

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

INTRODUCTION

Introduction

Background

In 1999, the *Common Curriculum Framework for Bilingual Programming in International Languages, Kindergarten to Grade 12: Western Canadian Protocol for Collaboration in Basic Education* was developed through the cooperative efforts of the provinces of Alberta, Manitoba, and Saskatchewan. The intent of that document was to provide a common foundation and support for the development of language arts curricula for bilingual international language programs.

Subsequently, a draft *Ukrainian Language Arts Program of Study (Kindergarten to Grade 12)* was developed for use in the province of Alberta. This document was the basis for the development of this document, *The Western and Northern Canadian Protocol Common Curriculum Framework for Ukrainian Language Arts K-12*, which has been developed collaboratively by the provinces of Alberta, Saskatchewan and Manitoba under the auspices of the Western Canadian Protocol for Collaboration in Basic Education.

The Western and Northern Canadian Protocol Common Curriculum Framework for Ukrainian Language Arts K-12, provides the general and specific learning outcomes that are the basis for the development of the companion documents the *Draft Ukrainian Language Arts Implementation Manuals (Kindergarten to Grade 12)*, which is also the result of the collaborative efforts of the provinces of Alberta, Saskatchewan and Manitoba.

Program Rationale

Ukrainian bilingual programming contributes to personal development

Ukrainian bilingual programming establishes an environment in which Ukrainian is constantly used for purposes of communication, personal satisfaction, and learning. Students are provided with numerous opportunities to learn and use the language in meaningful, purposeful ways to meet their needs, interests, and abilities. The Ukrainian language is used to explore ideas and experiences, to construct meaning, and to communicate understanding. Effective language acquisition occurs through the integrated delivery of subject-area content, language instruction, and cultural information, while fostering in students a positive attitude toward self and others.

Ukrainian language learning is a lifelong endeavour

Language learning is an active process that begins at birth and continues throughout life. Language is acquired at various rates throughout a learner's stages of growth, developing progressively according to individual criteria. Students enhance their language abilities by applying their knowledge of language in new and ever more complex contexts with increasing sophistication. They reflect on and use prior knowledge to extend and enhance their understanding of language. The learning environment, supportive of the learner and encouraging the learner to take risks, recognizes that errors are an integral part of the language learning process. By learning, experimenting with and applying new language structures and vocabulary in a variety of contexts, students develop language proficiency.

Language learning in Ukrainian bilingual programming fosters cross-language competence

Most children develop a strong repertoire of language skills in their first language in preschool years. Many of these skills are transferable to new language learning. Similarly, in acquiring a new language, students develop new language learning skills that can then be applied to their first language. In this way, continuous concurrent development of first and second language skills, or skills in additional languages, is fostered through Ukrainian bilingual programming. Opportunities for proficiency and skill development in both languages are maximized.

Language learning in Ukrainian bilingual programming enhances all communication skills

The development of communication skills is vital to Ukrainian bilingual programming. Achievement in the six skill areas of listening, speaking, reading, writing, viewing and representing contributes to the development of effective communicators. These skills are interrelated and interdependent; facility in one strengthens and supports the others. Proficiency in these language skills involves the development of comprehension and language production. This program of studies is designed to promote the development of language skills for a wide range of purposes, in a wide range of contexts, at increasing levels of fluency.

Language learning in Ukrainian bilingual programming develops through the communicative approach

The communicative approach in second language instruction emphasizes the importance of communicating a message. Learners require support as they strive to express and understand thoughts, ideas and feelings in two languages. The accuracy of language, oral or written, although important for precision of communication, is secondary to communicating the message. The communicative approach acknowledges the important relationship between accuracy and effective communication, but places slightly less emphasis on accuracy and form.

Language learning in Ukrainian bilingual programming promotes the acquisition of learning strategies

Language acquisition in Ukrainian bilingual programming is effectively supported by providing students with explicit instruction in language learning strategies, language use strategies and general learning strategies. This program of studies, therefore, provides a variety of learning outcomes at all levels that promote the development of strategic competencies applicable to many learning circumstances.

Ukrainian bilingual programming promotes intracultural and intercultural awareness

Language and culture are intensely intertwined. Language is a primary means by which cultural information is transmitted; culture influences linguistic form and content. Students in Ukrainian bilingual programming bring to their program a range of cultural backgrounds and experiences. This program of studies provides opportunities and support for students to explore their own cultural backgrounds,

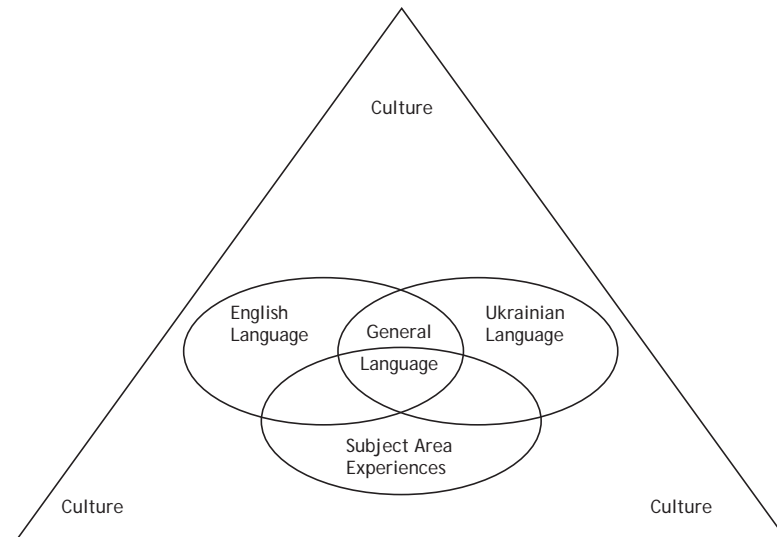
experiences and identities, as well as those of members of the school community, the local community and other communities from various parts of the world. The Culture section of this program examines the dynamic nature of Ukrainian culture through the various perspectives of historical elements, contemporary elements, diversity and change. It also provides opportunities for the exploration of similarities and differences among and within world cultures.

Ukrainian bilingual programming develops global citizenship skills

Effective participation in the global marketplace, workplace and society requires strong communication, interpersonal and team skills, and strong knowledge and understanding of cultures. Ukrainian bilingual programming provides a rich environment for the development of the essential knowledge, skills and attitudes that promote effective global citizenship and enhance the economic and career potential of the student. This program of studies has been developed to support the intellectual, social, emotional, creative, linguistic and cultural development of students in a Ukrainian bilingual program.

Conceptual Map

This program of studies provides outcomes for language and culture in general and for Ukrainian language and culture specifically. However, students in a Ukrainian bilingual program also study English language arts and content from various subjects taught in Ukrainian. The conceptual map below represents one relationship between the outcomes for Ukrainian language arts and other components of a Ukrainian bilingual program.



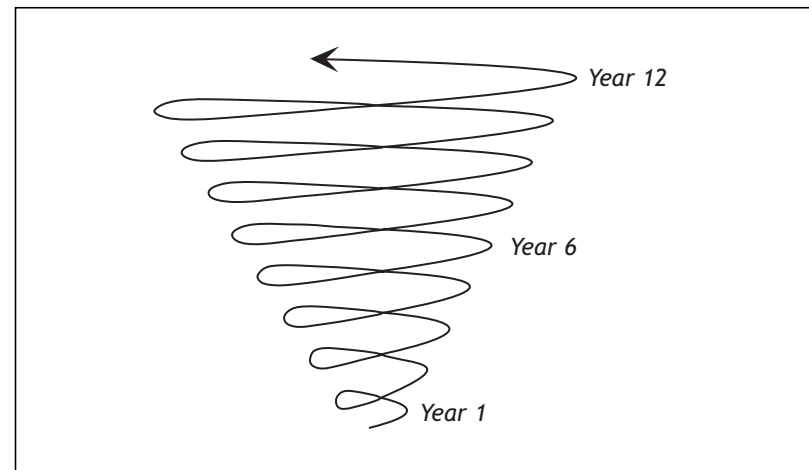
Areas of Experience

Students may achieve the outcomes of the *Ukrainian Language Arts Kindergarten to Grade 9 Program of Studies* in the context of personal, public and educational experiences. The following chart, while not intended to be prescriptive, provides some sample areas of experience that may be incorporated from Kindergarten to Grade 12.

	Personal	Public	Educational
K-3	My family My home My body Clothing for each season Games and songs Favourite foods My birthday	My family tree Helping at home My room Friends My hobbies and pastimes Happy and sad Favourite times of the year	Family traditions Fashion Peer pressure Extracurricular activities Cooking at home
4-6	Going shopping Going on vacation Jobs people do Being a good neighbour Holidays and festivals Around school	Public transport What's on TV? My community People who help others Going to the doctor	Going out (restaurants, movies, sports shows) Emergencies Cartoons and comics Community service Summer holidays
7-9	Stories and rhymes Today's weather Domestic/wild animals Counting things Songs and dances Sports and games	Caring for pets Food and nutrition Maps and plans Making things grow Spatial relationships Making music/art	Healthy living Space travel Helping the environment Peoples that make up Canada Short stories and poems The arts around the world How much will it cost?
10-12	Family relationships Special friends Personal identity and style Leisure time	Career options Getting information Consumerism Media Public institutions Travel	Literature and the arts Personal finances Technology Peace and human rights Responsible citizenship Lifelong fitness

A Spiral Progression

Language learning is integrative, not merely cumulative. Each new element that is added must be integrated into the whole of what has gone before. The model that best represents the students' language learning progress is an expanding spiral. Their progression is not only vertical (e.g., increased proficiency) but also horizontal (e.g., broader range of applications and experience with more text forms¹, contexts and so on). The spiral also represents how language learning activities are best structured. Particular areas of experience, learning strategies or language functions, for example, are revisited at different points in the program, but from a different perspective, in broader contexts or at a slightly higher level of proficiency each time. Learning is extended, reinforced and broadened with each successive pass.



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

Purpose of the Program of Studies

This program of studies provides a progression of specific outcomes from Kindergarten to Grade 9. Most often, the outcomes reflect a progression of development that matches the developmental stages of the students. The specific outcomes for each grade reflect the knowledge, skills and attitudes that students are expected to achieve by the end of the grade. Students are expected to demonstrate the specific outcomes for the current grade and build upon their prior knowledge and skills from previous grades.

The outcomes presented are designed to represent the progression of knowledge, skills and attitudes expected of students who have had no prior exposure to Ukrainian upon entry into Kindergarten. Nevertheless, students with prior exposure to Ukrainian can equally be challenged within this program.

Program Overview

For ease of use, this program of studies is divided into two sections:

- Language Arts
 - General Language Component
 - Specific Language Component
- Culture

These sections are designed to overlap in many areas. It is important that the sections be implemented in an integrated manner.

Language Arts

The Language Arts section of this program of studies is intended to reflect an integrated, interdependent approach to language learning within a bilingual programming context. Ukrainian language arts includes a General Language Component and a Specific Language Component.

The General Language Component parallels *The Common Curriculum Framework for English Language Arts, Kindergarten to Grade 12: Western Canadian Protocol for Collaboration in Basic Education*, 1998. In this manner, both English language instruction and Ukrainian language instruction support the development of common language knowledge, skills and attitudes. The general outcomes in the General Language Component, with only minor revisions, mirror those in the English Language Arts Framework, but the specific outcomes have been adapted and refined more extensively for delivery in Ukrainian.

The Specific Language Component provides the detailed linguistic elements of Ukrainian, descriptors of language competence for each grade, and outcomes to support sociocultural/ sociolinguistic and strategic learning.

While the Specific Language Component outlines the linguistic elements that students will need to be able to use the language, the General Language Component provides the context and purpose for using the language, and outlines the knowledge, skills and attitudes that students are to develop. The two components should be developed concurrently, so that the language being learned is the language that students will need and be able to apply.

Culture

The Culture section fosters the development of essential knowledge, skills and attitudes related to self, the Ukrainian language and culture, the community and the world. This section is intended to be integrated with language learning, as well as with the learnings related to other subject areas, and is an essential part of daily activities in Ukrainian bilingual programming.

General Outcomes

The general outcomes are broad statements that form the basis of this program of studies. Each general outcome outlines the key learnings that each section of the program is designed to support. The general outcomes describe the common goals that all students in the Kindergarten to Grade 9 learning sequence are expected to achieve.

Ukrainian bilingual programming is designed to promote all-round personal development by fostering social, emotional, moral, intellectual and creative growth. To support this growth and development, the Ukrainian Language Arts Kindergarten to Grade 9 program is built upon the following seven general outcomes.

Language Arts: General Language Component***General Outcome 1***

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

General Outcome 2

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

General Outcome 3

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

General Outcome 4

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

General Outcome 5

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

Language Arts: Specific Language Component***General Outcome 6***

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

Culture***General Outcome 7***

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

Specific Outcomes

Each general outcome includes specific outcomes that students are to achieve by the end of each grade level. Specific outcomes are grouped under cluster headings within each of the seven general outcomes. The specific outcomes are further categorized by strands identified in the left margin. Grade-specific descriptions are then provided for each specific outcome at each grade level. A specific strand supporting a general outcome is developed over three consecutive pages, according to the main grade divisions: Kindergarten to Grade 3, Grade 4 to Grade 6, and Grade 7 to Grade 9.

It is strongly recommended when addressing any specific outcome in this document that the specific outcomes prior to and following the given outcome and grade level be consulted for a clearer understanding as to context and intended developmental sequence. Similarly, any given specific outcome must be understood with reference to the strand and general outcome categories.

