

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

***LANGUAGE ARTS  
CULTURE***

## Culture

The Culture section supports the development of a positive self-concept, a strong self-identity as a bilingual/multicultural learner and a positive identification with Ukrainian language and culture. This section provides opportunities for the exploration of the Ukrainian culture from the perspectives of historical elements, contemporary elements, diversity and change. It promotes the development of a sense of community, an understanding of similarities and differences among people, and an appreciation for personal contributions to society. It also is designed to help students develop an understanding of global interrelatedness and interdependence, as well as cultural sensitivity, and to support their preparation for effective participation in the global marketplace and workplace.

The Culture section is intended to be integrated with language learning, as well as learnings related to other subject areas, and is an essential part of daily activities in Ukrainian bilingual programming. This program of studies divides the Language Arts and Culture sections for ease of use only.

While Ukrainian cultural learning is unquestionably best conducted in Ukrainian, certain concepts may be too complex to be undertaken in the language. On such occasions, limited and judicious use of English may be resorted to in order to facilitate learning.

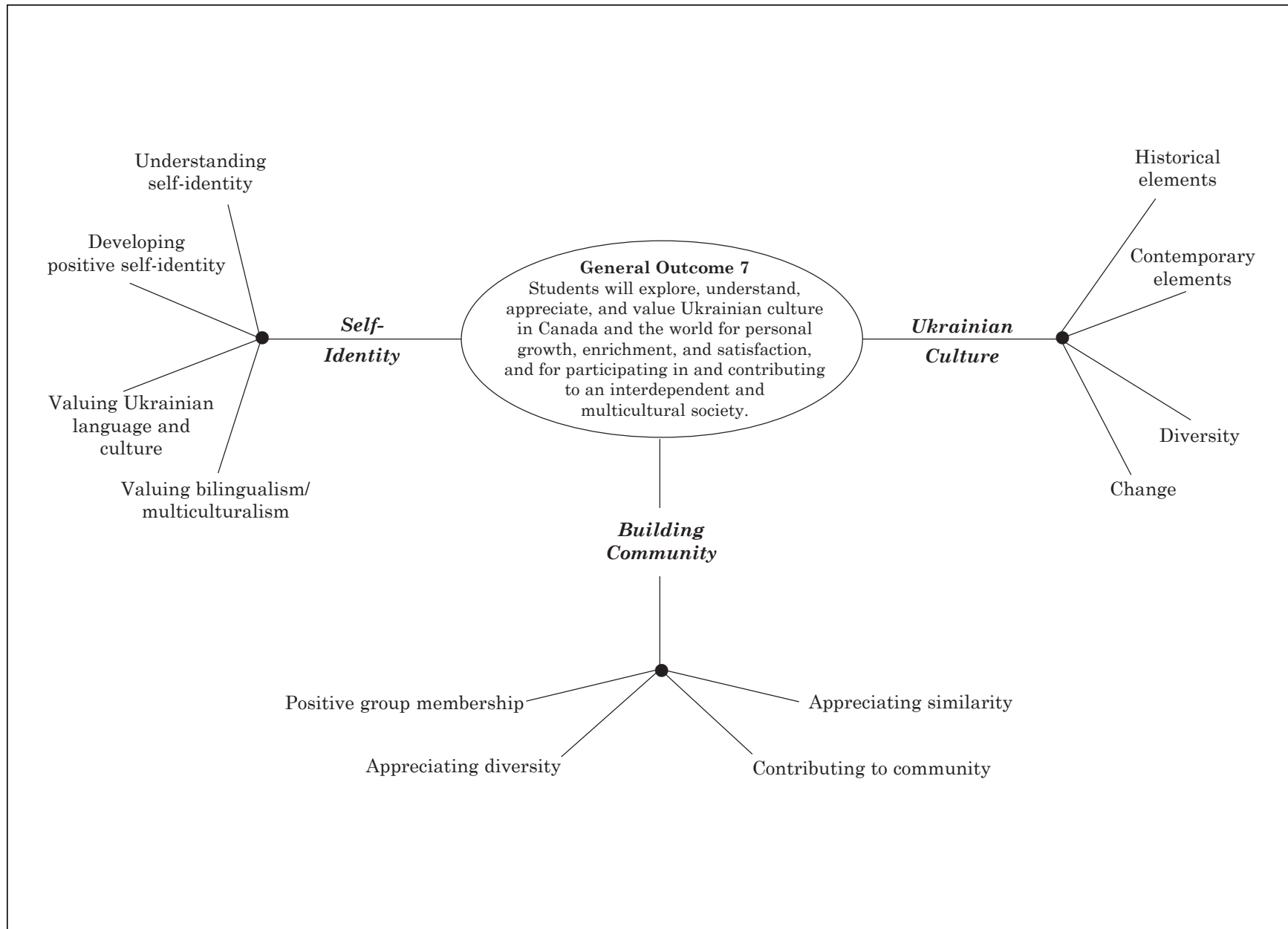
### General Outcome

The following general outcome outlines the key learnings that the Culture section is designed to support.

### General Outcome 7

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

**Note:** Additional outcomes that deal with cultural content may be found elsewhere in this program of studies, including sections under General Outcome 5, as well as under cluster heading 6.3 Sociocultural/Sociolinguistic Competence.





## 7.1 Self-Identity

### Kindergarten

#### *Understanding Self-Identity*

- represent self and family

#### *Developing Positive Self-Identity*

- recognize own importance as a person

#### *Valuing Ukrainian Language and Culture*<sup>1</sup>

- participate in Ukrainian language and cultural activities in the classroom and school

#### *Valuing Bilingualism/Multiculturalism*

- participate in classroom and school cultural activities

### Grade 1

- tell and draw about self and family, and appreciate own uniqueness

- understand and accept own importance as a person

- participate in Ukrainian language and cultural activities and traditions

- participate in classroom, school and community cultural activities

### Grade 2

- express own self-concept, and extend that understanding to include new ideas and perspectives

- understand own place and importance in the home and school

- participate in and appreciate Ukrainian language and cultural activities and traditions

- participate in and appreciate bilingual/multicultural educational activities

### Grade 3

- explore and examine various sources of information for development of own self-concept

- understand own strengths and abilities

- recognize and appreciate various elements of Ukrainian language and culture

- recognize and appreciate various elements of a bilingual/ multicultural education

<sup>1</sup> See cluster heading 7.2.

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



## 7.1 *Self-Identity*

### Grade 4

#### *Understanding Self-Identity*

- identify influences on development of own self-concept and self-identity

#### *Developing Positive Self-Identity*

- learn that respect for oneself is essential, and understand that self-concept is determined by external and internal forces

#### *Valuing Ukrainian Language and Culture*<sup>1</sup>

- recognize and appreciate various elements of Ukrainian language and culture

#### *Valuing Bilingualism/Multiculturalism*

- participate in activities that promote and celebrate the bilingual/multicultural education experience

### Grade 5

- express own self-concept, and understand that others' perceptions of them may differ from own

- recognize the effect of "put-ups" and "put-downs" on self and others

- identify the benefits and contributions of the Ukrainian language and culture to self

- recognize the uniqueness of bilingual/multicultural education in a Canadian context

### Grade 6

- explore and reflect on various facets of self-identity and how it changes

- understand what stereotyping is

- recognize the value and significance of the Ukrainian language and culture to self

- identify benefits and potential advantages of a bilingual/multicultural education in a Canadian and international context

<sup>1</sup> See cluster heading 7.2.

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## 7.1 Self-Identity

### Grade 7

#### ***Understanding Self-Identity***

- understand self-concept and the factors that affect it

#### ***Developing Positive Self-Identity***

- recognize the effects of positive and negative treatment

#### ***Valuing Ukrainian Language and Culture***<sup>1</sup>

- explore and analyze how Ukrainian language and culture has influenced and enriched own life

#### ***Valuing Bilingualism/Multiculturalism***

- explore and analyze how being bilingual/multicultural has influenced and enriched own life

### Grade 8

- examine own identity, and reflect on its effect on relationships and choices

- understand ways in which the individual has rights to safeguard against stereotyping in Canadian society

- explore and analyze how Ukrainian language and culture has enriched the lives of significant individuals at the community, national and international levels; and identify lifelong benefits to self

- explore and analyze how bilingualism/multiculturalism has enriched the lives of significant individuals at the community, national and international levels; and identify lifelong benefits to self

### Grade 9

- understand self-concept and its relationship to overall development, achievement and decisions for the future

- understand stereotyping and its effect on the individual, community and society

- explore how own past and present Ukrainian language and cultural experiences, understanding and knowledge may be assets in future opportunities

- explore how own past and present bilingual/multicultural experiences, knowledge and understanding may be assets in future opportunities

<sup>1</sup> See cluster heading 7.2.

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## 7.1 Self-Identity

### Grade 10

#### *Understanding Self-Identity*

- understand that self-identity and self-concept change

#### *Developing Positive Self-Identity*

- identify areas of personal strength and possible future opportunities; plan for future self-development and growth

#### *Valuing Ukrainian Language and Culture*<sup>1</sup>

- participate in and contribute to community-based activities in which knowledge and skills related to Ukrainian language and culture will be applied

#### *Valuing Bilingualism/Multiculturalism*

- participate in and contribute to community-based activities in which bilingual/ multicultural knowledge and skills will be applied

### Grade 11

- understand that self-identity and self-concept can change over time and in various contexts

- explore the alignment of personal strengths with possible future and career opportunities

- participate in and contribute to intercultural interactions, such as exchanges, inter-visitations and penpal activities, with members of the Ukrainian culture

- participate in and contribute to intercultural interactions, such as exchanges, inter-visitations and penpal activities

### Grade 12

- articulate, express and celebrate one's own unique identity

- identify personal strengths in planning for a career or further studies

- identify activities that will promote own lifelong language and cultural development

- identify activities that will promote own lifelong bilingual/multicultural development

<sup>1</sup> See cluster heading 7.2.

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## 7.2 Ukrainian Centre

### Kindergarten

#### *Historical Elements*

- participate in activities and experiences that reflect traditional elements of the Ukrainian culture; e.g., krapanky, hahilky, carols

#### *Contemporary Elements*

- participate in activities and experiences that reflect contemporary elements of the Ukrainian language and culture

#### *Diversity*

- experience linguistic/cultural elements of diverse origins from within the Ukrainian language and culture

#### *Change*

- participate in events marking changes

### Grade 1

- participate in activities and experiences that reflect traditional elements of the Ukrainian language and culture; e.g., Christmas, Easter

- participate in activities and experiences that reflect contemporary elements of the Ukrainian language and culture

- experience linguistic/cultural elements of diverse origins from within the Ukrainian language and culture

- illustrate that change occurs in one's immediate environment

### Grade 2

- participate in activities and experiences that reflect traditional elements of the Ukrainian language and culture; e.g., Christmas, Easter

- participate in activities and experiences that reflect contemporary elements of the Ukrainian language and culture

- recognize diverse elements of the Ukrainian language and culture in school and/or the local community

- gather information to demonstrate change within the Ukrainian language and culture

### Grade 3

- participate in activities and experiences that reflect traditional elements of the Ukrainian language and culture; e.g., Christmas, Easter

- participate in activities and experiences that reflect contemporary elements of the Ukrainian language and culture

- identify diverse elements of the Ukrainian language and culture in school and/or the local community

- identify how people's actions and lifestyles change to accommodate the changing needs of people

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## 7.2 Ukrainian Centre

### Grade 4

#### *Historical Elements*

- explore elements in the immediate environment that reflect the historical roots of the Ukrainian language and culture; e.g., the first wave of immigrants, settlement areas

#### *Contemporary Elements*

- explore elements in the immediate environment that reflect the contemporary features of the Ukrainian language and culture; e.g., monuments, art work, buildings

#### *Diversity*

- explore diversity of the Ukrainian language and culture in the immediate environment

#### *Change*

- explore and reflect on change within own family and community

### Grade 5

- explore key historical elements, events, figures and developments of the Ukrainian language and culture; e.g., early Ukrainian immigrants, adapting to a new life

- explore key contemporary elements, events, figures and developments of the Ukrainian language and culture; e.g., authors, artists, athletes

- explore diversity of the Ukrainian language and culture at the provincial level

- explore and reflect on change in the Ukrainian language and culture at the provincial level

### Grade 6

- identify major historical elements, events, figures and developments of the Ukrainian language and culture; e.g., immigration

- identify major contemporary elements, events, figures and developments of the Ukrainian language and culture; e.g., political figures, dance groups, choirs

- explore diversity of the Ukrainian language and culture in Canada

- explore and reflect on change in the Ukrainian language and culture within Canada

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



## 7.2 Ukrainian Centre

### Grade 7

#### ***Historical Elements***

- explore how major historical events, figures and developments of Ukrainian culture have influenced contemporary culture in Canadian contexts; e.g., great figures, periods of history, immigration, tragic historical events

#### ***Contemporary Elements***

- explore how contemporary events, figures and developments of Ukrainian culture have influenced contemporary culture in Canadian contexts; e.g., current events, celebrations, fine arts, lifestyles

#### ***Diversity***

- explore the diversity of Ukrainian culture at the international level

#### ***Change***

- explore how changes in Ukrainian culture have influenced own life

### Grade 8

- analyze how major historical events, figures and developments of Ukrainian culture have influenced contemporary culture in Canadian contexts; e.g., great figures, periods of history, immigration, tragic historical events

- explore how contemporary events, figures and developments of Ukrainian culture have influenced contemporary culture in Canadian contexts; e.g., current events, celebrations, sports and recreation, pop culture

- explore the influence of diversity within Ukrainian culture on its own development

- explore the significance of changes in Ukrainian culture to the rest of the world

### Grade 9

- explore the influence and contributions of major historical events, figures and developments of Ukrainian culture worldwide; e.g., great figures, periods of history, immigration, tragic historical events

- recognize and appreciate the influence and contributions of major contemporary events, figures and developments of Ukrainian culture worldwide; e.g., current events, celebrations, literary arts, pop culture

- examine the influence of diversity within Ukrainian culture on its own development

- compare changes in Ukrainian culture to changes in other cultures

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



## 7.2 Ukrainian Centre

### Grade 10

#### ***Historical Elements***

- recognize and appreciate the influence and contributions of major historical events, historical figures and cultural developments

#### ***Contemporary Elements***

- analyze the influence and contributions of major contemporary events, contemporary figures and cultural developments in Ukrainian language and culture

#### ***Diversity***

- explore various aspects of diversity, regionally and nationally

#### ***Change***

- examine historical influences that have impacted Ukrainian language and culture

### Grade 11

- examine various perspectives regarding the influence and contributions of major historical events, historical figures and cultural developments

- examine various perspectives regarding the influence and contributions of major contemporary events, contemporary figures and cultural developments of the Ukrainian language and culture

- explore various aspects of diversity at the international level

- examine contemporary influences that have impacted the Ukrainian language and culture

### Grade 12

- identify and analyze how historical experiences have shaped the contemporary Ukrainian language and culture group in local, Canadian and international contexts

- identify and analyze the impact of contemporary influences on Ukrainian language and culture in local, Canadian and international contexts

- examine how historical and current influences have contributed to diversity within contemporary Ukrainian language and culture

- identify and analyze the significance of historical and contemporary changes of the Ukrainian language and culture on the rest of the world

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



### 7.3 Building Community

#### Kindergarten

##### ***Positive Group Membership***

- contribute to and cooperate in group activities

##### ***Appreciating Diversity***

- recognize differences between self and peers

##### ***Appreciating Similarity***

- recognize similarities between self and peers

##### ***Contributing to Community***

- participate in and contribute to classroom activities

#### Grade 1

- develop a special awareness and concern for classmates

- explore diversity in the school and within own family

- explore similarities between self and peers and within own family

- participate in, cooperate in and contribute to classroom and school activities

#### Grade 2

- practise consideration for others

- recognize and appreciate diversity in the family, school and community

- recognize and appreciate similarities between self and others

- participate cooperatively in group activities, by contributing ideas and supporting others

#### Grade 3

- experience that helping others is rewarding

- explore diversity in the classroom, school and local community; and reflect on its significance to self

- explore similarities among members of the immediate community, and reflect on the significance of this to self

- participate cooperatively in daily classroom duties, and support peers and classmates

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### 7.3 Building Community

#### Grade 4

##### ***Positive Group Membership***

- encourage and support classmates and schoolmates

##### ***Appreciating Diversity***

- explore diversity in the immediate and local community, and reflect on its significance to self

##### ***Appreciating Similarity***

- explore similarities among members of the local community, and reflect on the significance of this to self

##### ***Contributing to Community***

- demonstrate a desire to assist others, and contribute to classroom or community activities

#### Grade 5

- develop skills that promote cooperation and mutual respect within the classroom and the school

- explore, compare and reflect on how diversity in Canada has an impact on self and others

- explore, compare and reflect on common human needs and experiences of Canadians

- demonstrate concern for the quality of own contribution to the classroom or community

#### Grade 6

- use skills that promote cooperation and mutual respect within the classroom and the school

- explore the impact of diversity in other regions of the world, and compare this with the impact of diversity in Canada

- examine the common needs and experiences of people around the world

- take initiative and provide positive contributions to the school and community

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



### 7.3 *Building Community*

#### **Grade 7**

##### ***Positive Group Membership***

- demonstrate respect for the rights and opinions of others

##### ***Appreciating Diversity***

- examine diversity in the school and community; and reflect on its impact on self, relationships and personal choices

##### ***Appreciating Similarity***

- examine similarities among peers and members of the school and community, and reflect on the impact of this on self

##### ***Contributing to Community***

- participate and contribute effectively, and reflect on personal contributions to group activities

#### **Grade 8**

- demonstrate positive group member behaviours

- examine diversity in the school and community; and reflect on its impact on self, school and community

- examine similarities that exist among cultures in Canadian society; examine cultural similarities in the school and community; and reflect on the impact of this on self, school and community

- appreciate the contributions of different individuals and groups to the community

#### **Grade 9**

- support classmates and peers in group activities

- explore and analyze how diversity has contributed to and enriched Canadian society

- explore and analyze how similarities among cultures have contributed to and enriched Canadian society

- appreciate the contributions of different individuals and groups to the Ukrainian community

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



### 7.3 Building Community

#### Grade 10

##### ***Positive Group Membership***

- demonstrate respect for the rights and opinions of others; understand that social, political and economic issues are complex

##### ***Appreciating Diversity***

- identify and analyze how Canada's response to diversity has changed; identify the benefits of a pluralistic approach

##### ***Appreciating Similarity***

- identify and explain how common human experiences and needs are reflected in culture, social structure and day-to-day patterns of behaviour in Canada

##### ***Contributing to Community***

- participate in various school and community events to promote intercultural understanding

#### Grade 11

- demonstrate respect for the rights and opinions of others focusing on social, political and economic issues

- analyze and understand the significance of diversity in shaping contemporary and future opportunities for growth

- examine how common human experiences and needs are reflected in culture, social structure and day-to-day patterns of behaviour in different societies

- participate in various school, community and Canadian events to promote intercultural understanding

#### Grade 12

- demonstrate understanding that various social, political and economic systems impose different values on the rights and opinions of others

- participate in various individual, group, school and community activities that celebrate diversity and promote intercultural understanding

- examine and appreciate how common human experiences and needs are reflected in various societies around the world

- participate and contribute to individual, group, school and community activities using own knowledge and skills related to the Ukrainian language and culture

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## 7.4 Global Citizenship

### Kindergarten

#### ***Responsible Citizenship***

- demonstrate personal and social responsibility in the classroom

#### ***Interdependence***

- participate and cooperate in tasks and activities with partners and in groups

#### ***Intercultural Skills***

- adapt to new situations

#### ***Future Opportunities***

- share or demonstrate personal strengths or achievements

### Grade 1

- demonstrate personal and social responsibility in the classroom and school

- recognize own and others' contributions to a group

- work and play with others who are different, and recognize that rules can be different for different people

- share or demonstrate personal strengths and areas for further development

### Grade 2

- demonstrate personal and social responsibility in the classroom, school and community

- recognize the advantages of working with a partner or within a group, and recognize that one affects and is affected by the actions of others

- identify and describe causes of conflict in the classroom, and listen with attention to the opinions of others

- identify personal strengths and areas for improvement

### Grade 3

- recognize that growing up involves making decisions and accepting consequences

- identify the advantages and disadvantages of working collaboratively with a partner or group

- explore ways to resolve interpersonal conflict, and initiate and maintain new relationships

- identify personal strengths and areas for improvement and/or change, and set personal goals

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## 7.4 Global Citizenship

### Grade 4

#### ***Responsible Citizenship***

- respect the feelings, rights and property of others; and accept responsibility for own actions

#### ***Interdependence***

- recognize that people must depend on others to meet their needs, and recognize the effects of one's actions on others

#### ***Intercultural Skills***

- engage in activities that reflect other ways of doing things or other perspectives

#### ***Future Opportunities***

- identify personal strengths and areas for improvement and/or change, and establish personal goals and action plans

### Grade 5

- recognize the positive and negative aspects of the consequences of one's actions, and demonstrate honesty and reliability in a variety of situations

- reflect on the effectiveness of own contributions, and examine the role of the individual in group activities

- accept differences in characteristics and abilities of peers and others

- identify individual strengths and areas for further development, and establish personal goals and action plans

### Grade 6

- explore the meaning of personal and social conscience, and demonstrate problem-solving and decision-making skills

- recognize that cooperation is important, and participate in and contribute to group activities effectively

- recognize and respect individual differences, and recognize the worth of every individual

- identify own interests, and explore future opportunities for learning and employment

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## 7.4 Global Citizenship

### Grade 7

#### ***Responsible Citizenship***

- understand and analyze the rights and responsibilities of citizens, and provide examples

#### ***Interdependence***

- explore different roles and responsibilities of a group member

#### ***Intercultural Skills***

- explore representations of one's culture as perceived by others, and examine examples of societal conflict

#### ***Future Opportunities***

- explore learning and work opportunities around the world

### Grade 8

- identify how citizen action can affect public policy, including cultural diversity

- identify the impact of actions of an individual upon the group

- explore ways in which group conflict can be resolved in Canadian society, and recognize and acknowledge the value of different perspectives as opposed to stereotypical thinking

- explore essential skills, knowledge and attitudes required for effective participation in the global workplace and marketplace

### Grade 9

- explore how public policies, including cultural diversity, are affected by public opinion, the media and political groups

- identify ways in which individuals, community members and societal members are interrelated and interdependent

- appreciate that various constitutional documents and charters have governed the behaviour of various cultural groups, and appreciate and understand the value of different perspectives

- examine personal plans for further development of skills, knowledge and attitudes that are required for effective participation in the global workplace and marketplace

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## 7.4 Global Citizenship

### Grade 10

#### ***Responsible Citizenship***

- understand, identify and analyze a citizen's role and responsibility in interrelated local, national and international contexts

#### ***Interdependence***

- explore ways in which peoples and nations are linked in an interrelated global system

#### ***Intercultural Skills***

- examine attitudes and values that contribute to cross-cultural understanding

#### ***Future Opportunities***

- explore career fields in which bilingual and multicultural knowledge, skills and attitudes can be applied in the global workplace

### Grade 11

- participate in group decision making and problem solving in ways that demonstrate concern for others and understanding of responsibilities as citizens

- explore how global links and interdependency affect one's role as a citizen in one nation among many others

- identify how intercultural and multicultural organizations have impacted on global citizenship

- apply bilingual and multicultural skills in specific activities that will further develop the skills required for effective participation in the global workplace

### Grade 12

- examine global conflict and cooperation between nations

- examine the local and global consequences of individual and collective decision making

- demonstrate cultural sensitivity and awareness of cultural diversity in everyday situations through appropriate behaviour and language

- apply bilingual and multicultural knowledge and skills in specific activities that will promote skill development and opportunities for future participation in the global workplace

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