

***UKRAINIAN LANGUAGE ARTS  
KINDERGARTEN TO SENIOR 4***

***LANGUAGE ARTS  
GENERAL LANGUAGE COMPONENT***

## Language Arts General Language Component

The General Language Component has been structured and developed similarly to *The Common Curriculum Framework for English Language Arts, Kindergarten to Grade 12: Western Canadian Protocol for Collaboration in Basic Education*, 1998, but it has been adapted for delivery in Ukrainian. The General Language Component provides the context and purpose for the development and use of Ukrainian.

The commonalities with the English Language Arts Framework facilitate an integrated, contextualized approach to language learning. They also establish the essential language learnings that are common to both English language programming and Ukrainian language programming, supporting and promoting a collaborative and integrated approach to language instruction.

The specific outcomes established for each grade level are intended to reflect achievement expectations to be demonstrated in the Ukrainian language.

### General Outcomes

The following five general outcomes outline the key learnings that the General Language Component is designed to support.

#### General Outcome 1

Students will listen, speak, read, write, view and represent in Ukrainian to explore thoughts, ideas, feelings and experiences.

#### General Outcome 2

Students will listen, speak, read, write, view and represent in Ukrainian to comprehend and respond personally and critically to oral, print, visual and multimedia texts.

#### General Outcome 3

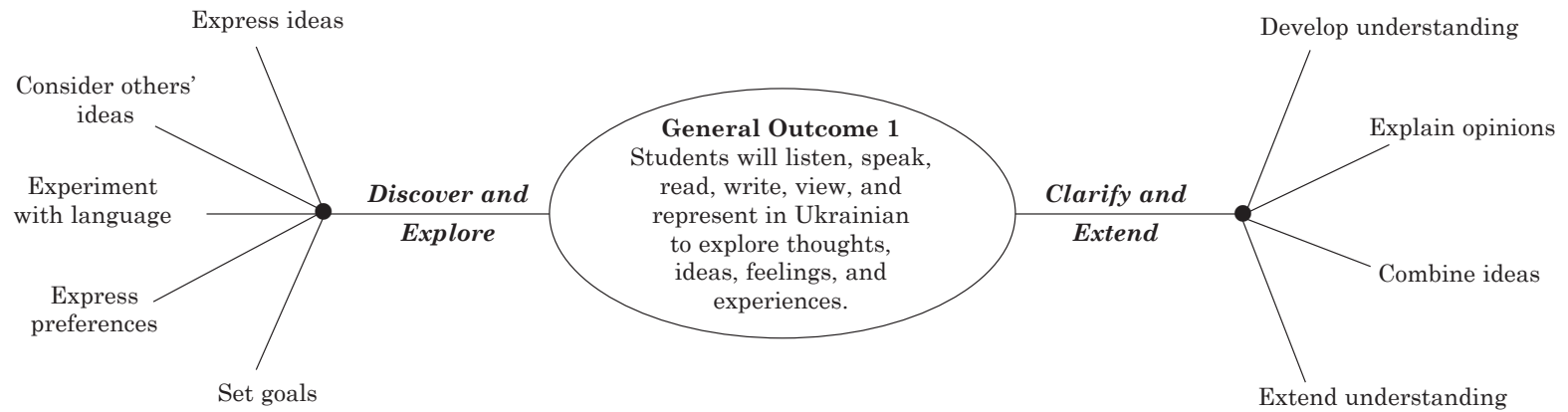
Students will listen, speak, read, write, view and represent in Ukrainian to manage ideas and information.

#### General Outcome 4

Students will listen, speak, read, write, view and represent in Ukrainian to enhance the clarity and artistry of communication.

#### General Outcome 5

Students will listen, speak, read, write, view and represent in Ukrainian to celebrate and build community.





## 1.1 Discover and Explore

Kindergarten	Grade 1	Grade 2	Grade 3
<p><b>Express Ideas</b></p> <ul style="list-style-type: none"><li>• participate in and represent a range of experiences</li></ul>	<ul style="list-style-type: none"><li>• express personal experiences and familiar events</li></ul>	<ul style="list-style-type: none"><li>• make and talk about personal observations</li></ul>	<ul style="list-style-type: none"><li>• describe personal observations, experiences and feelings</li></ul>
<p><b>Consider Others' Ideas</b></p> <ul style="list-style-type: none"><li>• participate in a range of experiences</li></ul>	<ul style="list-style-type: none"><li>• listen to and acknowledge experiences and feelings shared by others</li></ul>	<ul style="list-style-type: none"><li>• ask for others' ideas and observations to develop own personal understanding</li></ul>	<ul style="list-style-type: none"><li>• consider others' ideas and observations to develop own personal understanding</li></ul>
<p><b>Experiment with Language</b></p> <ul style="list-style-type: none"><li>• use a variety of forms to explore and express familiar events, ideas and information</li></ul>	<ul style="list-style-type: none"><li>• use a variety of forms to explore and express familiar events, ideas and information</li></ul>	<ul style="list-style-type: none"><li>• use a variety of forms to organize and give meaning to familiar experiences, ideas and information</li></ul>	<ul style="list-style-type: none"><li>• experiment with language to express feelings, and talk about memorable experiences and events</li></ul>
<p><b>Express Preferences</b></p> <ul style="list-style-type: none"><li>• demonstrate enjoyment of an oral, print, visual or multimedia text</li></ul>	<ul style="list-style-type: none"><li>• express preferences for a variety of oral, print, visual and multimedia texts</li></ul>	<ul style="list-style-type: none"><li>• collect and share favourite oral, print, visual and multimedia texts</li></ul>	<ul style="list-style-type: none"><li>• explain why an oral, print, visual or multimedia text is a personal favourite</li></ul>
<p><b>Set Goals</b></p> <ul style="list-style-type: none"><li>• participate in teacher-led group reading activities, and demonstrate reading and writing behaviours</li></ul>	<ul style="list-style-type: none"><li>• participate in reading and writing activities</li></ul>	<ul style="list-style-type: none"><li>• choose to read and write</li></ul>	<ul style="list-style-type: none"><li>• develop a sense of self as reader, writer and illustrator</li></ul>

Students will listen, speak, read, write, view, and represent in Ukrainian to explore thoughts, ideas, feelings, and experiences



## 1.1 Discover and Explore

### Grade 4

#### ***Express Ideas***

- describe and reflect upon personal observations and experiences to reach tentative conclusions

#### ***Consider Others' Ideas***

- explore connections among a variety of own and others' insights, ideas and responses

#### ***Experiment with Language***

- explore and experiment with a variety of forms of expression for particular personal purposes

#### ***Express Preferences***

- collect and explain preferences for particular forms of oral, print, visual, and multimedia texts

#### ***Set Goals***

- identify areas of personal accomplishment in language learning and use

### Grade 5

- use personal experiences as a basis for exploring and expressing opinions and understanding

- seek others' viewpoints to build on personal responses and understanding

- explore and experiment with a variety of forms of expression for particular personal purposes

- review a collection of favourite oral, print, visual, and multimedia texts; and share responses to preferred forms

- identify and discuss areas of personal accomplishment and areas for enhancement in language learning and use

### Grade 6

- use exploratory language to discover own interpretations and share personal responses

- select from others' ideas and observations to develop own thinking and understanding

- explore and experiment with a variety of forms of expression for particular personal purposes

- assess a collection of favourite oral, print, visual, and multimedia texts; and discuss preferences for particular forms

- assess personal language use, and set personal goals to enhance language learning and use

Students will listen, speak, read, write, view, and represent in Ukrainian to explore thoughts, ideas, feelings, and experiences



## 1.1 Discover and Explore

### Grade 7

#### ***Express Ideas***

- use exploratory language to discuss and record a variety of opinions and conclusions

#### ***Consider Others' Ideas***

- compare own insights and viewpoints with those of others

#### ***Experiment with Language***

- expand self-expression in oral, print and visual forms

#### ***Express Preferences***

- explore oral, print, visual and multimedia texts

#### ***Set Goals***

- assess personal language use, and revise personal goals to enhance language learning and use

### Grade 8

- explore diverse ideas to develop conclusions, opinions and understanding

- integrate new understanding with previous viewpoints and interpretations

- expand self-expression in oral, print and visual forms

- explore oral, print, visual and multimedia texts

- describe developing abilities in personal language learning and use

### Senior 1

- question and reflect on personal responses and interpretations, and apply personal viewpoints to diverse situations or circumstances

- acknowledge the value of ideas and opinions of others in exploring and extending personal interpretations and viewpoints

- expand self-expression in oral, print and visual forms

- explore a variety of oral, print, visual and multimedia texts

- self-monitor growth in language learning and use, using predetermined criteria

Students will listen, speak, read, write, view, and represent in Ukrainian to explore thoughts, ideas, feelings, and experiences



## 1.1 Discover and Explore

### Senior 2

#### **Express Ideas**

- apply exploratory language to discover and expand understanding and viewpoints

#### **Consider Others' Ideas**

- seek information to add to current understanding

#### **Experiment with Language**

- expand forms of self-expression in oral, written and visual forms

#### **Express Preferences**

- explore a variety of texts and genres by various writers, artists, storytellers, and filmmakers other than those of personal preference

#### **Set Goals**

- demonstrate confidence in personal language learning and use in a variety of formal and informal contexts

### Senior 3

- summarize and speculate on ideas, observations and opinions of self and others

- formulate and express personal understanding and interpretations

- expand forms of self-expression

- explain the value of pursuing personal preferences for a variety of texts and genres by various writers, artists, storytellers, and filmmakers

- demonstrate self-direction, self-appraisal and open-mindedness in language learning and use

### Senior 4

- speculate on and hypothesize about ideas, observations and opinions

- discuss personal understanding and interpretations

- expand forms of self-expression in oral, written and visual forms

- experience a variety of texts and genres by various writers, artists, storytellers, and filmmakers for enjoyment and satisfaction

- demonstrate self-direction, self-appraisal and open-mindedness in language learning and use; recognize self as a lifelong learner

Students will listen, speak, read, write, view, and represent in Ukrainian to explore thoughts, ideas, feelings, and experiences



## 1.2 Clarify and Extend

Kindergarten	Grade 1	Grade 2	Grade 3
<b><i>Develop Understanding</i></b> <ul style="list-style-type: none"><li>• recognize connections between new experiences and prior knowledge</li></ul>	<ul style="list-style-type: none"><li>• connect new experiences and information with prior knowledge</li></ul>	<ul style="list-style-type: none"><li>• connect new information, ideas and experiences with prior knowledge and experiences</li></ul>	<ul style="list-style-type: none"><li>• examine how new experiences, ideas and information connect to prior knowledge and experiences</li></ul>
<b><i>Explain Opinions</i></b> <ul style="list-style-type: none"><li>• explore new experiences and ideas</li></ul>	<ul style="list-style-type: none"><li>• express new experiences and ideas</li></ul>	<ul style="list-style-type: none"><li>• describe new experiences and ideas</li></ul>	<ul style="list-style-type: none"><li>• explain new experiences and ideas</li></ul>
<b><i>Combine Ideas</i></b> <ul style="list-style-type: none"><li>• group ideas and information to make sense</li></ul>	<ul style="list-style-type: none"><li>• group and sort ideas and information to make sense</li></ul>	<ul style="list-style-type: none"><li>• arrange ideas and information to make sense</li></ul>	<ul style="list-style-type: none"><li>• arrange ideas and information in more than one way to make sense for self and others</li></ul>
<b><i>Extend Understanding</i></b> <ul style="list-style-type: none"><li>• wonder about new ideas and observations</li></ul>	<ul style="list-style-type: none"><li>• demonstrate curiosity about ideas and observations to make sense of experiences</li></ul>	<ul style="list-style-type: none"><li>• ask basic questions to make sense of experiences</li></ul>	<ul style="list-style-type: none"><li>• ask questions to clarify and extend understanding</li></ul>

Students will listen, speak, read, write, view, and represent in Ukrainian to explore thoughts, ideas, feelings, and experiences





## 1.2 Clarify and Extend

### Grade 4

#### ***Develop Understanding***

- connect new information and experiences with prior knowledge to construct meaning in different contexts

#### ***Explain Opinions***

- express new concepts and understanding in own words

#### ***Combine Ideas***

- organize ideas and information in ways that clarify and shape understanding

#### ***Extend Understanding***

- ask questions to clarify information and develop new understanding

### Grade 5

- reflect on prior knowledge and experiences to arrive at new understanding

- explain personal viewpoints

- arrange ideas and information in a variety of ways to clarify understanding

- ask open-ended questions to clarify information and develop new understanding

### Grade 6

- use prior knowledge and experiences selectively to make sense of new information in a variety of contexts

- explain personal viewpoints, and revise previous understanding

- search for ways to reorganize ideas and information to extend understanding

- ask a variety of questions to clarify information and develop new understanding

Students will listen, speak, read, write, view, and represent in Ukrainian to explore thoughts, ideas, feelings, and experiences



## 1.2 Clarify and Extend

### Grade 7

#### ***Develop Understanding***

- recognize the value of connecting prior knowledge and experiences with new knowledge and experiences to shape and extend understanding

#### ***Explain Opinions***

- summarize and represent personal viewpoints in meaningful ways

#### ***Combine Ideas***

- expand own repertoire of ways to reorganize ideas and information to extend understanding

#### ***Extend Understanding***

- ask specific and focused questions for elaboration and clarification, and discuss experiences and understanding

### Grade 8

- recognize the importance of reflecting on prior experiences and knowledge to revise conclusions and understanding

- articulate, represent and explain personal viewpoints

- identify or invent personally meaningful ways of organizing ideas and information to clarify and extend understanding

- ask specific and focused questions, reconsider initial understanding in light of new information, and listen to diverse opinions

### Senior 1

- reflect on new understanding in relation to prior knowledge, and identify gaps in personal knowledge

- review and refine personal viewpoints through reflection, feedback and self-assessment

- structure and restructure ideas and information in personally meaningful ways to clarify and extend understanding

- consider diverse opinions, and assess new information

**Students will listen, speak, read, write, view, and represent in Ukrainian to explore thoughts, ideas, feelings, and experiences**



## 1.2 Clarify and Extend

### Senior 2

#### ***Develop Understanding***

- analyze connections between new and prior knowledge and ideas to clarify understanding for self and others

#### ***Explain Opinions***

- reflect on changing personal viewpoints and anticipate possible consequences

#### ***Combine Ideas***

- develop and use a repertoire of organizational structures to clarify ideas and information and to bring order to own thinking

#### ***Extend Understanding***

- ask discriminating questions to interpret, evaluate and reflect on ideas and information

### Senior 3

- analyze and synthesize connections between new and prior knowledge, ideas and experiences to clarify and shape understanding

- reflect on changing personal viewpoints and anticipate possible consequences

- expand repertoire of organizational structures to clarify ideas and information and to bring order to own thinking

- explore divergent viewpoints for relevance and validity

### Senior 4

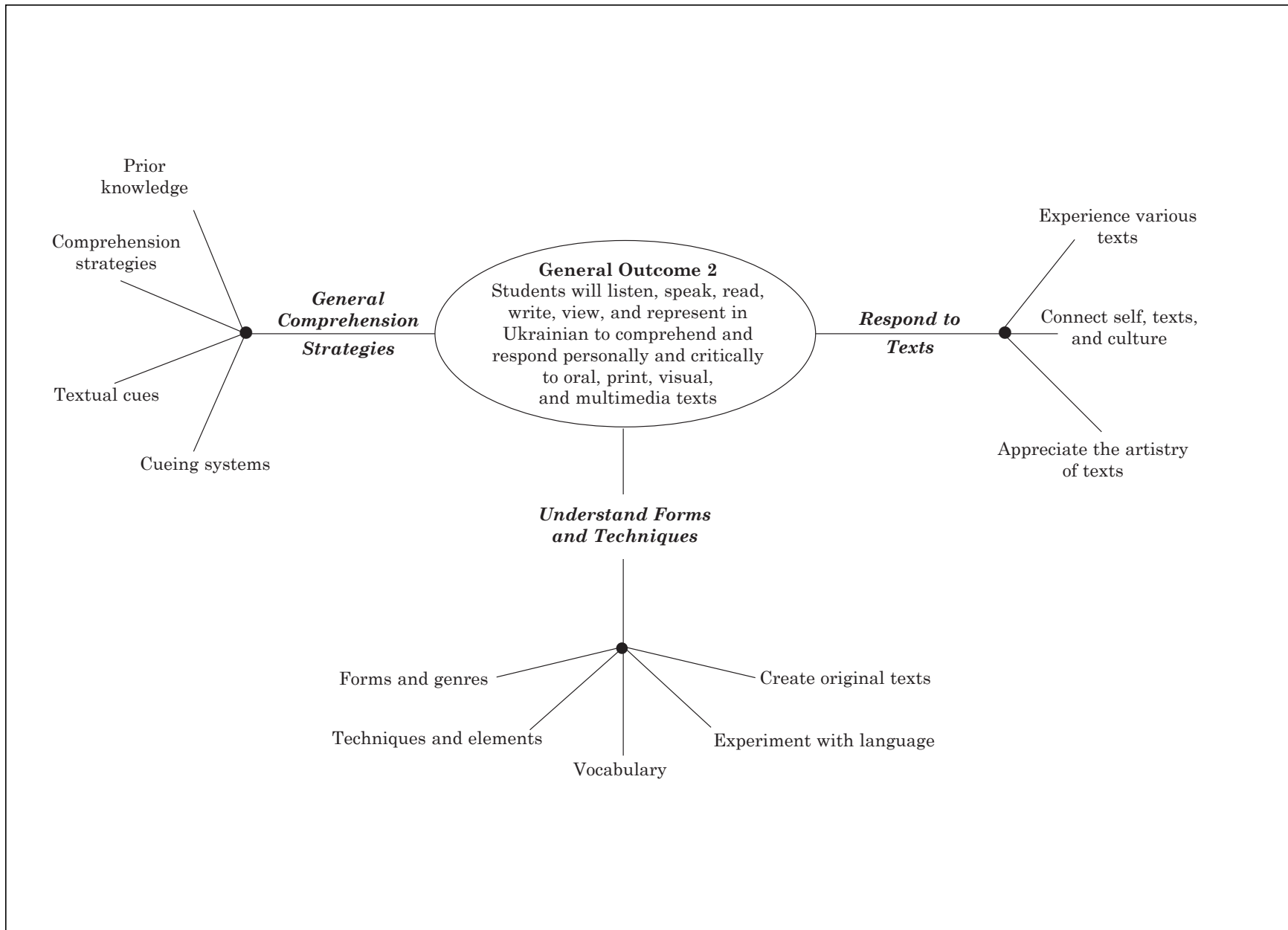
- analyze and synthesize connections between new and prior knowledge, ideas and experiences to clarify and shape understanding

- reflect critically on changing viewpoints, and identify questions and ideas that merit further thought or reflection

- select and use a variety of organizational structures to clarify ideas and information and to bring order to own thinking

- examine and interpret alternative perspectives, and arrive at and articulate new understanding

**Students will listen, speak, read, write, view, and represent in Ukrainian to explore thoughts, ideas, feelings, and experiences**





## 2.1 General Comprehension Strategies

### Kindergarten

#### **Prior Knowledge**

- make connections among oral language, texts and personal experiences

#### **Comprehension Strategies**

- anticipate meaning from familiar print, symbols and images

#### **Textual Cues**

- recognize environmental print, symbols and images in context; and recognize own name

#### **Cueing Systems**

- recognize that text is organized in specific patterns and that text symbols represent sounds, words or ideas

### Grade 1

- make connections among texts, prior knowledge and personal experiences

- ask basic questions to anticipate meaning, and use strategies to confirm understanding

- use textual cues, such as pictures and patterns, to construct and confirm meaning

- use semantic, morphological, phonological, graphophonic and syntactic cues, such as initial consonants and syllabication, to construct and confirm meaning

### Grade 2

- make connections among texts, prior knowledge and personal experiences

- anticipate meaning, recognize relationships and draw conclusions; and use a variety of strategies to confirm understanding

- use textual cues, such as story models and titles, to construct and confirm meaning

- use semantic, morphological, phonological, graphophonic and syntactic cues, such as syllabication/word families and sight words, to construct and confirm word meaning in context

### Grade 3

- make connections among texts, prior knowledge and personal experiences

- make and confirm predictions and inferences, and draw conclusions

- use textual cues, such as paragraphing and indentation, to construct and confirm meaning

- use semantic, morphological, phonological, graphophonic and syntactic cues, such as prefixes and suffixes, to construct and confirm word meaning in context

**Students will listen, speak, read, write, view, and represent in Ukrainian to comprehend and respond personally and critically to oral, print, visual, and multimedia texts.**



## 2.1 General Comprehension Strategies

### Grade 4

#### **Prior Knowledge**

- make and record connections among personal experiences, prior knowledge and a variety of texts

#### **Comprehension Strategies**

- confirm or reject inferences, predictions or conclusions based on textual information; and check and confirm understanding by rereading

#### **Textual Cues<sup>2</sup>**

- use textual cues to construct and confirm meaning in interpreting text

#### **Cueing Systems**

- use semantic, morphological, phonological, graphophonic and syntactic cues, and a variety of print and nonprint resources, to construct and confirm meaning

### Grade 5

- make and record connections among personal experiences, prior knowledge and a variety of texts

- use a variety of comprehension strategies to confirm understanding and self-correct

- use textual cues to construct and confirm meaning in interpreting text

- use semantic, morphological, phonological, graphophonic and syntactic cueing systems to construct and confirm meaning; and use a dictionary to determine word meaning in context

### Grade 6

- make and record connections among personal experiences, prior knowledge and a variety of texts

- use comprehension strategies, such as interpretive language use strategies<sup>1</sup>, appropriate to the type of text and purpose

- use textual cues to construct and confirm meaning in interpreting text

- use semantic, morphological, phonological, graphophonic and syntactic cueing systems to construct and confirm meaning; and use a variety of reference resources to determine word meaning in context

<sup>1</sup> For examples, refer to the interpretive language use strategies on page 86.

<sup>2</sup> Examples of textual cues are included in the interpretive language use strategies on page 86.

**Students will listen, speak, read, write, view, and represent in Ukrainian to comprehend and respond personally and critically to oral, print, visual, and multimedia texts.**



## 2.1 General Comprehension Strategies

### Grade 7

#### *Prior Knowledge*

- make and record connections among previous experiences, prior knowledge and textual material

#### *Comprehension Strategies*

- use comprehension strategies appropriate to the type of text and purpose, and use a variety of strategies to remember ideas

#### *Textual Cues*<sup>1</sup>

- use textual cues to construct and confirm meaning in interpreting text

#### *Cueing Systems*

- use semantic, morphological, phonological, graphophonic and syntactic cueing systems to construct and confirm meaning and interpret texts

### Grade 8

- make and record connections among previous experiences, prior knowledge and textual material; and apply these connections to new contexts

- use a variety of comprehension strategies to make sense of texts and remember ideas

- use textual cues to construct and confirm meaning in interpreting text

- use semantic, morphological, phonological, graphophonic and syntactic cueing systems to construct and confirm meaning and interpret texts

### Senior 1

- analyze and explain connections among previous experiences, prior knowledge and textual material

- use comprehension strategies appropriate to the type of text and purpose, and enhance understanding by rereading and discussing relevant passages

- use textual cues to construct and confirm meaning in interpreting text

- use semantic, morphological, phonological, graphophonic and syntactic cueing systems to construct and confirm meaning and interpret texts

<sup>1</sup> Examples of textual cues are included in the interpretive language use strategies on page 86.

**Students will listen, speak, read, write, view, and represent in Ukrainian to comprehend and respond personally and critically to oral, print, visual, and multimedia texts.**



## 2.1 General Comprehension Strategies

### Senior 2

#### **Prior Knowledge**

- analyze and explain connections between diverse experiences, prior knowledge and a variety of texts

#### **Comprehension Strategies**

- use comprehension strategies appropriate to the type of text and purpose, and enhance understanding by rereading and discussing relevant passages

#### **Textual Cues**

- use textual cues and prominent organizational patterns within texts to confirm meaning and interpret texts

#### **Cueing Systems**

- use semantic, morphological, phonological, graphophonic and syntactic cueing systems to construct and confirm meaning and interpret texts

### Senior 3

- analyze and explain connections between diverse experiences, prior knowledge and a variety of texts

- apply and adjust strategies for comprehending a variety of texts, and use a personal repertoire of strategies to monitor interpretations

- use textual cues, prominent organizational patterns within texts and stylistic techniques to construct and confirm meaning and interpret texts

- use semantic, morphological, phonological, graphophonic and syntactic cueing systems to construct and confirm meaning and interpret texts

### Senior 4

- analyze and explain connections between diverse experiences, prior knowledge and a variety of texts

- apply and adjust strategies for comprehending a variety of texts; verify accuracy of understanding when paraphrasing and summarizing ideas

- use textual cues, prominent organizational patterns within texts and stylistic techniques to construct and confirm meaning and interpret texts

- use semantic, morphological, phonological, graphophonic and syntactic cueing systems to construct and confirm meaning and interpret texts

**Students will listen, speak, read, write, view, and represent in Ukrainian to comprehend and respond personally and critically to oral, print, visual, and multimedia texts.**





## 2.2 Respond to Texts

### Kindergarten

#### *Experience Various Texts*

- participate in shared listening, reading and viewing experiences, using texts from a variety of genres and cultural traditions, such as picture books, language pattern books/predictable books, stories, photographs, rebus stories and illustrations

#### *Connect Self, Texts, and Culture*

- share personal experiences related to oral, print, visual and multimedia texts; and represent the actions of people in texts

#### *Appreciate the Artistry of Texts*

- share feelings evoked by oral, print, visual and multimedia texts

### Grade 1

- participate in shared listening, reading and viewing experiences, using texts from a variety of genres and cultural traditions, such as poems, oral storytelling, pattern books, audiotapes, stories and cartoons

- share personal experiences related to oral, print, visual and multimedia texts; and talk about the actions of people

- share feelings and moods evoked by oral, print, visual and multimedia texts

### Grade 2

- participate in shared listening, reading and viewing experiences, using texts from a variety of genres and cultural traditions, such as legends, puppet plays, video programs, songs, riddles and informational texts

- describe similarities between experiences and traditions encountered in daily life and those portrayed in oral, print, visual and multimedia texts

- identify and express the feelings of people in oral, print, visual and multimedia texts

### Grade 3

- participate in listening, reading and viewing experiences, using texts from a variety of genres and cultural traditions, such as folk music and dance, illustrated storybooks, CD-ROMs, plays and fables

- compare own experiences and traditions with those of various communities and cultures portrayed in oral, print, visual and multimedia texts

- identify mood created in oral, print, visual and multimedia texts

For a sample list of text forms, see Appendix A.

Students will listen, speak, read, write, view, and represent in Ukrainian to comprehend and respond personally and critically to oral, print, visual, and multimedia texts.



## 2.2 Respond to Texts

### Grade 4

#### *Experience Various Texts*

- experience texts from a variety of genres and cultural traditions, with and without support, such as personal narratives, plays, video programs, adventure stories, folk tales, informational texts, mysteries, poetry, CD-ROM programs and fairy tales; and share responses to these texts

#### *Connect Self, Texts, and Culture*

- identify similarities and differences between personal experiences and the experiences of people from various cultures portrayed in oral, print, visual and multimedia texts

#### *Appreciate the Artistry of Texts*

- identify words that form mental images and create mood in oral, print, visual and multimedia texts

### Grade 5

- experience texts from a variety of genres and cultural traditions, such as historical fiction, myths, biographies, poetry, news reports, fantasy and guest speakers; and share responses to these texts

- identify similarities and differences between personal experiences and the experiences of people from various cultures portrayed in oral, print, visual and multimedia texts

- identify descriptive and figurative language in oral, print, visual and multimedia texts

### Grade 6

- experience texts from a variety of genres and cultural traditions, such as autobiographies, travelogues, comics, short films, myths, legends and dramatic performances; and share responses to these texts

- compare the challenges and situations encountered in own daily life with those experienced by people in other times, places and cultures as portrayed in oral, print, visual and multimedia texts

- identify and respond to descriptive and figurative language in oral, print, visual and multimedia texts

For a sample list of text forms, see Appendix A.

Students will listen, speak, read, write, view, and represent in Ukrainian to comprehend and respond personally and critically to oral, print, visual, and multimedia texts.



## 2.2 Respond to Texts

### Grade 7

#### *Experience Various Texts*

- experience oral, print and other media texts from a variety of genres and cultural traditions, such as journals, short stories, poetry, letters, CD-ROM programs, mysteries, historical fiction, drawings and prints; and discuss preferences

#### *Connect Self, Texts, and Culture*

- compare own understanding of people, cultural traditions and values portrayed in oral, print, visual and multimedia texts with that of others

#### *Appreciate the Artistry of Texts*

- identify descriptive and figurative language in oral, print, visual and multimedia texts; and discuss how it enhances understanding of people, places, actions and events

### Grade 8

- experience oral, print and other media texts from a variety of genres and cultural traditions, such as magazine articles, journals, poetry, Internet passages, opinion pieces, fantasy, nonfiction, advertisements and photographs; and compare own interests with those of others

- describe how similar ideas, people, experiences and traditions are conveyed in various oral, print, visual and multimedia texts

- identify and respond to language and visual images that create mood and evoke emotion in oral, print, visual and multimedia texts

### Senior 1

- experience oral, print and other media texts from a variety of genres and cultural traditions, such as broadcast advertisements, poetry, documentaries, films, electronic magazines, essays, realistic fiction and folk wisdom; and interpret the texts

- examine how personal experiences, community traditions, and Canadian and Ukrainian perspectives are presented in oral, print, visual and multimedia texts

- identify and describe techniques used to create mood in oral, print, visual and multimedia texts

For a sample list of text forms, see Appendix A.

**Students will listen, speak, read, write, view, and represent in Ukrainian to comprehend and respond personally and critically to oral, print, visual, and multimedia texts.**



## 2.2 Respond to Texts

### Senior 2

#### *Experience Various Texts*

- experience texts from a variety of genres and cultural traditions, such as student work, historical non-fiction, e-mail, computer programs, and other examples cited in previous grades; explain interpretations of the text

#### *Connect Self, Texts, and Culture*

- compare the portrayals of people, events or perspectives from a variety of oral, literary and media texts; apply personal perspective

#### *Appreciate the Artistry of Texts*

- discuss how word choice and supporting details in oral, literary and media texts affect purpose and audience

### Senior 3

- experience texts from a variety of genres and cultural traditions; explain various interpretations of the same text, (for examples, refer to previous grades)

- compare the themes portrayed in a variety of oral, literary and media texts; apply personal perspective

- examine how word choice in oral, literary and media texts alters and enhances mood or meaning and affects audience

### Senior 4

- experience a range of texts from a variety of genres and cultural traditions; consider alternative interpretations and evaluations, (for examples, refer to previous grades)

- compare the themes and values portrayed in a variety of oral, literary and media texts; apply personal perspective

- analyze how word choice and visual images in oral, literary and media texts create a composite meaning and effect

For a sample list of text forms, see Appendix A.

Students will listen, speak, read, write, view, and represent in Ukrainian to comprehend and respond personally and critically to oral, print, visual, and multimedia texts.



## 2.3 Understand Forms and Techniques

### Kindergarten

#### **Forms and Genres**

- distinguish between what is realistic and imaginary in oral, literary and media forms and texts

#### **Techniques and Elements**

- develop a sense of story through listening, reading and viewing experiences

#### **Vocabulary**

- demonstrate curiosity about, and experiment with, sounds, letters, words and word patterns

#### **Experiment with Language**

- appreciate the sounds and rhythms of language

#### **Create Original Texts**

- create original oral and media texts

### Grade 1

- recognize different oral, literary and media forms and texts

- represent the beginning, middle and end of oral, print, visual and multimedia texts; and identify characters

- experiment with parts of words, word combinations and word patterns

- appreciate repetition, rhyme and rhythm in shared language experiences

- create oral and media texts to communicate and demonstrate understanding of modelled forms

### Grade 2

- recognize that information and ideas can be expressed in a variety of forms and texts

- relate the beginning, middle and end of oral, print, visual and multimedia texts; and identify the main character

- explore commonalities in word families to increase vocabulary

- demonstrate interest in the sounds and rhythms of words, word combinations and phrases in oral, literary and media presentations

- create basic texts to communicate and demonstrate understanding of modelled forms

### Grade 3

- recognize the distinguishing features of a variety of forms and texts

- identify the sequence of events in oral, print, visual and multimedia texts; the time and place in which they occur; and the main and supporting characters

- build knowledge of word patterns and commonalities in word families

- identify examples of repeated sounds and poetic effects that contribute to enjoyment; and recognize humour in oral, print, visual and multimedia texts

- create original texts to communicate and demonstrate understanding of forms and techniques

**Students will listen, speak, read, write, view, and represent in Ukrainian to comprehend and respond personally and critically to oral, print, visual, and multimedia texts.**



## 2.3 Understand Forms and Techniques

### Grade 4

#### **Forms and Genres**

- identify similarities and differences between various oral, literary and media forms and texts

#### **Techniques and Elements**

- explain connections between events and roles of main characters in oral, print, visual and multimedia texts

#### **Vocabulary**

- build knowledge of word patterns by identifying prefixes, suffixes and roots

#### **Experiment with Language**

- recognize how words and word combinations, such as wordplay, repetition and rhyme, influence or convey meaning; and recognize that exaggeration can be used to convey humour

#### **Create Original Texts**

- create original texts to communicate and demonstrate understanding of forms and techniques

### Grade 5

- understand and use a variety of oral, literary and media forms and texts

- identify key elements, including plot, setting and character; and explore techniques used in oral, print, visual and multimedia texts, such as use of colour, font, sound, word choice and visual imagery

- expand knowledge of words and word relationships, using a variety of sources

- experiment with words and sentence patterns to create word pictures, and identify ways in which exaggeration is used to convey humour

- create original texts to communicate and demonstrate understanding of forms and techniques

### Grade 6

- recognize and apply key characteristics of various oral, literary and media genres

- identify key elements and techniques in oral, print, visual and multimedia texts

- identify and group words according to commonalities

- alter words, forms and sentence patterns to create new versions of texts for a variety of purposes

- create original texts to communicate and demonstrate understanding of forms and techniques

**Students will listen, speak, read, write, view, and represent in Ukrainian to comprehend and respond personally and critically to oral, print, visual, and multimedia texts.**



## 2.3 Understand Forms and Techniques

### Grade 7

#### ***Forms and Genres***

- recognize the appropriate use of various genres according to purpose, audience and content

#### ***Techniques and Elements***

- apply techniques of plot development in oral, print, visual and multimedia texts; and explore their impact

#### ***Vocabulary***

- apply knowledge of word patterns to recognize and expand vocabulary

#### ***Experiment with Language***

- identify creative uses of language in oral, print, visual and multimedia texts

#### ***Create Original Texts***

- create original texts to communicate and demonstrate understanding of forms and techniques

### Grade 8

- use various forms and genres appropriately, according to purpose, audience and content

- analyze techniques of plot development in oral, print, visual and multimedia texts; and describe how they interact to create effects

- appreciate variations in language, accent and dialect in communities, regions and countries; and recognize the derivation and use of words, phrases and jargon

- identify creative uses of language in popular culture, and explain how imagery and figures of speech create tone and mood in texts

- create original texts to communicate and demonstrate understanding of forms and techniques

### Senior 1

- explain preferences for particular oral, literary and media forms and genres for specific purposes, audiences and content

- identify techniques of persuasion in oral, print, visual and multimedia texts

- recognize uses and misuses of slang, colloquialism and jargon

- analyze creative uses of language in popular culture; and recognize how figurative language and techniques create a dominant impression, mood, tone and style

- create original texts to communicate and demonstrate understanding of forms and techniques

**Students will listen, speak, read, write, view, and represent in Ukrainian to comprehend and respond personally and critically to oral, print, visual, and multimedia texts.**



## 2.3 Understand Forms and Techniques

### Senior 2

#### **Forms and Genres**

- describe and apply various oral, literary and media forms and genres

#### **Techniques and Elements**

- examine how plot, character and setting contribute to an overall theme, and recognize the effectiveness of techniques used in oral, literary and media texts

#### **Vocabulary**

- examine how word usage evolves over time and culture, such as immigration, history, geography, and so on

#### **Experiment with Language**

- analyze ways in which creative uses of language influence thought, emotion and meaning; identify how symbols are used to represent abstract ideas

#### **Create Original Texts**

- create original texts to communicate and demonstrate understanding of forms and techniques

### Senior 3

- recognize and apply unique characteristics of a variety of oral, literary and media forms and genres

- analyze how plot, character, setting and mood enhance meaning, and evaluate the effectiveness of techniques used in oral, literary and media texts

- examine how word usage evolves over time and culture, such as archaic language, slang, colloquialisms, jargon, and so on

- evaluate ways in which creative uses of language develop a style; evaluate the effectiveness of literary and media techniques and devices

- create original texts to communicate and demonstrate understanding of forms and techniques

### Senior 4

- understand how choice of genre and form affects audience response; apply appropriately

- evaluate how elements and techniques are combined to achieve the artist's purpose and desired effect

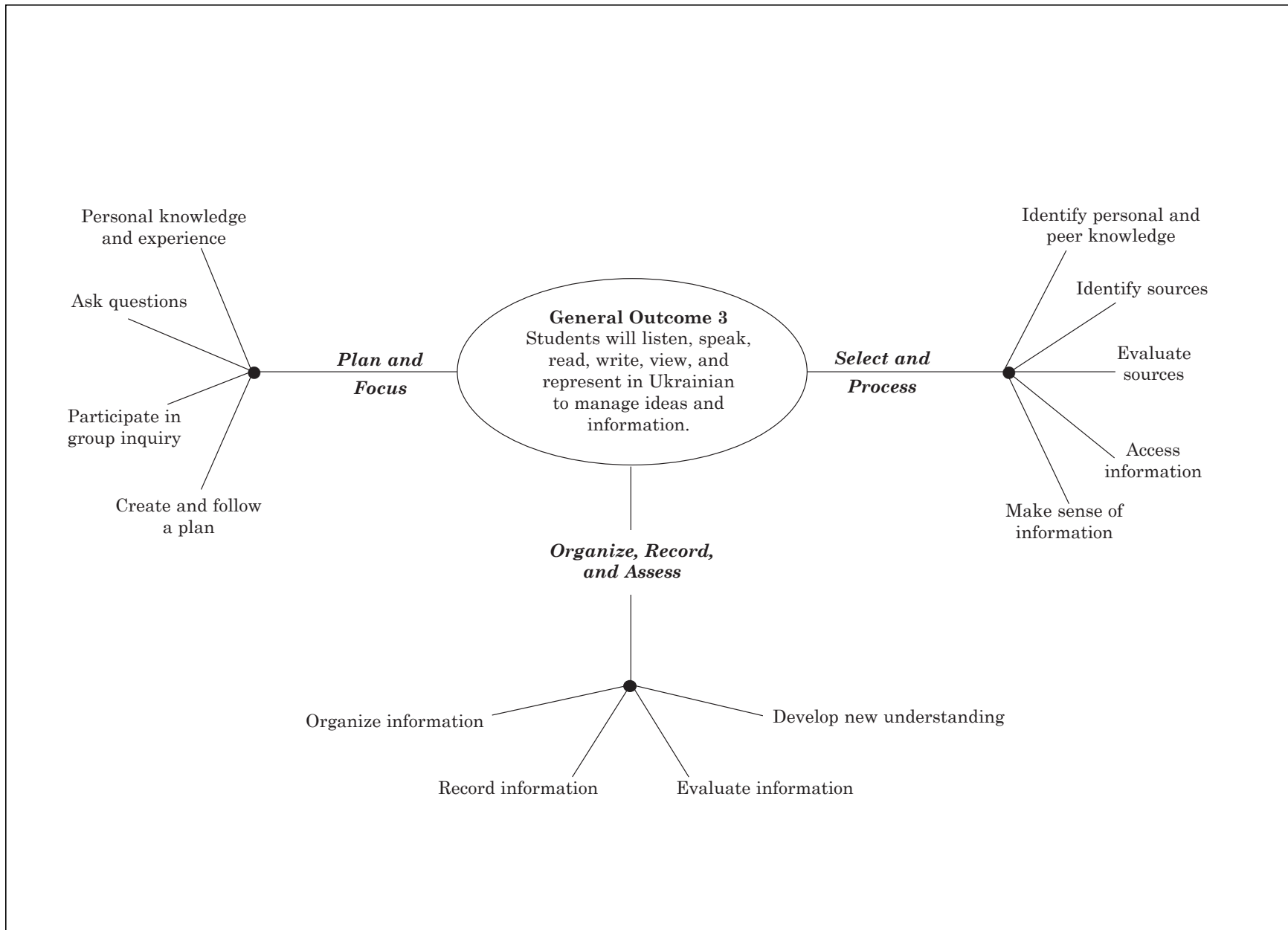
- recognize the derivation of specialized language and the role of culture and invention in word creation and usage, such as computer terminology, sports, arts and entertainment, and so on

- apply creative uses of language; evaluate the effectiveness of literary and media techniques and devices

- create original texts to communicate and demonstrate understanding of forms and techniques

**Students will listen, speak, read, write, view, and represent in Ukrainian to comprehend and respond personally and critically to oral, print, visual, and multimedia texts.**







### 3.1 Plan and Focus

#### Kindergarten

#### Grade 1

#### Grade 2

#### Grade 3

##### *Personal Knowledge and Experience*

- demonstrate personal knowledge of a topic

- contribute personal knowledge and experience of a topic to gather information

- record and share personal knowledge and experience of a topic

- identify and categorize personal knowledge and experience of a topic to determine information needs

##### *Ask Questions*

- ask essential questions to satisfy personal curiosity and information needs in the classroom context

- ask basic questions to satisfy personal curiosity and information needs

- ask questions to understand a topic, and identify information needs

- ask topic-appropriate questions, and identify and communicate information needs

##### *Participate in Group Inquiry*

- ask and answer essential questions to satisfy group curiosity and information needs in the classroom context

- ask and answer basic questions to satisfy group curiosity and information needs

- contribute information and questions to assist in group understanding of a topic or task

- contribute information in group discussions to assist in group understanding of a topic or task

##### *Create and Follow a Plan*

- listen to and follow simple directions in the classroom context

- listen actively and follow directions for gathering information

- recall and follow directions for accessing and gathering information

- recall and follow a sequential plan for accessing and gathering information

Students will listen, speak, read, write, view, and represent in Ukrainian to manage ideas and information.



### 3.1 *Plan and Focus*

#### **Grade 4**

##### ***Personal Knowledge and Experience***

- categorize personal knowledge and experience of a topic to determine information needs

##### ***Ask Questions***

- ask general and specific questions on topics, using predetermined categories

##### ***Participate in Group Inquiry***

- identify relevant personal knowledge of a topic and possible categories of questions and purposes for group inquiry or research

##### ***Create and Follow a Plan***

- select and use a plan for gathering information

#### **Grade 5**

- summarize personal knowledge and experience of a topic to determine information needs

- formulate general and specific questions to identify information needs

- share personal knowledge of a selected topic to help formulate relevant questions appropriate to a specific audience and purpose for group inquiry or research

- gather and record information and ideas, using a plan

#### **Grade 6**

- summarize and focus personal knowledge and experience of a topic to determine information needs

- formulate relevant questions to focus information needs

- contribute to group knowledge of topics to help identify and focus information needs, sources and purposes for group inquiry or research

- create and follow a plan to collect and record information

**Students will listen, speak, read, write, view, and represent in Ukrainian to manage ideas and information.**



### 3.1 *Plan and Focus*

#### **Grade 7**

##### ***Personal Knowledge and Experience***

- determine personal knowledge and experience of a topic to generate possible areas of inquiry or research

##### ***Ask Questions***

- formulate, with guidance, a variety of relevant questions on a topic to establish a purpose for seeking information

##### ***Participate in Group Inquiry***

- contribute to group knowledge of topics to help identify and focus information needs, sources and purposes for group inquiry or research

##### ***Create and Follow a Plan***

- prepare and use a plan to access information and ideas from a variety of sources, such as teachers, peers, print and nonprint materials, and electronic sources

#### **Grade 8**

- determine the depth and breadth of personal knowledge and experience of a topic to generate possible areas of inquiry or research

- formulate, independently, relevant main and subordinate questions on a topic to establish a purpose for gathering information

- contribute ideas, knowledge and questions to help establish group inquiry or research focuses and purposes

- prepare and use a plan to access, gather and record relevant information from a variety of human, print and electronic sources

#### **Senior 1**

- assess personal knowledge and experience of a topic to identify possible areas of inquiry or research

- develop a variety of focused questions to establish a purpose for gathering information

- contribute ideas, knowledge and strategies to help identify group information needs and sources

- prepare and use a plan to access, gather and evaluate information and ideas from a variety of human, print and electronic sources

**Students will listen, speak, read, write, view, and represent in Ukrainian to manage ideas and information.**



### 3.1 Plan and Focus

#### Senior 2

##### *Personal Knowledge and Experience*

- use personal expertise and that of others on a topic to determine inquiry or research focus

##### *Ask Questions*

- develop focused inquiry or research questions to anticipate personal and audience needs on a topic

##### *Participate in Group Inquiry*

- collaborate to identify group knowledge base and determine inquiry or research topic focus

##### *Create and Follow a Plan*

- prepare, use and adjust an inquiry or research plan as needed to access relevant information and ideas independently using a variety of methods

#### Senior 3

- reflect on own expertise and information and that of others to identify topic interests, depth of knowledge and information needs for inquiry or research

- formulate and adjust inquiry or research questions to focus a topic and purpose

- collaborate to identify group knowledge base and determine inquiry or research topic focus

- prepare, use and revise an inquiry or research plan, and locate, access and record relevant information from a variety of sources

#### Senior 4

- reflect on personal understanding and knowledge to determine topic interests, gaps in knowledge and inquiry or research objectives

- develop effective, focused inquiry or research questions

- collaborate to determine own knowledge base and that of others, and determine inquiry or research topic focus

- prepare, use and revise an inquiry or research plan, and locate, access, evaluate and select relevant information independently from a variety of sources

**Students will listen, speak, read, write, view, and represent in Ukrainian to manage ideas and information.**



## 3.2 *Select and Process*

### Kindergarten

#### ***Identify Personal and Peer Knowledge***

- identify self and others as sources of information

#### ***Identify Sources***

- seek information from others in the classroom context

#### ***Evaluate Sources***

- recognize when information answers the questions asked

#### ***Access Information***

- use visual and auditory cues to understand ideas and information

#### ***Make Sense of Information***

- use prior knowledge to make sense of information

### Grade 1

- identify and share basic personal knowledge related to experiences

- seek information from a variety of sources

- recognize when information answers the questions asked

- understand that library materials have a specific organizational system, and use visual and auditory cues to make meaning

- make and check predictions, using prior knowledge and oral, visual and print text features to understand information

### Grade 2

- participate in group discussion to generate information on a topic, and identify sources of additional information

- answer questions, using oral, visual and print information sources

- compare gathered ideas and information with personal knowledge

- use the specific library organizational system to locate information and ideas, and use visual and auditory cues to make meaning

- make connections between prior knowledge, ideas and information, and oral, visual and print text features

### Grade 3

- record and share personal knowledge of a topic

- access information, using a variety of sources

- match information to inquiry or research needs

- use knowledge of visual and auditory cues and organizational devices to locate and gather information and ideas

- determine the main ideas in information, using prior knowledge, predictions and connections

**Students will listen, speak, read, write, view, and represent in Ukrainian to manage ideas and information.**



## 3.2 *Select and Process*

### Grade 4

#### ***Identify Personal and Peer Knowledge***

- record and share personal knowledge of a topic to focus inquiry or research

#### ***Identify Sources***

- identify a variety of information sources to answer inquiry or research questions

#### ***Evaluate Sources***

- review information to determine its usefulness to inquiry or research needs, using pre-established criteria

#### ***Access Information***

- use knowledge of visual and auditory cues and organizational devices to locate and gather a variety of information and ideas

#### ***Make Sense of Information***

- determine main and supporting ideas, using prior knowledge, predictions, connections, inferences, and visual and auditory cues; and locate and/or listen for key words

### Grade 5

- record, select and share personal knowledge of a topic to focus inquiry or research

- identify a variety of information sources to answer inquiry or research questions

- review information to determine its usefulness to inquiry or research needs, using pre-established criteria

- use a variety of tools to access information and ideas, and use visual and auditory cues to identify important information

- recognize organizational patterns of oral, visual and print text; and skim, scan and listen for key words and phrases

### Grade 6

- record personal knowledge of a topic, and collaborate to generate information for inquiry or research

- identify a variety of information sources to answer inquiry or research questions

- review information to determine its usefulness to inquiry or research needs, using pre-established criteria

- use a variety of tools to access information and ideas, and use visual and auditory cues to identify and gather important information

- use organizational patterns of oral, visual and print text to construct meaning; and skim, scan, listen, view and read closely to gather information

**Students will listen, speak, read, write, view, and represent in Ukrainian to manage ideas and information.**



## 3.2 *Select and Process*

### **Grade 7**

#### ***Identify Personal and Peer Knowledge***

- select and organize personal and peer knowledge of a topic to establish an information base for inquiry or research

#### ***Identify Sources***

- choose appropriate information sources to meet inquiry and research needs

#### ***Evaluate Sources***

- use pre-established criteria to evaluate the currency, usefulness and reliability of information sources in answering inquiry or research questions

#### ***Access Information***

- expand and use a repertoire of skills, including visual and auditory skills, to access information and ideas from a variety of sources

#### ***Make Sense of Information***

- determine literal and implied meanings of oral, visual and print texts, using a variety of strategies and cues

### **Grade 8**

- access, record and appraise personal and peer knowledge and understanding of a topic to establish an information base for inquiry or research

- distinguish between information sources that present fact and opinion, when inquiring or researching

- develop and use criteria for evaluating information sources for a particular inquiry or research plan

- recall, expand and use a variety of skills, including visual and auditory skills, to access information and ideas from a variety of sources

- construct meaning, using direct statements, implied meaning and inferences; and adjust rate of reading or viewing according to purpose, topic, density of information and organizational patterns of text

### **Senior 1**

- access, record and appraise personal/peer knowledge of a topic to establish an information base for inquiry or research

- identify and use information sources that provide a variety of perspectives, when inquiring or researching

- evaluate information sources for possible bias, using criteria designed for a particular inquiry or research plan

- expand and use a variety of skills, including visual and auditory skills, to access information and ideas from a variety of sources

- identify a variety of factors, such as organizational patterns of text, page layouts, font styles, colour, voice-overs and camera angles, that affect meaning; scan to locate specific information quickly; and summarize, report and record main ideas of extended oral, visual and print texts

**Students will listen, speak, read, write, view, and represent in Ukrainian to manage ideas and information.**





## 3.2 *Select and Process*

### Senior 2

#### ***Identify Personal and Peer Knowledge***

- access, record and appraise personal expertise on an inquiry or research topic; initiate inquiry or research, using pre-established criteria

#### ***Identify Sources***

- identify a range of diverse information sources to satisfy inquiry or research needs

#### ***Evaluate Sources***

- evaluate the quality of information sources and perspectives for a particular inquiry or research plan

#### ***Access Information***

- expand and use a variety of skills to access information and ideas from a variety of sources

#### ***Make Sense of Information***

- identify a variety of factors that affect meaning, and use effective listening, reading and viewing techniques

### Senior 3

- access, record and appraise personal expertise on an inquiry or research topic; focus inquiry or research according to pre-established organization of a project

- identify a range of information sources on an inquiry or research topic

- evaluate the reliability and credibility of information sources

- use a combination of information retrieval knowledge and skills for particular topics and purposes; expand and use a variety of skills to access information and ideas from a variety of sources

- identify and analyze a variety of factors that affect meaning, skim and scan for required information, and use effective listening, reading and viewing techniques

### Senior 4

- identify personal knowledge of a topic; design projects to generate additional knowledge and ideas

- identify a range of diverse forms of information sources to satisfy information needs

- evaluate potential information sources for breadth, depth, reliability, validity and accessibility

- use information retrieval knowledge and skills to access and make sense of information; create personalized strategies to accomplish a task based on time available and depth of topic

- identify and analyze a variety of factors that affect meaning, and listen, read and view actively for themes, main ideas and supporting details of speakers and writers

**Students will listen, speak, read, write, view, and represent in Ukrainian to manage ideas and information.**



### 3.3 Organize, Record, and Assess

#### Kindergarten

##### **Organize Information**

- categorize objects and visuals according to similarities and differences

##### **Record Information**

- represent and share information and ideas

##### **Evaluate Information**

- share information gathered on a specific topic

##### **Develop New Understanding**

- participate in information-gathering experiences

#### Grade 1

- identify and categorize information according to similarities, differences and sequences

- represent and express key facts and ideas in visual form or with words

- use gathered information as a basis for communication

- recall, share and record information-gathering experiences in visual or text form

#### Grade 2

- categorize related information and ideas, using a variety of strategies

- record key facts and ideas in own words, and identify titles and writers of sources

- examine gathered information, with teacher guidance, to decide what to share or omit

- recall, discuss and record information-gathering experiences

#### Grade 3

- organize and explain information and ideas, using a variety of strategies, such as clustering, categorizing and sequencing

- record facts and ideas, using a variety of strategies; and list authors and titles of sources

- determine, with teacher guidance, whether collected information is sufficient or inadequate for the established purpose

- use gathered information and questions to review and add to knowledge

Students will listen, speak, read, write, view, and represent in Ukrainian to manage ideas and information.



### 3.3 Organize, Record, and Assess

#### Grade 4

##### ***Organize Information***

- organize information and ideas in logical sequences, using a variety of strategies

##### ***Record Information***

- record facts and ideas, using a variety of strategies; and list authors and titles of sources

##### ***Evaluate Information***

- analyze collected information to identify categories or aspects of a topic that need more information

##### ***Develop New Understanding***

- use gathered information and questions to review and add to knowledge, and consider new questions regarding the inquiry or research process and content

#### Grade 5

- organize information and ideas into categories, using a variety of strategies

- record key words, phrases and images by subtopics; and cite authors and titles of sources appropriately

- recognize gaps in the information gathered, and locate additional information needed

- determine information needs during the inquiry or research process, and discuss and assess inquiry or research experiences

#### Grade 6

- organize information and ideas, using a variety of strategies and techniques

- record information in own words, cite authors and titles appropriately, and provide publication dates of sources

- recognize gaps in the information gathered; and locate additional information needed for a particular form, audience and purpose

- assess knowledge gained through the inquiry or research process, form personal conclusions, and generate new questions for further inquiry or research

Students will listen, speak, read, write, view, and represent in Ukrainian to manage ideas and information.



### 3.3 Organize, Record, and Assess

#### Grade 7

##### **Organize Information**

- organize information and ideas in order of priority, according to topic and task requirements

##### **Record Information**

- summarize major ideas and supporting details in point form, and reference sources using a consistent format

##### **Evaluate Information**

- recognize gaps in the information gathered; and locate additional information needed for a particular form, audience and purpose

##### **Develop New Understanding**

- assess knowledge gained through the inquiry or research process, form personal conclusions, and generate new questions for further inquiry or research

#### Grade 8

- organize information and ideas by selecting or developing categories appropriate to a particular topic and purpose

- make notes using headings and subheadings or graphic organizers appropriate to a topic, and reference sources using a consistent format

- assess the appropriateness of the amount and quality of information collected; and recognize and address information gaps for particular forms, audiences and purposes

- organize new information and connect it to prior knowledge, and reflect on the impact of new information on the inquiry or research process

#### Senior 1

- organize information and ideas by developing and selecting appropriate categories and organizational structures

- summarize and record information in a variety of forms, paraphrasing and/or quoting relevant facts and opinions; and reference sources using a consistent format

- distinguish between main and supporting information to evaluate usefulness, relevance and completeness; and address information gaps for particular forms, audiences and purposes

- reflect on new knowledge and its value to self, and determine personal inquiry and research strengths and learning goals

Students will listen, speak, read, write, view, and represent in Ukrainian to manage ideas and information.



### 3.3 Organize, Record, and Assess

#### Senior 2

##### ***Organize Information***

- organize and reorganize information and ideas in a variety of forms for different purposes

##### ***Record Information***

- record information and ideas, using a variety of organizational structures appropriate to purpose, and reference sources

##### ***Evaluate Information***

- evaluate collected information for completeness, accuracy, relevance and effectiveness, and address information gaps for particular forms, audiences and purposes

##### ***Develop New Understanding***

- integrate new information with prior knowledge to form new ideas; reflect on implications of conclusions

#### Senior 3

- develop flexibility and independence in organizing information and ideas, using a variety of strategies selected for specific purposes

- record and summarize facts and information from a variety of sources; reference sources

- evaluate collected information for completeness, accuracy, currency and relevance for particular forms, audiences and purposes

- synthesize a variety of perspectives; consider alternative methods of reaching inquiry or research goals

#### Senior 4

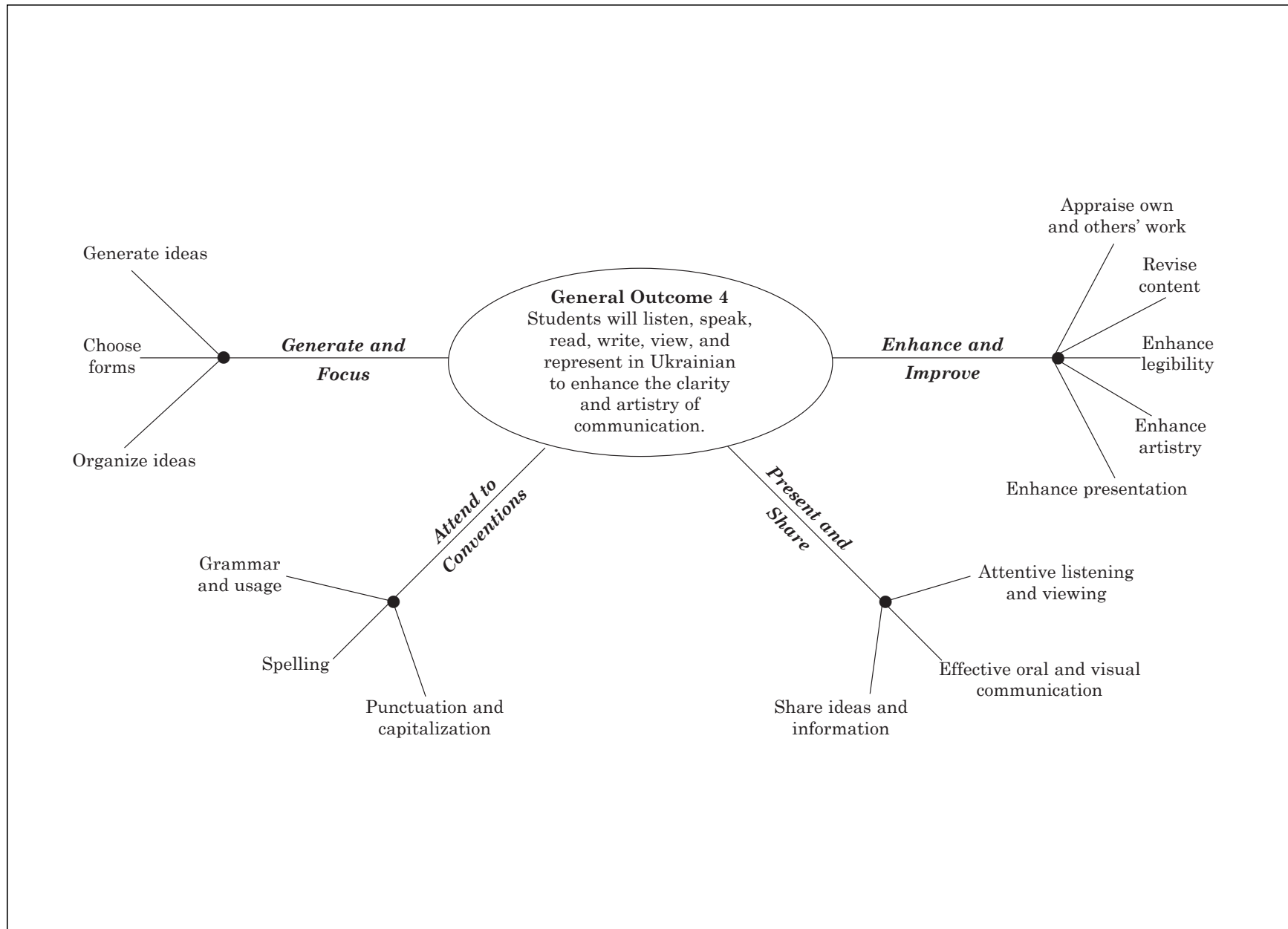
- organize information and ideas according to topic, purpose, form of presentation and final product

- record and summarize information and perspectives from a variety of sources and presentation forms

- evaluate collected information for completeness, accuracy, currency, relevance and effectiveness for particular forms, audiences and purposes

- evaluate the contribution of new information to personal knowledge base; self-assess inquiry, research, authoring and presentation skills

**Students will listen, speak, read, write, view, and represent in Ukrainian to manage ideas and information.**





## 4.1 *Generate and Focus*

### **Kindergarten**

#### ***Generate Ideas***

- share ideas from personal experiences

#### ***Choose Forms***

- participate in shared text experiences

#### ***Organize Ideas***

- recognize that ideas expressed in oral language can be represented and recorded

### **Grade 1**

- contribute ideas from personal experiences for oral, print and visual texts

- share ideas and experiences, using simple text forms

- organize visuals to express ideas and tell stories

### **Grade 2**

- generate and contribute ideas on particular topics for oral, print and visual texts

- share ideas and experiences, using various text forms for particular audiences

- organize visuals and print to express ideas and tell stories

### **Grade 3**

- generate and contribute ideas on particular topics for oral, print and visual texts

- use a variety of text forms for particular audiences and purposes

- arrange ideas in own oral, print and visual texts, using organizers

**For a sample list of text forms, see Appendix A.**

**Students will listen, speak, read, write, view, and represent in Ukrainian to enhance the clarity and artistry of communication.**



## 4.1 *Generate and Focus*

### Grade 4

#### ***Generate Ideas***

- generate and contribute ideas on particular topics for oral, print and visual texts, using a variety of strategies

#### ***Choose Forms***

- use a variety of text forms for particular audiences and purposes

#### ***Organize Ideas***

- develop and arrange ideas in own oral, print and visual texts, using organizers

### Grade 5

- focus a topic for oral, print and visual texts, using a variety of strategies

- use a variety of text forms for particular audiences and purposes

- develop and arrange ideas in own oral, print and visual texts, using a variety of organizers

### Grade 6

- focus a topic for oral, print and visual texts, using a variety of strategies

- use a variety of text forms for particular audiences and purposes

- use listening, reading and viewing experiences as models for organizing ideas in own oral, print and visual texts

**For a sample list of text forms, see Appendix A.**

**Students will listen, speak, read, write, view, and represent in Ukrainian to enhance the clarity and artistry of communication.**





## 4.1 *Generate and Focus*

### Grade 7

#### ***Generate Ideas***

- experiment with various ways to generate ideas and focus a topic

#### ***Choose Forms***

- compose text, using appropriate forms that match content, audience and purpose

#### ***Organize Ideas***

- identify and use appropriate organizational patterns in own oral, print and visual texts

### Grade 8

- consider form and audience when generating ideas and focusing a topic

- compose text, using appropriate forms that match content, audience and purpose

- identify and use a variety of organizational patterns in own oral, print and visual texts; and compose appropriate introductions and conclusions

### Senior 1

- use a variety of techniques to generate and select ideas for oral, print and visual texts

- compose text, using appropriate forms that match content, audience and purpose

- identify and use a variety of organizational patterns in own oral, print and visual texts; and use transitional features

**For a sample list of text forms, see Appendix A.**

**Students will listen, speak, read, write, view, and represent in Ukrainian to enhance the clarity and artistry of communication.**



## 4.1 *Generate and Focus*

### Senior 2

#### ***Generate Ideas***

- synthesize ideas from personal experiences and other sources to focus a topic

#### ***Choose Forms***

- use a variety of forms\* to match content, audience and purpose

#### ***Organize Ideas***

- experiment with more than one organizational structure for own oral, written and visual texts

### Senior 3

- generate, evaluate and select ideas to achieve personal communication purposes; choose a form appropriate to audience and purpose

- use and adapt a variety of forms\* to match content, audience and purpose

- use organizational structures and techniques encountered in listening, reading and viewing experiences to enhance own oral, written and visual texts

### Senior 4

- consider personal needs and topic, purpose and audience when generating ideas

- use a variety of forms\* appropriate to identified content, audience and purpose

- understand the importance of organizing oral, written and visual texts to achieve specific purposes; organize appropriately

For a sample list of text forms, see Appendix A.

Students will listen, speak, read, write, view, and represent in Ukrainian to enhance the clarity and artistry of communication.



## 4.2 Enhance and Improve

### Kindergarten

### Grade 1

### Grade 2

### Grade 3

#### ***Appraise Own and Others' Work***

- participate in the sharing of own creations and those of others

- talk about own creations and those of others, using basic, common expressions

- talk about own creations and those of others, using common expressions

- share own stories and creations with peers, and respond to questions or comments

#### ***Revise Content***

- express lack of understanding

- ask simple questions to clarify meaning

- ask basic questions to clarify ideas

- revise own ideas to accommodate new ideas and information

#### ***Enhance Legibility***

- trace and copy letters, and explore letter keys on the keyboard

- form recognizable letters; and use letters, numbers and basic function keys on the keyboard

- strive for consistency in letter size and shape, print letters in the correct direction, and use the keyboard to produce text

- print or write letters legibly; and space words appropriately, both manually and using a keyboard

#### ***Enhance Artistry***

- use familiar words to describe ideas

- use familiar words or simple sentences to describe ideas

- experiment with words and sentence patterns, with support

- experiment with words and simple sentence patterns

#### ***Enhance Presentation***

- use visuals to express ideas, feelings and information

- use familiar words with visuals to express ideas, feelings and information

- combine illustrations and simple print texts to express ideas, feelings and information

- combine illustrations and print texts to express ideas, feelings and information

**Students will listen, speak, read, write, view, and represent in Ukrainian to enhance the clarity and artistry of communication.**



## 4.2 Enhance and Improve

### Grade 4

#### ***Appraise Own and Others' Work***

- share own stories and creations in various ways; and provide feedback to peers, with guidance

#### ***Revise Content***

- revise text to focus on main ideas and relevant information

#### ***Enhance Legibility***

- write legibly, using a handwriting style that is consistent in alignment, shape and spacing; and experiment with the use of templates and familiar software when composing and revising

#### ***Enhance Artistry***

- select from a range of word choices, and use simple sentence patterns to communicate ideas and information

#### ***Enhance Presentation***

- prepare neat and organized compositions, reports and charts that engage the audience

### Grade 5

- share own stories and creations in various ways; and give support and offer feedback to peers, using preestablished criteria

- revise text to create an interesting impression, and check for sequence of ideas

- write legibly, and use word processing when composing and revising

- choose descriptive language and sentence patterns to clarify and enhance ideas

- prepare organized compositions and reports, using sound effects and visuals, such as graphs, charts and diagrams, that engage the audience

### Grade 6

- share with peers own stories and creations in various ways; and give support and offer feedback to peers, using preestablished criteria

- revise text for content, organization and clarity

- write legibly and at a pace appropriate to context and purpose when composing and revising; and select and use a variety of design elements, such as spacing, graphics, titles and headings, when appropriate

- choose descriptive language and use varied sentence lengths and structures to clarify and enhance ideas

- prepare organized compositions, presentations, reports, and inquiry or research projects, using templates or pre-established organizers

**Students will listen, speak, read, write, view, and represent in Ukrainian to enhance the clarity and artistry of communication.**



## 4.2 Enhance and Improve

### Grade 7

#### ***Appraise Own and Others' Work***

- share own work in a variety of ways; and appraise particular aspects of own work and that of others, using pre-established criteria

#### ***Revise Content***

- revise text to create effective sentences that convey content clearly

#### ***Enhance Legibility***

- determine the appropriateness of handwriting or word processing for a particular task, when composing and revising; and combine print and visuals when engaged in desktop publishing

#### ***Enhance Artistry***

- select words to enhance clarity and artistry, and use varied sentence lengths and structures

#### ***Enhance Presentation***

- prepare compositions, reports, and inquiry or research projects, using a variety of text organizers

### Grade 8

- share and discuss particular qualities of samples from own collection of work; and accept and provide constructive suggestions for revising own work and that of others

- revise text to enhance meaning and effect

- format for legibility and effect when composing and revising, and enhance the coherence of documents

- select appropriate words and sentence patterns during revision to enhance clarity and artistry

- prepare compositions, reports, presentations, and inquiry or research projects, using a variety of text organizers

### Senior 1

- share own work in a variety of ways; appraise own work and that of others, using appropriate criteria; and suggest revisions to own work and that of others, using a variety of strategies

- review a previous draft, and revise it to refine communication and enhance self-expression

- format for legibility and effect, use word processing effectively and efficiently when composing and revising, and combine print and visuals from various sources when engaged in desktop publishing

- identify figures of speech, and select appropriate words and sentence patterns during revision to enhance clarity and artistry

- prepare compositions, presentations, reports, and inquiry or research projects with adequate detail and effective organization for audience understanding

**Students will listen, speak, read, write, view, and represent in Ukrainian to enhance the clarity and artistry of communication.**



## 4.2 Enhance and Improve

### Senior 2

#### ***Appraise Own and Others' Work***

- share own work in a variety of forums, and appraise own work and respond to the work of others, using pre-established criteria

#### ***Revise Content***

- create a dominant impression, and recognize a variety of communication styles appropriate in both public and personal contexts

#### ***Enhance Legibility***

- use desktop publishing to adapt, combine and create documents

#### ***Enhance Artistry***

- analyze drafts and revise to enhance clarity of expression

#### ***Enhance Presentation***

- prepare compositions, presentations, reports, essays and inquiry or research projects in an effective order and with adequate detail

### Senior 3

- share own work in a variety of forums, and respond to and appraise own ideas, language use and forms and those of others relative to purpose and audience

- use words that are precise, use vivid adjectives and adverbs, and experiment with figurative language

- use a combination of technological and nontechnological forms to create multimedia presentations and documents

- analyze drafts and revise to ensure coherence and unity

- use a variety of styles and formats for descriptive, narrative and expository compositions, and use research to support and enhance description

### Senior 4

- share own work in a variety of forums, and respond to and appraise the effectiveness of own work and that of others

- apply communication styles for a variety of purposes, such as dramatic effect, personal introduction and formal debate, and use precise and appropriate language in context

- use a combination of technological and nontechnological forms to publish and create multimedia presentations

- analyze drafts and revise to ensure unity, emphasis and coherence

- use logical and persuasive language, and incorporate information into a variety of forms and styles for effective, creative expression of ideas, feelings and information

**Students will listen, speak, read, write, view, and represent in Ukrainian to enhance the clarity and artistry of communication.**



### 4.3 Attend to Conventions

#### Kindergarten

##### ***Grammar and Usage***

- check for complete sentences, with guidance

##### ***Spelling***

- connect sounds with letters

##### ***Capitalization and Punctuation***

- recognize some basic writing conventions

#### Grade 1

- check for complete sentences; and make sentences complete, with guidance

- copy familiar words

- imitate basic writing conventions

#### Grade 2

- check for complete sentences, and make sentences complete

- spell familiar words, using basic strategies and resources

- use basic writing conventions

#### Grade 3

- edit a text to ensure it includes complete sentences

- spell familiar words, using a variety of strategies and resources

- use basic writing conventions when editing and proofreading

Students will listen, speak, read, write, view, and represent in Ukrainian to enhance the clarity and artistry of communication.



### 4.3 Attend to Conventions

#### Grade 4

##### ***Grammar and Usage***

- edit for complete sentences and to eliminate unnecessary repetition of words

##### ***Spelling***

- recognize spelling conventions in learned vocabulary, using a variety of strategies, resources and spelling patterns

##### ***Capitalization and Punctuation***

- use basic writing conventions when editing and proofreading

#### Grade 5

- identify and eliminate sentence fragments

- recognize spelling conventions in learned vocabulary, using a variety of spelling patterns when editing and proofreading; and predict the spelling of unfamiliar words, using a variety of resources to confirm correctness

- use writing conventions when editing and proofreading

#### Grade 6

- identify and eliminate sentence fragments and run-on sentences

- apply spelling conventions, using appropriate strategies and patterns when editing and proofreading; and use a variety of resources to determine the spelling of familiar and unfamiliar words

- apply writing conventions in sentences, titles, headings, salutations and addresses when editing and proofreading

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### 4.3 *Attend to Conventions*

#### **Grade 7**

##### ***Grammar and Usage***

- edit for basic grammatical accuracy

##### ***Spelling***

- apply spelling conventions to familiar and unfamiliar words; and use appropriate resources when editing and proofreading

##### ***Capitalization and Punctuation***

- apply writing conventions in a variety of sentence structures when editing and proofreading

#### **Grade 8**

- edit for basic grammatical accuracy and to eliminate unnecessary repetition of words and ideas

- apply spelling conventions to familiar and unfamiliar words; and use appropriate resources when editing and proofreading

- apply writing conventions in dialogues and quotations when editing and proofreading

#### **Senior 1**

- edit for basic grammatical accuracy, sentence variety, word choice and style appropriate to audience and purpose

- apply various spelling conventions, and use a variety of resources when editing and proofreading

- apply writing conventions in references to sources when editing and proofreading

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### 4.3 *Attend to Conventions*

#### **Senior 2**

##### ***Grammar and Usage***

- edit for basic grammatical accuracy, appropriate style and emphasis for intended audience and purpose

##### ***Spelling***

- know and apply spelling conventions consistently, and monitor for correctness when editing and proofreading, using appropriate resources

##### ***Capitalization and Punctuation***

- know and apply writing conventions in headings, subheadings and bibliographies when editing and proofreading

#### **Senior 3**

- proofread for errors in language usage and grammar

- know and apply spelling conventions consistently when editing and proofreading, and manipulate vocabulary and spelling conventions for stylistic effect

- know and apply writing conventions for stylistic effect when editing and proofreading

#### **Senior 4**

- adjust grammatical structures to ensure clarity and achieve desired style and form

- know and apply spelling conventions consistently when editing and proofreading, and manipulate vocabulary and spelling conventions for stylistic effect

- know and apply writing conventions for effect when editing and proofreading

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## 4.4 Present and Share

### Kindergarten

#### *Share Ideas and Information*

- use illustrations and other materials to share information and ideas

#### *Effective Oral and Visual Communication*

- express and represent ideas through various media and forms

#### *Attentive Listening and Viewing*

- demonstrate active listening and viewing behaviours

### Grade 1

- share information and ideas in a brief presentation to a familiar audience, and use illustrations and other materials to aid the presentation

- share information and ideas with a group

- demonstrate active listening and viewing behaviours

### Grade 2

- share information and ideas on a topic with a familiar audience, and clarify information by responding to basic questions

- present information and ideas

- demonstrate attentive audience behaviours

### Grade 3

- share information and ideas on a topic with a familiar audience, and clarify information by responding to questions

- present information and ideas in an appropriate form

- demonstrate appropriate audience behaviours

Students will listen, speak, read, write, view, and represent in Ukrainian to enhance the clarity and artistry of communication.



## 4.4 Present and Share

### Grade 4

#### *Share Ideas and Information*

- present information and ideas on a topic to engage a familiar audience, using a pre-established plan; and use print and nonprint aids to enhance the presentation

#### *Effective Oral and Visual Communication*

- describe and explain information and ideas to a particular audience; and select and use appropriate volume, intonation and nonverbal cues

#### *Attentive Listening and Viewing*

- demonstrate appropriate audience behaviours, and show respect for the presenter

### Grade 5

- prepare and share information on a topic, using print and nonprint aids to engage and inform a familiar audience

- use gestures and facial expressions to enhance oral presentations, use emphasis and appropriate pacing, and arrange presentation space to focus audience attention

- show respect for the presenter, through active listening and viewing behaviours

### Grade 6

- prepare and share information on a topic, using print, audiovisual and dramatic forms to engage the audience

- use appropriate volume, phrasing, intonation, presentation space and nonverbal cues, such as body language and facial expressions, to enhance communication

- demonstrate critical listening and viewing behaviours, and show respect for the presenter

Students will listen, speak, read, write, view, and represent in Ukrainian to enhance the clarity and artistry of communication.



## 4.4 Present and Share

### Grade 7

#### ***Share Ideas and Information***

- facilitate small-group activities and short, whole-class sessions to share information on a topic, using pre-established active learning strategies, such as role-plays, language games and simulations

#### ***Effective Oral and Visual Communication***

- present short oral presentations and reports, using verbal and nonverbal cues, such as diction, pacing, presence, facial expressions and gestures, to focus audience attention and project emotion appropriate to the subject and point of view

#### ***Attentive Listening and Viewing***

- demonstrate critical listening and viewing behaviours, and show respect for the presenter

### Grade 8

- plan and facilitate small-group activities and short, whole-class sessions to share information on a topic, using a variety of engaging methods, such as presentations, role-plays and visual aids
- explain, share and present orally, using conventions of public speaking in a variety of settings, such as small-group presentations and whole-class presentations; and use visual aids to enhance the effectiveness of oral presentations

- demonstrate critical listening and viewing behaviours, and show respect for the presenter

### Senior 1

- plan and conduct peer-involved class activities or discussions to share individual inquiry or research and understanding on a topic
- choose vocabulary, voice production factors and nonverbal cues to communicate effectively to a variety of audiences; and use a variety of media and display techniques to enhance the effectiveness of oral presentations
- demonstrate critical listening and viewing behaviours, and show respect for the presenter

**Students will listen, speak, read, write, view, and represent in Ukrainian to enhance the clarity and artistry of communication.**



## 4.4 Present and Share

### Senior 2

#### *Share Ideas and Information*

- plan and present sessions on particular topics, using a variety of techniques

#### *Effective Oral and Visual Communication*

- communicate meaning, emphasis and mood effectively; organize language for specific purposes, audiences and occasions; apply conventions of public speaking in a variety of settings

#### *Attentive Listening and Viewing*

- demonstrate critical listening and viewing behaviours, and show respect for the presenter

### Senior 3

- plan and present or facilitate sessions on particular topics, using a variety of techniques

- use voice production factors and nonverbal cues to communicate meaning, mood and interest, use tone and tempo for dramatic effect, give prepared talks from notes or memory, participate effectively in interviews, and participate in personal and public communication, such as giving speeches and reading poetry

- demonstrate critical listening and viewing behaviours, and show respect for the presenter

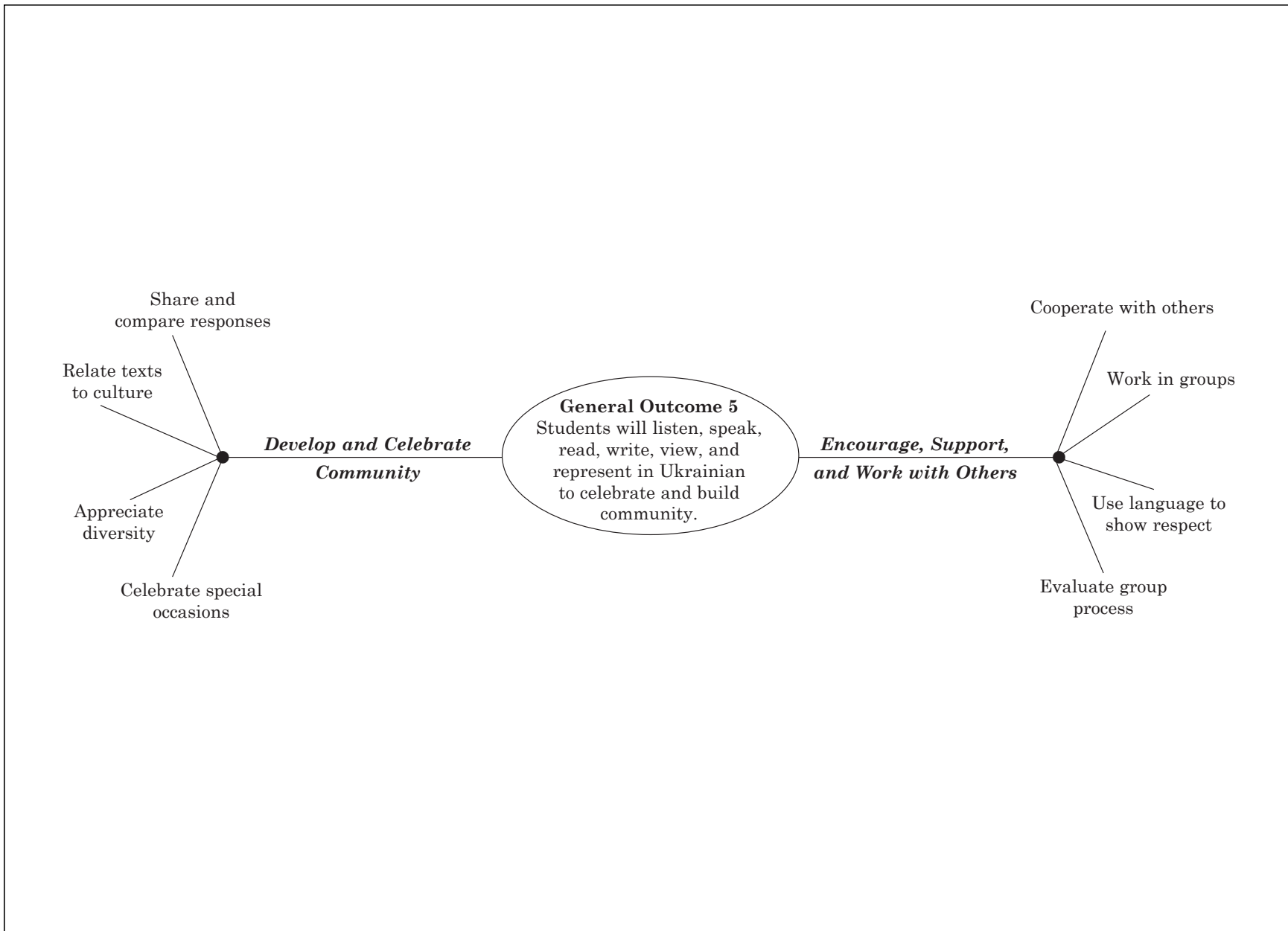
### Senior 4

- organize and conduct class sessions on a specific topic, using various strategies

- select, adapt and shape language and presentation formats appropriate to specific subjects, purposes, audiences and occasions

- demonstrate critical understanding of presentation purpose

Students will listen, speak, read, write, view, and represent in Ukrainian to enhance the clarity and artistry of communication.





## 5.1 *Develop and Celebrate Community*

### **Kindergarten**

#### ***Share and Compare Responses***

- represent and draw about self and family

#### ***Relate Texts to Culture***

- listen actively to stories, and demonstrate curiosity

#### ***Appreciate Diversity***

- connect aspects of stories to personal feelings and experiences

#### ***Celebrate Special Occasions***

- contribute to group experiences to create and celebrate

### **Grade 1**

- tell and draw about self and family

- listen to stories from oral, print, visual and multimedia texts from different communities

- connect aspects of stories and characters to personal feelings and experiences

- share ideas and experiences to create and celebrate

### **Grade 2**

- tell, draw and write about self, family and community

- explore similarities among stories from oral, print, visual and multimedia texts from different communities

- connect aspects of stories and characters to personal feelings and experiences

- participate in shared language experiences to celebrate individual and class achievements and cultural events

### **Grade 3**

- record ideas and experiences, and share them with others

- compare ideas within stories from oral, print, visual and multimedia texts from different communities

- connect situations portrayed in oral, print, visual and multimedia texts to personal experiences

- participate in language experiences to acknowledge and celebrate individual and class achievements and cultural events

**Students will listen, speak, read, write, view, and represent in Ukrainian to celebrate and build community.**





## 5.1 *Develop and Celebrate Community*

### **Grade 4**

#### ***Share and Compare Responses***

- understand relationships between own ideas and experiences and those of others

#### ***Relate Texts to Culture***

- examine ideas within stories from oral, print, visual and multimedia texts from various communities

#### ***Appreciate Diversity***

- connect portrayals of individuals or situations in oral, print, visual and multimedia texts to personal experiences

#### ***Celebrate Special Occasions***

- use language appropriate in tone and form when participating in classroom and school activities

### **Grade 5**

- acknowledge differing responses to common experiences

- discuss ideas, events and figures within stories from oral, print, visual and multimedia texts from various communities

- connect the experiences of individuals in oral, print, visual and multimedia texts to personal experiences

- select and use language appropriate in tone and form to recognize and honour people and events

### **Grade 6**

- compare own ways of responding and thinking with those of others

- explore cultural representations in oral, print, visual and multimedia texts from various communities

- connect the thoughts, feelings and experiences of individuals in oral, print, visual and multimedia texts to personal experiences

- select and use appropriate language and forms to acknowledge special events and honour accomplishments in and beyond the school

**Students will listen, speak, read, write, view, and represent in Ukrainian to celebrate and build community.**



## 5.1 *Develop and Celebrate Community*

### **Grade 7**

#### ***Share and Compare Responses***

- demonstrate growing self-confidence when expressing and sharing thoughts, ideas and feelings

#### ***Relate Texts to Culture***

- explain ways in which oral, print, visual and multimedia texts reflect topics and themes in life

#### ***Appreciate Diversity***

- interpret the choices and motives of individuals encountered in oral, print, visual and multimedia texts; and examine how they relate to self and others

#### ***Celebrate Special Occasions***

- use appropriate language to participate in public events, occasions or celebrations

### **Grade 8**

- express personal reactions to a variety of experiences and texts, and acknowledge the reactions of others

- compare ways in which oral, print, visual and multimedia texts from a variety of cultures explore similar ideas

- compare the choices and behaviours of individuals presented in oral, print, visual and multimedia texts with personal choices, values and behaviours

- explore various ways in which language is used across cultures, age groups and genders to honour and celebrate people and events

### **Senior 1**

- recognize that differing perspectives and unique reactions enrich understanding

- recognize ways in which oral, print, visual and multimedia texts capture specific elements of a culture or period in history

- reflect on ways in which the choices and motives of individuals encountered in oral, print, visual and multimedia texts provide insight into those of self and others

- participate in celebrating special events, and recognize the important and significant influence of language

**Students will listen, speak, read, write, view, and represent in Ukrainian to celebrate and build community.**



## 5.1 *Develop and Celebrate Community*

### Senior 2

#### ***Share and Compare Responses***

- recognize and act upon the importance of respecting evidence, truth and views of others when discussing, describing or recording experiences

#### ***Relate Texts to Culture***

- recognize and discuss ways in which oral, literary and media texts reflect cultural and attitudinal influences

#### ***Appreciate Diversity***

- analyze the role of language and oral, literary and media texts in revealing and explaining the human condition

#### ***Celebrate Special Occasions***

- participate in using language to mark special events and occasions, and recognize that language performs a symbolic and ceremonial function

### Senior 3

- identify situations that require discussion to achieve mutual understanding and act accordingly

- recognize and discuss the impact of historical setting, culture and literary tradition on a variety of oral, literary and media texts

- analyze how language and oral, literary and media texts define personal roles and experiences

- recognize and use the influence of language to signify the importance of special events that celebrate human experiences

### Senior 4

- recognize that communication influences knowledge and personal reflections

- analyze ways in which cultural and social experiences shape personal responses to oral, literary and media texts

- analyze how language and oral, literary and media texts reflect and affect the human condition

- analyze how language reflects and shapes human experiences

**Students will listen, speak, read, write, view, and represent in Ukrainian to celebrate and build community.**



## 5.2 *Encourage, Support, and Work with Others*

### **Kindergarten**

#### ***Cooperate with Others***

- participate in group activities

#### ***Work in Groups***

- demonstrate attentiveness in group activities

#### ***Use Language to Show Respect***

- recognize variations in language use

#### ***Evaluate Group Process***

- help others and ask others for help

### **Grade 1**

- work in partnerships and groups

- take turns sharing information and ideas

- recognize that individuals adjust language use for different situations

- find ways to be helpful to others

### **Grade 2**

- cooperate in small groups

- contribute related ideas and information in whole-class and small-group activities

- adjust own language use for different situations

- acknowledge the achievements of others

### **Grade 3**

- cooperate in a variety of partnership and group structures

- ask others for their ideas, and express interest in their contributions

- appreciate variations in language use in a variety of contexts in the immediate community

- understand how class members help each other

**Students will listen, speak, read, write, view, and represent in Ukrainian to celebrate and build community.**



## 5.2 *Encourage, Support, and Work with Others*

### **Grade 4**

#### ***Cooperate with Others***

- appreciate that everyone in a group has to work together to achieve group tasks, and act accordingly

#### ***Work in Groups***

- take roles and share responsibilities as group members

#### ***Use Language to Show Respect***

- show consideration for those whose ideas, abilities and language use differ from own

#### ***Evaluate Group Process***

- show appreciation and offer constructive feedback to peers, and seek support from group members

### **Grade 5**

- distinguish between on-task and off-task ideas and behaviours in a group, and stay on task

- assume the responsibilities for various group roles

- demonstrate sensitivity to appropriate language use when communicating orally

- assess group process, using checklists; and determine areas for development

### **Grade 6**

- assist group members to maintain focus and complete tasks

- select and assume roles to assist in the achievement of group goals

- demonstrate sensitivity to appropriate language use and tone when communicating orally

- assess own contributions to group process; set personal goals for enhancing work with others; and monitor group process, using checklists

**Students will listen, speak, read, write, view, and represent in Ukrainian to celebrate and build community.**



## 5.2 *Encourage, Support, and Work with Others*

### **Grade 7**

#### ***Cooperate with Others***

- contribute to group efforts to reach consensus or conclusions

#### ***Work in Groups***

- present group conclusions or findings to classmates

#### ***Use Language to Show Respect***

- respect diverse languages, ideas, texts and traditions; and recognize contributions of self, peers and the community

#### ***Evaluate Group Process***

- evaluate group process and personal contributions according to pre-established criteria

### **Grade 8**

- engage in dialogue to understand the feelings and viewpoints of others, and contribute to group harmony

- plan, organize and participate in presentations of group findings

- demonstrate respect for other people's language, history and culture

- evaluate the quality of own contributions to group process, and set goals and plans for development

### **Senior 1**

- recognize the importance of effective communication in working with others

- organize and complete group tasks effectively

- use inclusive language and actions that support people across races, cultures, genders, ages and abilities

- establish and use criteria to evaluate group process and personal contributions, and propose suggestions for development

**Students will listen, speak, read, write, view, and represent in Ukrainian to celebrate and build community.**



## 5.2 *Encourage, Support, and Work with Others*

### Senior 2

#### ***Cooperate with Others***

- make and encourage contributions that advance a group's ideas or thinking

#### ***Work in Groups***

- present group ideas and findings effectively to unfamiliar audiences

#### ***Use Language to Show Respect***

- use communication that supports balanced, fair and accurate portrayals of people across races, cultures, genders, ages and abilities

#### ***Evaluate Group Process***

- identify areas where others may require support and monitor own ability to provide needed support

### Senior 3

- build and maintain cooperative relationships with others, and engage in peer coaching

- demonstrate facility in functioning as a group member and a group leader

- support group members in addressing exploitative or discriminatory situations, and explore and value diverse perspectives

- monitor and assess personal efforts and products regularly within a group context

### Senior 4

- demonstrate flexibility in working with others, engage in self-initiated peer learning situations, and recognize the merits and limitations of group work

- explain differences in roles between that of group leader and that of group member in a variety of situations

- recognize and monitor personal role in creating and sustaining a positive learning community

- demonstrate accountability as an individual and as a group member

**Students will listen, speak, read, write, view, and represent in Ukrainian to celebrate and build community.**