
- ordinals over 12

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## 6.1 Linguistic Elements

### Grade 7

#### *Grammatical Elements*

- use, in **structured** situations, the following grammatical elements:

#### *Adverbs*

— of quantity

#### *Expressions*

— time—hours, minutes, intervals

#### *Numerals*

— 5 and higher plus noun agreement

### Grade 8

- use, in **structured** situations, the following grammatical elements:

#### *Expressions*

— time—hours, minutes, intervals

#### *Numerals*

— 5 and higher plus noun agreement

### Grade 9

- use, in **structured** situations, the following grammatical elements:

#### *Conjunctions*

— causal

**\*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 their use. Students in such situations will have increased awareness and emerging control of the linguistic elements and be able to apply them in familiar contexts with teacher guidance. Student language is characterized by increasing fluency and confidence.

Examples include:

- When discussing a familiar topic, the language used for students is known and understood. If there is a guest speaker invited to discuss the topic, the speaker may have an accent which the students are familiar with. The speaker will speak using vocabulary the students know well.
- When reading a story, there are illustrations to help the reader comprehend the meaning of the written text. The topic, vocabulary, and the grammar elements within the story are familiar to the student.
- When teaching a specific grammar element, it is reviewed and practised with teacher guidance and direction.

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## 6.1 Linguistic Elements

### Grade 10

#### *Grammatical Elements*

- use, in **structured** situations, the following grammatical elements:

#### *Conjunctions*

- disjunctive
- copulative

#### *Numerals*

- fractions
- percentages

### Grade 11

- use, in **structured** situations, the following grammatical elements:

#### *Numerals*

- fractions
- percentages
- cardinals (cases)

#### *Sentence Structure*

- simple subordinate and relative clauses

### Grade 12

- use, in **structured** situations, the following grammatical elements:

#### *Numerals*

- cardinals (cases)
- percentages

#### *Sentence Structure*

- conditional mood
- relative clauses requiring case change
- direct/indirect speech

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Examples include:

- When discussing a familiar topic, the language used for students is known and understood. If there is a guest speaker invited to discuss the topic, the speaker may have an accent which the students are familiar with. The speaker will speak using vocabulary the students know well.
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## 6.1 Linguistic Elements

### Kindergarten

#### Grammatical Elements

- use, **independently and consistently**, the following grammatical elements:

### Grade 1

- use, **independently and consistently**, the following grammatical elements:

#### **Pronouns**

— personal nominative

#### **Verbs**

— infinitive

#### **Adverbs**

— of quality; e.g., *добре*,  
*погано*

#### **Numerals**

— cardinals 1–20; e.g., *один*,  
*двадцять*

### Grade 2

- use, **independently and consistently**, the following grammatical elements:

#### **Nouns**

— all genders

— nominative singular and plural

— vocative

#### **Adjectives**

— noun–adjective agreement

— nominative singular and plural

#### **Adverbs**

— of location

— to express weather conditions

#### **Conjunctions**

— coordinating; e.g., *і*, *та*

### Grade 3

- use, **independently and consistently**, the following grammatical elements:

#### **Nouns**

— accusative singular inanimate

#### **Pronouns**

— personal accusative

#### **Verbs**

— present of common verbs

#### **Adverbs**

— of location/direction

— of time; e.g., *сьогодні*

#### **Expressions**

— date

— interrogative; e.g., *куди*

#### **Conjunctions**

— coordinating; e.g., *а*, *але*,  
*або*, *бо*

#### **Numerals**

— cardinals 1–100; e.g.,  
*тридцять*, *сто*

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

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



## 6.1 Linguistic Elements

### Grade 4

#### Grammatical Elements

- use, **independently and consistently**, the following grammatical elements:

#### **Nouns**

- locative singular
- irregular plurals, including pluralia tantum, nominative; e.g., *двері, штани, окуляри, гроші, люди, діти*

#### **Pronouns**

- personal genitive

#### **Adjectives**

- accusative singular inanimate

#### **Verbs**

- future imperfective

#### **Adverbs**

- of motion
- of distance
- to express seasons

#### **Expressions**

- of appeal

#### **Numerals**

- ordinals 1–12

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

### Grade 5

- use, **independently and consistently**, the following grammatical elements:

#### **Nouns**

- accusative plural inanimate

#### **Pronouns**

- personal locative
- demonstrative, possessive, interrogative
  - nominative singular and plural
  - accusative singular inanimate

#### **Adjectives**

- noun–adjective agreement; e.g., *високий Микола*

#### **Verbs**

- present
- present of common reflexives
- imperative
- modal verbs
- past, all genders singular and plural

#### **Adverbs**

- of time; e.g., *учора*
- of frequency; e.g., *часто*

#### **Expressions**

- at what time

#### **Numerals**

- 1–4 plus noun agreement

### Grade 6

- use, **independently and consistently**, the following grammatical elements:

#### **Nouns**

- accusative singular animate
- genitive singular

#### **Pronouns**

- demonstrative, possessive, interrogative accusative plural inanimate

#### **Adjectives**

- accusative plural inanimate
- comparative and superlative

#### **Verbs**

- *-ся* verbs with dative

#### **Adverbs**

- of frequency; e.g., *іноді*

#### **Expressions**

- date and year
- at what time
- of emotions

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## 6.1 Linguistic Elements

### Grade 7

#### Grammatical Elements

- use, **independently and consistently**, the following grammatical elements:

#### **Nouns**

- hard, soft, mixed stem
- instrumental singular
- dative singular

#### **Verbs**

- *-ся* verbs with genitive and instrumental
- verbs *могти, знати, вміти*

#### **Adverbs**

- definite and indefinite

#### **Conjunctions**

- comparative

#### **Numerals**

- cardinals over 100
- ordinals over 12

### Grade 8

- use, **independently and consistently**, the following grammatical elements:

#### **Pronouns**

- personal
  - instrumental
  - dative

#### **Verbs**

- present, including archaic

#### **Adverbs**

- of quantity

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

Examples include:

- A Grade 6 student should be able to describe his favourite friends and their past times freely and with a high level of language proficiency with another student.
- A Grade 5 student should be able to use personal pronouns and indicate choices correctly, freely, and with confidence in written and oral contexts.

### Grade 9

- use, **independently and consistently**, the following grammatical elements:

#### **Nouns**

- accusative plural
- genitive plural
- locative plural

#### **Pronouns**

- demonstrative, possessive, interrogative
  - accusative singular animate
  - genitive singular
  - locative singular

#### **Adjectives**

- accusative singular animate
- genitive singular
- locative singular

#### **Verbs**

- perfective/imperfective past and future
- study verbs

#### **Expressions**

- time—hours, minutes, intervals

#### **Numerals**

- 5 and higher plus noun agreement

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

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



## 6.1 Linguistic Elements

### Grade 10

#### Grammatical Elements

- use, **independently and consistently**, the following grammatical elements:

#### **Nouns**

- instrumental plural
- dative plural

#### **Pronouns**

- demonstrative, possessive, interrogative
  - instrumental singular
  - dative singular
  - locative plural

#### **Adjectives**

- instrumental singular
- dative singular
- locative plural

#### **Verbs**

- simple verbs of motion

#### **Adverbs**

- location/direction
- spatial; e.g., *недалеко*

#### **Conjunctions**

- causal

### Grade 11

- use, **independently and consistently**, the following grammatical elements:

#### **Pronouns**

- demonstrative, possessive, interrogative
  - accusative plural animate
  - genitive plural

#### **Adjectives**

- accusative plural animate
- genitive plural

#### **Verbs**

- verbs governing cases
- verbs of motion; e.g., *пеміти*

#### **Adverbs**

- comparative and superlative

#### **Conjunctions**

- disjunctive
- copulative

### Grade 12

- use, **independently and consistently**, the following grammatical elements:

#### **Nouns**

- prepositions governing cases

#### **Verbs**

- verbs of motion; e.g., *пеміти*

#### **Expressions**

- of opinion

#### **Sentence Structure**

- simple subordinate and relative clauses

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## 6.2 Language Competence

### Kindergarten

#### **Listening**

- listen and respond to basic phrases in the learning environment

#### **Speaking**

- repeat and create simple, patterned oral phrases in the learning environment

#### **Reading**

- recognize some letters

#### **Writing**

- copy letters

#### **Viewing**

- view and respond to familiar events and representations in the learning environment

#### **Representing**

- imitate and create simple representations of familiar ideas, events and information

### Grade 1

- listen to and understand simple oral sentences in the learning environment

- produce, orally, simple sentences in structured situations

- recognize and understand simple words in structured situations

- copy simple words and sentences

- view and understand simple, familiar events and representations in the learning environment

- create simple representations of familiar ideas, events and information

### Grade 2

- listen to and understand simple oral sentences in a variety of familiar situations

- produce, spontaneously and with guidance, simple oral sentences in a variety of familiar situations

- read and understand simple words and sentences in structured situations

- produce, with guidance, simple words and sentences on familiar topics

- view and understand simple, familiar events and representations

- use a variety of forms to create simple representations of ideas, events and information

### Grade 3

- listen to and understand a series of oral sentences or a short oral presentation on a familiar topic in structured situations

- produce, spontaneously or with guidance, a series of interrelated ideas on a familiar topic

- read and understand a series of sentences or a short text on a familiar topic in structured situations

- produce, spontaneously or with guidance, simple texts on a familiar topic in structured situations

- view and understand simple events and representations

- use a variety of forms to create representations of ideas, events and information

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



## 6.2 Language Competence

### Grade 4

#### **Listening**

- listen to and understand a short oral or media presentation on a familiar topic in structured and unstructured situations

#### **Speaking**

- produce, spontaneously and/or with guidance, a short oral presentation on a familiar topic in a structured situation

#### **Reading**

- read and understand the main idea of texts dealing with familiar topics in structured and unstructured situations

#### **Writing**

- produce, spontaneously or with guidance, simple texts on familiar topics in structured and unstructured situations

#### **Viewing**

- view and understand a variety of simple events and/or representations

#### **Representing**

- create multiple representations of the same familiar ideas, events and/or information

### Grade 5

- listen to and understand the main points of an oral or media presentation on a familiar topic in structured and unstructured situations

- produce a prepared or spontaneous oral presentation on a familiar topic in a structured situation

- read and understand the main idea and supporting details of texts dealing with a familiar topic in structured situations

- produce, spontaneously or with guidance, texts on familiar topics in structured and unstructured situations

- view and understand a series of simple events and/or representations

- create multiple representations of the same ideas, events and/or information

### Grade 6

- listen to and understand the main points of a lengthy oral or media presentation on a familiar topic in structured and unstructured situations

- produce a prepared or spontaneous oral presentation on a familiar topic in a structured or unstructured situation

- read and understand the main idea and supporting details of lengthy texts dealing with a familiar topic in structured situations

- produce, spontaneously or with preparation, lengthy texts dealing with familiar topics in structured and unstructured situations

- view and understand events and/or representations within and beyond the school context

- create multiple representations of ideas, events and/or information, using a variety of forms

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



## 6.2 Language Competence

### Grade 7

#### **Listening**

- listen to and understand the main points of lengthy oral or media presentations on a variety of familiar topics in structured and unstructured situations

#### **Speaking**

- produce a prepared or spontaneous oral presentation on a familiar topic in structured and unstructured situations

#### **Reading**

- read and understand a lengthy series of interrelated ideas dealing with a familiar topic in structured and unstructured situations

#### **Writing**

- produce, spontaneously and/or with preparation, a lengthy series of simple and complex ideas on a familiar topic in structured and unstructured situations

#### **Viewing**

- view and understand complex representations of familiar ideas, events and information

#### **Representing**

- create complex representations of familiar ideas, events and information

### Grade 8

- listen to and understand the main points of oral presentations containing simple and complex ideas and dealing with a variety of familiar topics in structured and unstructured situations

- produce a spontaneous oral presentation on a familiar or unfamiliar topic, and produce a prepared oral presentation on an unfamiliar topic in structured and unstructured situations

- read and understand texts containing simple and complex ideas on a variety of familiar topics in structured and unstructured situations

- produce, spontaneously, a lengthy series of simple and complex ideas on a variety of familiar topics in structured and unstructured situations

- view and understand complex representations of ideas, events and information

- create complex representations of ideas, events and information

### Grade 9

- listen to and understand the main points and some supporting details of oral presentations containing simple and complex ideas and dealing with a variety of familiar topics in a variety of situations

- produce prepared or spontaneous oral presentations on familiar and unfamiliar topics in a variety of structured and unstructured situations

- read and understand texts containing simple and complex ideas on familiar and unfamiliar topics

- organize and develop ideas cohesively on familiar and unfamiliar topics, spontaneously and/or with preparation

- view and understand a variety of complex representations of ideas, events and information

- use a variety of forms to create complex representations of ideas, events and information

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



## 6.2 Language Competence

### Grade 10

#### **Listening**

- understand main points and supporting details of oral lectures, presentations and media on familiar topics, and representing familiar speaking styles

#### **Speaking**

- present and support thoughts and ideas on familiar topics

#### **Reading**

- understand main points and supporting details of texts on familiar topics, ranging from simple to complex ideas

#### **Writing**

- with preparation, organize and develop ideas coherently and effectively in writing on a range of topics

#### **Viewing**

- view and understand a variety of complex representations of ideas, events and/or information

#### **Representing**

- create effective representations of ideas, events and information

### Grade 11

- understand main points and supporting details of oral lectures, presentations and media on familiar and unfamiliar topics and representing familiar and some unfamiliar speaking styles

- present and support thoughts and ideas with coherence on familiar and unfamiliar topics

- understand main points and supporting details of texts of varying complexity on familiar and unfamiliar topics

- organize and develop ideas, mainly with preparation, coherently and effectively in writing on a range of topics

- view and understand a variety of complex representations of ideas, events and/or information

- create coherent and effective representations of ideas, events and information

### Grade 12

- understand main points and supporting details of oral lectures, presentations and media on familiar and unfamiliar topics, representing familiar and unfamiliar speaking styles

- present and support thoughts and ideas on familiar and unfamiliar topics with spontaneity, coherence and effectiveness

- understand main points and supporting details of texts of varying complexity on familiar and unfamiliar topics

- spontaneously organize and develop ideas coherently and effectively in writing on a range of topics

- view and understand a variety of complex representations of ideas, events and/or information

- create coherent and effective representations of a variety of ideas, events and information

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





### 6.3 Sociocultural/Sociolinguistic Competence

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

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



### 6.3 Sociocultural/Sociolinguistic Competence

#### Grade 4

##### *Register*

- experiment with formal and informal uses of language in familiar contexts

##### *Idiomatic Expressions*

- use learned idiomatic expressions in new contexts

##### *Variations in Language*

- experience a variety of accents and variations in speech

##### *Social Conventions*

- recognize verbal behaviours that are considered impolite

##### *Nonverbal Communication*

- recognize appropriate nonverbal behaviours for people frequently encountered

#### Grade 5

- use formal and informal language in familiar situations

- use learned idiomatic expressions to enhance communication

- experience regional variations in language

- recognize simple social conventions in informal conversations

- use appropriate nonverbal behaviours in a variety of familiar contexts

#### Grade 6

- identify socially appropriate language in specific situations

- use learned idiomatic expressions correctly in new contexts

- recognize some common regional variations in language

- recognize important social conventions in everyday interactions

- use appropriate nonverbal behaviours in a variety of familiar contexts

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



### 6.3 Sociocultural/Sociolinguistic Competence

#### Grade 7

##### **Register**

- explore formal and informal uses of language in a variety of contexts

##### **Idiomatic Expressions**

- use learned idiomatic expressions in a variety of contexts

##### **Variations in Language**

- recognize influences resulting in variations in language

##### **Social Conventions**

- interpret the use of social conventions encountered in oral and print texts

##### **Nonverbal Communication**

- recognize nonverbal behaviours that are considered impolite

#### Grade 8

- use suitable, simple formal language in a variety of contexts

- examine the role of idiomatic expressions in culture

- recognize influences resulting in variations in language

- interpret and use important social conventions in interactions

- avoid nonverbal behaviours that are considered impolite

#### Grade 9

- explore differences in register between spoken and written texts

- identify influences on idiomatic expressions, such as region, age, occupation

- recognize influences resulting in variations in language

- interpret and use appropriate oral and written forms of address with a variety of audiences

- recognize a variety of nonverbal communication techniques in a variety of contexts

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



### 6.3 Sociocultural/Sociolinguistic Competence

#### Grade 10

##### **Register**

- identify differences in register between spoken and written texts

##### **Idiomatic Expressions**

- interpret unfamiliar idiomatic expressions in a variety of contexts

##### **Variations in Language**

- identify some common regional or other variations in language

##### **Social Conventions**

- use politeness conventions in a variety of contexts

##### **Nonverbal Communication**

- use non-verbal communication techniques in a variety of contexts

#### Grade 11

- adjust language to suit audience and purpose

- explore and interpret idiomatic expressions in popular, contemporary culture

- experiment with some variations in language

- use politeness conventions in a variety of contexts

- use non-verbal communication techniques in a variety of contexts

#### Grade 12

- use the appropriate level of formality with a variety of people in a variety of contexts

- interpret unfamiliar and use learned idiomatic expressions appropriately in a variety of situations

- adapt to some variations in language

- interpret and use a variety of social conventions in a variety of situations

- interpret and use a variety of non-verbal communication techniques in a variety of contexts

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## 6.4 Language Learning Strategies

### Kindergarten

#### *Cognitive*

- use simple cognitive strategies, with guidance, to enhance language learning; e.g., listen attentively, perform actions to match words of a song, story or rhyme

#### *Metacognitive*

- use simple metacognitive strategies, with guidance, to enhance language learning; e.g., reflect on learning tasks with the guidance of the teacher

#### *Social/Affective*

- use simple social and affective strategies, with guidance, to enhance language learning; e.g., imitate or model interaction with others

### Grade 1

- use simple cognitive strategies, with guidance, to enhance language learning; e.g., memorize new words by repeating them silently or aloud

- use simple metacognitive strategies, with guidance, to enhance language learning; e.g., make choices about how they learn with the guidance of the teacher

- use simple social and affective strategies, with guidance, to enhance language learning; e.g., participate in patterned reading experiences

### Grade 2

- use simple cognitive strategies, with guidance, to enhance language learning; e.g., learn short rhymes or songs, incorporating new vocabulary or sentence patterns, imitate sounds and intonation patterns

- use simple metacognitive strategies, with guidance, to enhance language learning; e.g., rehearse or roleplay language

- use simple social and affective strategies, with guidance, to enhance language learning; e.g., seek the assistance of a friend to interpret a text

### Grade 3

- use a variety of simple cognitive strategies, with guidance, to enhance language learning; e.g., make personal dictionaries, experiment with various elements of the language

- use a variety of simple metacognitive strategies, with guidance, to enhance language learning; e.g., decide in advance to attend to the learning task

- use a variety of simple social and affective strategies, with guidance, to enhance language learning; e.g., reread familiar self-chosen texts to enhance understanding and enjoyment

Further examples of language learning strategies are available on pages 83 to 85.

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



## 6.4 Language Learning Strategies

### Grade 4

#### *Cognitive*

- identify and use a variety of cognitive strategies to enhance language learning; e.g., use mental images to remember new information, repeat words or phrases in the course of performing a language task such as echo acting

#### *Metacognitive*

- identify and use a variety of metacognitive strategies to enhance language learning; e.g., make a plan in advance about how to approach a language learning task

#### *Social/Affective*

- identify and use a variety of social and affective strategies to enhance language learning; e.g., work cooperatively with peers in small groups

### Grade 5

- identify and use a variety of cognitive strategies to enhance language learning; e.g., group together sets of things (vocabulary, structures) with similar characteristics, identify similarities and differences between aspects of the Ukrainian language and their own language (punctuation, rules of capitalization)

- identify and use a variety of metacognitive strategies to enhance language learning; e.g., reflect on the listening, reading and writing process, check copied writing for accuracy

- identify and use a variety of social and affective strategies to enhance language learning; e.g., understand that making mistakes is a natural part of language learning, experiment with various forms of expression

### Grade 6

- identify and use a variety of cognitive strategies to enhance language learning; e.g., look for patterns and relationships, use previously acquired knowledge to facilitate a learning task

- identify and use a variety of metacognitive strategies to enhance language learning; e.g., listen or read for key words, monitor own speech and writing to check for persistent errors

- identify and use a variety of social and affective strategies to enhance language learning; e.g., participate actively in brainstorming and conferencing as prewriting and postwriting exercises

Further examples of language learning strategies are available on pages 83 to 85.

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



## 6.4 Language Learning Strategies

### Grade 7

#### ***Cognitive***

- select and use a variety of cognitive strategies to enhance language learning; e.g., associate new words or expressions with familiar ones, either in the Ukrainian language or in their own language

#### ***Metacognitive***

- select and use a variety of metacognitive strategies to enhance language learning; e.g., evaluate own performance or comprehension at the end of a task, keep a learning log, be aware of the potential of learning through direct exposure to the language

#### ***Social/Affective***

- select and use a variety of social and affective strategies to enhance language learning; e.g., use self-talk to feel competent to do the task

### Grade 8

- select and use a variety of cognitive strategies to enhance language learning; e.g., find information using reference materials like dictionaries, textbooks and grammars, use available technological aids to support language learning

- select and use a variety of metacognitive strategies to enhance language learning; e.g., experience various methods of language acquisition and identify one or more that are particularly useful personally

- select and use a variety of social and affective strategies to enhance language learning; e.g., be willing to take risks, try unfamiliar tasks and approaches

### Grade 9

- select and use appropriate cognitive strategies to enhance language learning in a variety of situations; e.g., use word maps, mind maps, diagrams, charts or other graphic representations to make information easier to understand and remember

- select and use appropriate metacognitive strategies to enhance language learning in a variety of situations; e.g., know how strategies may enable coping with texts containing unknown elements

- select and use appropriate social and affective strategies to enhance language learning in a variety of situations; e.g., repeat new words and expressions that occur in conversations in which they participate, make use of these new words and expressions as soon as appropriate

Further examples of language learning strategies are available on pages 83 to 85.

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



## 6.4 Language Learning Strategies

### Grade 10

#### ***Cognitive***

- select and use appropriate cognitive strategies to enhance language learning in a variety of situations, such as place new words or expressions in a context to make them easier to remember, and so on

#### ***Metacognitive***

- select and use appropriate metacognitive strategies to enhance language learning in a variety of situations, such as identify problems that might hinder successful completion of a task and seek solutions, and so on

#### ***Social/Affective***

- select and use appropriate social and affective strategies to enhance language learning in a variety of situations, such as reduce anxiety by using mental techniques, and so on

### Grade 11

- effectively use appropriate cognitive strategies to enhance language learning in a variety of situations, such as use induction to generate rules governing language use, seek out opportunities outside of class to practise and observe, and so on

- effectively use appropriate metacognitive strategies to enhance language learning in a variety of situations, such as monitor their own speech and writing to check for persistent errors, and so on

- effectively use appropriate social and affective strategies to enhance language learning in a variety of situations, such as work with others to solve problems, get feedback on tasks, and so on

### Grade 12

- effectively use appropriate cognitive strategies to enhance language learning in a variety of contexts, such as perceive and note down unknown words and expressions, noting also their context and function, and so on

- effectively use appropriate metacognitive strategies to enhance language learning in a variety of contexts, such as be aware of their own strengths and weaknesses, identify their own needs and goals, and organize their strategies and procedures accordingly, and so on

- effectively use appropriate social and affective strategies to enhance language learning in a variety of contexts, such as provide personal motivation by arranging rewards for themselves when successful, and so on

Further examples of language learning strategies are available on pages 83 to 85.

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





## 6.5 Language Use Strategies

### Kindergarten

#### *Interactive*

- use simple interactive strategies, with guidance; e.g., use words from their first language to get their meaning across, acknowledge being spoken to

#### *Interpretive*

- use simple interpretive strategies, with guidance; e.g., use gestures, intonation and visual supports to aid comprehension

#### *Productive*

- use simple productive strategies, with guidance; e.g., mimic what the teacher says, use nonverbal means to communicate

### Grade 1

- use simple interactive strategies, with guidance; e.g., interpret and use a variety of nonverbal clues to communicate

- use simple interpretive strategies, with guidance; e.g., make connections between texts and prior knowledge and personal experience

- use simple productive strategies, with guidance; e.g., copy what others say or write, use words that are visible in the immediate environment

### Grade 2

- use simple interactive strategies, with guidance; e.g., indicate lack of understanding verbally or nonverbally

- use simple interpretive strategies, with guidance; e.g., use illustrations to aid reading comprehension

- use simple productive strategies, with guidance; e.g., use familiar repetitive patterns from stories, songs, rhymes or media

### Grade 3

- use a variety of simple interactive strategies, with guidance; e.g., ask for clarification or repetition when they do not understand

- use a variety of simple interpretive strategies, with guidance; e.g., determine the purpose of listening, listen or look for key words

- use a variety of simple productive strategies, with guidance; e.g., use illustrations to provide detail when producing their own texts

Further examples of language use strategies are available on pages 85 to 86.

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



## 6.5 Language Use Strategies

### Grade 4

#### *Interactive*

- identify and use a variety of interactive strategies; e.g., use the other speaker's words in subsequent conversation

#### *Interpretive*

- identify and use a variety of interpretive strategies; e.g., listen selectively based on purpose, make predictions about what they expect to hear or read based on prior knowledge and personal experience

#### *Productive*

- identify and use a variety of productive strategies; e.g., use various techniques to explore ideas at the planning stage in graphic organizers

### Grade 5

- identify and use a variety of interactive strategies; e.g., assess feedback from conversation partner to recognize when the message has not been understood

- identify and use a variety of interpretive strategies; e.g., use morphological cues to aid reading comprehension

- identify and use a variety of productive strategies; e.g., use knowledge of sentence patterns to form new sentences

### Grade 6

- identify and use a variety of interactive strategies; e.g., start again using a different tactic when communication breaks down, use a simple word similar to the concept they want to convey and invite correction

- identify and use a variety of interpretive strategies; e.g., infer probable meaning of unknown words or expressions from contextual clues

- identify and use a variety of productive strategies; e.g., be aware of and use the steps of the writing process

Further examples of language use strategies are available on pages 85 to 86.

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



## 6.5 Language Use Strategies

### Grade 7

#### *Interactive*

- select and use a variety of interactive strategies; e.g., invite others into the discussion, ask for confirmation that a form used is correct

#### *Interpretive*

- select and use a variety of interpretive strategies; e.g., prepare questions or a guide to note down information found in the text

#### *Productive*

- select and use a variety of productive strategies; e.g., use resources to increase vocabulary

### Grade 8

- select and use a variety of interactive strategies; e.g., use a range of fillers, hesitation devices and gambits to sustain conversations, use circumlocution to compensate for lack of vocabulary

- select and use a variety of interpretive strategies; e.g., use key content words or discourse markers to follow an extended text

- select and use a variety of productive strategies; e.g., take notes when reading or listening to assist in producing their own text

### Grade 9

- select and use appropriate interactive strategies in a variety of situations; e.g., repeat part of what someone has said to confirm mutual understanding

- select and use appropriate interpretive strategies in a variety of situations; e.g., reread several times to understand complex ideas

- select and use appropriate productive strategies in a variety of situations; e.g., use a variety of resources to correct texts

Further examples of language use strategies are available on pages 85 to 86.

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



## 6.5 Language Use Strategies

### Grade 10

#### *Interactive*

- select and use appropriate interactive strategies in a variety of situations, such as summarize the point reached in a discussion to help focus the talk, and so on

#### *Interpretive*

- select and use appropriate interpretive strategies in a variety of situations, such as summarize information gathered, and so on

#### *Productive*

- select and use appropriate productive strategies in a variety of situations, such as proof read and edit final version of text, apply grammar rules to improve accuracy at the correction stage, and so on

### Grade 11

- effectively use appropriate interactive strategies in a variety of situations, such as ask follow-up questions to check for understanding, and so on

- effectively use appropriate interpretive strategies in a variety of situations, such as assess their own information needs before listening, viewing or reading, and so on

- effectively use appropriate productive strategies in a variety of situations, such as use circumlocution and definition to compensate for gaps in vocabulary, and so on

### Grade 12

- effectively use appropriate interactive strategies in a variety of contexts, such as use suitable phrases to intervene in a discussion, self-correct if errors lead to misunderstandings, and so on

- effectively use appropriate interpretive strategies in a variety of contexts, such as use skimming and scanning to locate key information in texts, and so on

- effectively use appropriate productive strategies in a variety of contexts, such as compensate for avoiding difficult structures by rephrasing, and so on

Further examples of language use strategies are available on pages 85 to 86.

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



## 6.6 General Learning Strategies

### Kindergarten

#### *Cognitive*

- use simple cognitive strategies to enhance general learning; e.g., classify objects and ideas according to their attributes

#### *Metacognitive*

- use simple metacognitive strategies to enhance general learning; e.g., reflect on learning tasks, such as role playing, with the guidance of the teacher

#### *Social/Affective*

- use simple social and affective strategies to enhance general learning; e.g., watch others' actions and copy them

### Grade 1

- use simple cognitive strategies to enhance general learning; e.g., use models

- use simple metacognitive strategies to enhance general learning; e.g., choose from among learning options

- use simple social and affective strategies to enhance general learning; e.g., seek help from others

### Grade 2

- use simple cognitive strategies to enhance general learning; e.g., connect what they already know with what they are learning

- use simple metacognitive strategies to enhance general learning; e.g., discover how their efforts can affect their learning

- use simple social and affective strategies to enhance general learning; e.g., follow their natural curiosity and intrinsic motivation to learn

### Grade 3

- use simple cognitive strategies to enhance general learning; e.g., experiment with and concentrate on one thing at a time

- use simple metacognitive strategies to enhance general learning; e.g., decide in advance to attend to the learning task

- use simple social and affective strategies to enhance general learning; e.g., participate in cooperative group learning tasks

Further examples of general learning strategies are available on pages 87 to 88.

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



## 6.6 General Learning Strategies

### Grade 4

#### ***Cognitive***

- identify and use a variety of cognitive strategies to enhance general learning; e.g., focus on and complete learning tasks

#### ***Metacognitive***

- identify and use a variety of metacognitive strategies to enhance general learning; e.g., divide an overall learning task into a number of subtasks, with guidance

#### ***Social/Affective***

- identify and use a variety of social and affective strategies to enhance general learning; e.g., choose learning activities that enhance understanding and enjoyment

### Grade 5

- identify and use a variety of cognitive strategies to enhance general learning; e.g., record key words and concepts in abbreviated form-verbal, graphic or numerical-to assist with performance of a learning task

- identify and use a variety of metacognitive strategies to enhance general learning; e.g., make a plan in advance about how to approach a task

- identify and use a variety of social and affective strategies to enhance general learning; e.g., encourage themselves to try even though they might make mistakes

### Grade 6

- identify and use a variety of cognitive strategies to enhance general learning; e.g., look for patterns and relationships like verb endings

- identify and use a variety of metacognitive strategies to enhance general learning; e.g., identify their own needs and interests

- identify and use a variety of social and affective strategies to enhance general learning; e.g., take part in group decision-making processes

Further examples of general learning strategies are available on pages 87 to 88.

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



## 6.6 General Learning Strategies

### Grade 7

#### *Cognitive*

- select and use a variety of cognitive strategies to enhance general learning; e.g., distinguish between fact and opinion when using a variety of sources of information

#### *Metacognitive*

- select and use a variety of metacognitive strategies to enhance general learning; e.g., manage the physical environment in which they have to work

#### *Social/Affective*

- select and use a variety of social and affective strategies to enhance general learning; e.g., use support strategies to help peers persevere at learning tasks

### Grade 8

- select and use a variety of cognitive strategies to enhance general learning; e.g., formulate key questions to guide research

- select and use a variety of metacognitive strategies to enhance general learning; e.g., keep a learning journal such as a diary or a log

- select and use a variety of social and affective strategies to enhance general learning; e.g., take part in group problem-solving processes

### Grade 9

- select and use appropriate cognitive strategies to enhance general learning in a variety of situations; e.g., make inferences, identify and justify the evidence on which their inferences are based

- select and use appropriate metacognitive strategies to enhance general learning in a variety of situations; e.g., work with others to monitor their own learning

- select and use appropriate social and affective strategies to enhance general learning in a variety of situations; e.g., take risks, try unfamiliar tasks and approaches

Further examples of general learning strategies are available on pages 87 to 88.

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



## 6.6 General Learning Strategies

### Grade 10

#### *Cognitive*

- select and use appropriate cognitive strategies to enhance general learning in a variety of situations, such as use word maps, mind maps, diagrams, charts or other graphic representations to make information easier to understand and remember, and so on

#### *Metacognitive*

- select and use appropriate metacognitive strategies to enhance general learning in a variety of situations, such as develop criteria for evaluating their own work, and so on

#### *Social/Affective*

- select and use appropriate social and affective strategies to enhance general learning in a variety of situations, such as use self-talk to make themselves feel competent to do the task, and so on

### Grade 11

- select and use appropriate cognitive strategies to enhance general learning in a variety of situations, such as seek information through a network of sources including libraries, the world wide web, individuals and agencies, and so on

- select and use appropriate metacognitive strategies to enhance general learning in a variety of situations, such as reflect upon their thinking processes and how they learn, and so on

- select and use appropriate social and affective strategies to enhance general learning in a variety of situations, such as monitor their level of anxiety about learning tasks and take measures to lower it if necessary, and so on

### Grade 12

- 1. effectively use appropriate cognitive strategies to enhance general learning in a variety of contexts, such as use previously acquired knowledge or skills to assist with a new learning task, and so on

- effectively use appropriate metacognitive strategies to enhance general learning in a variety of contexts, such as take responsibility for planning, monitoring and evaluating learning experiences, and so on

- effectively use appropriate social and affective strategies to enhance general learning in a variety of contexts, such as use social interaction skills to enhance group learning tasks, and so on

Further examples of general learning strategies are available on pages 87 to 88.

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