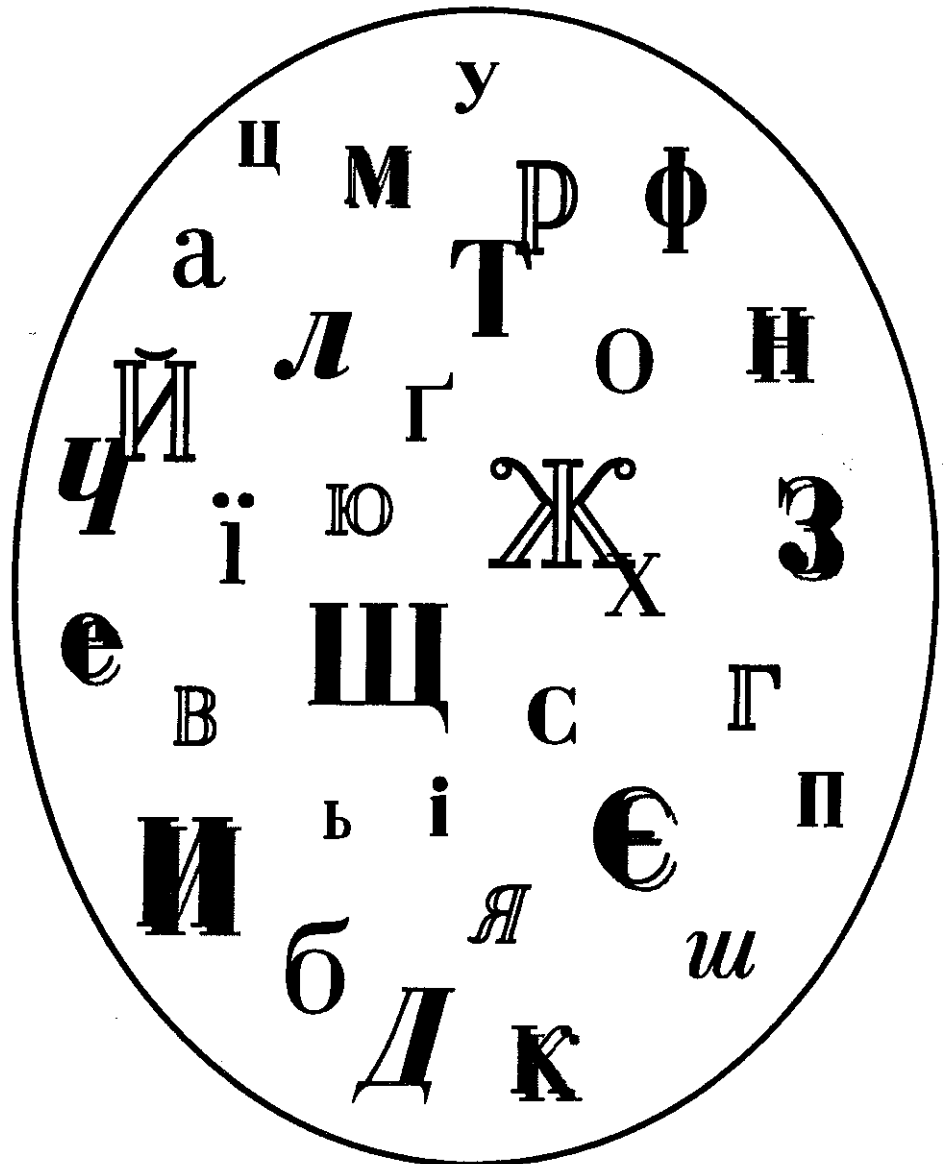




Ukrainian - English Bilingual Education

A Curriculum Guide for
Ukrainian Language Arts 9-12





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Ukrainian Language Arts 9-12**

**Saskatchewan Education
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Table of Contents

Acknowledgements	iii
Introduction	1
Ukrainian Language Education: A Rationale	3
Philosophy	4
Language Immersion Programs	4
• Total Immersion	4
• Partial Immersion	4
• Early Immersion	4
• Intermediate Immersion	5
• Late Immersion	5
• Ukrainian Language Arts 9-12	5
Ukrainian-English Bilingual Education K-12	5
• Aim	5
• Goals	5
• General Objectives	6
• Language Acquisition: Foundations and Principles	7
• An Optimum Language-Learning Environment	10
Components of Core Curriculum	11
• Common Essential Learnings	11
• Необхідні навички праці	13
• General Guidelines for Incorporating the Common Essential Learnings	14
• Adaptive Dimension	16
Supporting Initiatives within Curriculum	18
• Gender Equity	18
• Multicultural Education	18
• Heritage Language Education	20
• Indian and Métis Content	21
• Resource-Based Learning	22
Ukrainian Language Arts 9-12	23
• Aim	25
• Curriculum Goals	25
• Statement on Instruction	25
Framework for Ukrainian Language Arts 9-12	26

Foundational Objectives: Ukrainian Language Arts	27
• Grades 9-12.....	27
Learning Objectives for 9-12	28
• Oracy: Speaking and Listening	29
• Literacy: Reading and Response to Literature	30
• Literacy: Writing.....	32
Methodology of Classroom Instruction	34
Методологія навчання	35
• Instructional Strategies.....	36
Unit and Lesson Plans	40
• Instructional Pattern	40
• Програма навчання по темах	40
• Unit Components.....	40
• Unit Planning Checklist	55
• Sample Unit Plan: Grades 9/10	56
• Sample Lesson Plan	57
Assessment and Evaluation: Four Phases	62
• A Cyclical Process.....	63
• Basic Principles of Second Language Evaluation	64
• Special Considerations.....	64
• Content Evaluation and Language Proficiency	66
• General Indicators of Language Progress in Ukrainian Language Arts 9-12.....	67
• Some Strategies for Assessment in High School.....	69
• Testing	72
• A Note on Oral Proficiency.....	75
• Загальна перевірка умінь.....	76
• Схема мовних умінь 9-12	77
Resource and Reference Materials	81
Curriculum Documents	83
Recommended Resources	83
Newspapers, Journals, Periodicals	85
Appendix	87
Ukrainian Grammatical Skills: Grades 1-8.....	87
Схема розвитку мовних умінь і навичок.....	90

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Introduction

Ukrainian Language Education: A Rationale

Constitutional support for heritage language education is implicit in the Government of Canada's Bill C-93 – *The Canadian Multicultural Act (1988)*.

Provincially, it is the policy of the Government of Saskatchewan to promote and to support financially, where applicable, programs designed to provide language opportunities for students and adults both in the official languages and in other heritage languages. (The statement of Minority Language Education in the provinces and territories of Canada, Report by the Council of Ministers of Education, Canada, January 1983, p. 59).

As part of its mandate to advise the Minister of Education on heritage language education in Saskatchewan, the Advisory Committee on Heritage Languages conducted a series of public meetings throughout the province (1984-85). During these meetings, the committee's "statement of rationale" for heritage language education in Saskatchewan schools received overwhelming public support. Excerpts from this statement, which appear in the committee's final report (1986), are quoted below:

- "Saskatchewan's strength and uniqueness derives directly from its linguistic and cultural diversity. The teaching of heritage languages is basic to the realization of a politically just and socially harmonious multicultural society."
- "Component groups in a multicultural society function and co-exist more effectively when their heritage languages and cultures are recognized and appreciated. [This] . . . promotes the development of a world view that fosters intercultural communication and understanding."
- "The teaching of heritage languages facilitates individual and societal participation and interaction in world economic activity . . ."
- "A delivery system is needed for the teaching of heritage languages. Schools have been legitimately charged with this responsibility because they provide appropriate instructional personnel and facilities accessible to all students."
- "The study of heritage languages is an educative process which develops cognitive skills, acts as a stimulant for other studies and provides a tool for understanding one's own culture and the cultures of others . . ."

Ukrainian language learning opportunities service a **heritage language** need for the approximately 100,000 Saskatchewan residents that are of Ukrainian background. However, the acquisition of Ukrainian language skills can provide benefits which extend beyond a "heritage" function. Today, over 50 million people throughout the world (largely in Eastern Europe) speak the language. Furthermore, knowledge of Ukrainian facilitates access to the world of Slavic languages, whose speakers number up to 500 million people. Viewed in this context, the Ukrainian language assumes a new relevance as a language for international communication. Canada's increasing involvement in world organizations, in international trade, business and cultural ventures signals a need to nurture the development of multicultural individuals. The provision of Ukrainian language learning opportunities in Saskatchewan schools represents one response to this need.

Philosophy

Language may be described as a meaningful production of sound or a series of sounds. It is used for communicating ideas, emotions and experiences.

The effectiveness of spoken language in influencing others is enhanced by non-verbal features of communication consciously or unconsciously assumed by writers and readers. These "affective" aspects of speech – gesture, stance, manner of address, animation and glance, intonation, pause, and delivery, ensure both accurate communication and interpretation of the spoken word and its written representation. It is for this reason that the assimilation of both verbal and non-verbal behavior patterns is important in second language education. Language is taught and learned as behavior, as one individual interacting with others in a social context.

What are the implications of such a definition for a second language teacher? Obviously second-language learning becomes much more than simply mastery of the technical skills involved in communication. By definition, it must involve the development of an understanding and appreciation of the culture, of the customs, values and social conventions of the people whose language is being studied. In practical terms, the linguistic process broadens the student's sociocultural understanding, contributing much to his/her personal growth and development – a condition which itself is a primary goal of education.

Language Immersion Programs

An immersion program may be defined as one in which a language other than English is used for instructional purposes for at least half of every school day.

1962 saw the appearance of the first immersion language programs in Canada. They were introduced by the Toronto French School in an effort to enable non-French speaking students to obtain proficiency in French and maintain fluency in English.

Several different types of immersion programs have emerged in response to varying conditions across the country.

Total Immersion

The second or target language is used from 80 to 100 per cent of the school day.

Partial Immersion

The second or target language is used as the language of instruction for a maximum of 50 percent of the school day.

Early Immersion

Immersion programs, whether total or partial, may also be described according to the grade in which a student enters the program. A program beginning at Kindergarten or at the Grade 1 level is called an Early Immersion Program.

A typical "partial early immersion program" involves instruction in the second language for half a day and in English for the other half, beginning at Kindergarten or Grade 1.

Intermediate Immersion

A program beginning in Grades 4, 5 or 6 is called an Intermediate Immersion Program.

Late Immersion

Programs beginning at any level after Grade 6 are called Late Immersion Programs.

The major difference between each type of immersion program depends on variable factors such as the point of entry and the amount of time spent in the target language. Both of these factors affect the level of proficiency attained in the target language. Consequently, the objectives of immersion programs vary according to the type of program.

Saskatchewan's Ukrainian-English Bilingual Program is of the "partial early immersion" type. During the Kindergarten year, Ukrainian is the language of instruction used by the teacher. From Grades 1 to 8, approximately one-half of each school day is conducted in English and one-half in Ukrainian.

Ukrainian Language Arts 9-12

At the high school level, a program which offers continued instruction in the Ukrainian language is made available to students who have successfully completed the K-8 Ukrainian-English Bilingual Program. This program is comprised of two high school credit courses – Ukrainian Language Arts and one other course – determined by the local board. In this way, a minimum of 20 percent of each high school day is offered to students for completion of their Ukrainian Bilingual Education.

Ukrainian-English Bilingual Education K-12

Aim

The Ukrainian-English Bilingual Program is an integrated partial immersion model which promotes the continuous growth and development of students' communication skills in both Ukrainian and English. Through an instructional focus on the language and culture of Ukrainian people, the program aims to develop students' understanding and appreciation of people of all ethnic backgrounds. Subject integration and resource-based teaching are advocated throughout the curriculum, using a communicative approach to language teaching. This approach combines experiential aspects of language use with analytic elements of second language development. The ultimate aim is to graduate individuals who can use both Ukrainian and English confidently and effectively for various purposes.

Goals

The general goals of Ukrainian-English Bilingual Education are:

- to encourage the development of listening, speaking, reading and writing skills in the Ukrainian language
- to continue to promote in students an understanding and an appreciation of the Ukrainian culture and other cultures, through language
- to develop students' listening skills, which will assist them in learning Ukrainian for various social and cultural contexts and situations
- to encourage enjoyment of communication, reading and writing in Ukrainian
- to cultivate positive personal and social growth through use of the Ukrainian language

General Objectives

The broad goals of education speak of developing individual potential to its fullest and enhancing each individual's ability to cope in an ever-changing environment. In this sense, education is an ongoing and lifelong process and involves the home, church and community, as well as the school. Thus, in-school learning both influences and is itself influenced by the learnings occurring outside the school.

The role of schooling in education is to identify, deliver and evaluate those programs and activities which facilitate the attainment of the broad goals of education. In this process, the objectives specific to any given discipline are directed by the broad goals of education and are outlined in various departmental curriculum documents. These objectives remain constant regardless of the language of instruction. However, the acquisition and the use of a language not dominant in the broader community are factors which affect the process of planning for instruction in a language other than English. It is important that students be given the opportunity to maintain and enhance the Ukrainian language competence acquired at the elementary level through their high school years in order to facilitate attainment of both the broad goals of education, as well as the specific Ukrainian linguistic and cultural objectives.

In addition to the objectives set for unilingual school programs in Saskatchewan, those specific to Ukrainian-English Bilingual Education are as follows:

- to develop a functional use of the Ukrainian language in the areas of understanding, speaking, reading and writing, within the range of the pupil's experience in the language
- to develop an understanding and appreciation of cultural attitudes and values, as these are reflected in the language, the customs and the traditions of people of Ukrainian origin
- to facilitate the development of positive attitudes towards various languages and cultures

The ultimate expectation is that students completing the Ukrainian Language Arts program will have a broad range of spontaneous linguistic capabilities in both Ukrainian and English. They will be able to use their language skills confidently as the need arises. Particularly noteworthy will be their ability to translate the context of conversations or written material, while keeping in mind the semantic and grammatical aspects of both languages. Students will also become familiar with the literary works of classic and contemporary Ukrainian authors. Through literature, they will gain insight into the culture, the people, their past and their future.

Language Acquisition: Foundations and Principles¹

The following section outlines the value of language as a foundation for the Ukrainian Language Arts curriculum. It is based upon the principle that language curricula and language instruction should reflect the nature of language as a human phenomenon – both dynamic and rule-governed.

All languages are permeated by rules and conventions. These conventions provide a particular range of the options available at any given moment in order for effective communication to proceed. Ukrainian is especially affected by convention: here, precise usage in meaning, grammatical function, spelling, and punctuation is essential. As students progress, their instruction should increasingly enable them to acquire as many language conventions as possible. This acquisition cannot be left to time and chance.

Language is a highly complex system with several crucially interrelated subsystems: we form words out of sounds or written symbols; we build phrases or sentences capable of communicating subtleties of meaning; we take account of who the audience is; and we are influenced by our own motives for communicating and by the larger social and cultural contexts within which we are to communicate. While particular parts of the language system will form legitimate themes or topics of instruction, they should do so in ways that help students to see the relation of these parts to language as a whole. What is ultimately important is the students' use of language to attain and convey meaning. Because the language which students use represents who they are, as well as their cultural background and personal and social worlds, that language must be responded to with sensitivity and respect. Instruction in Ukrainian Language Arts will provide students with a bridge between their knowledge of the English language and their use of Ukrainian. Gaining proficiency in two languages will most certainly expand the educational, cultural, and vocational opportunities available to students.

Students learn language in context. For this reason it is the task of the schools to provide students with a rich and varied language environment through which students will grow in fluency and clarity in their use of languages. One of the strongest guidelines for fostering this achievement is ensuring that the teaching of language conventions be done in the context of students' oral and written communications and through their continuous involvement with literature and language models.

The process by which children learn language provides a framework for curriculum development. Initially, they learn by acquiring ways of understanding and talking which match those of family and friends. As children move from home to school, however, they learn to read and write and expand language usage to reflect the more formal usage of language at school. Progressing through the school years and beyond, students learn to use language in increasingly specialized ways. With its dynamic and generative qualities, language offers them tremendous potential to communicate, describe, question, and transform. At school, students will develop the specialized abilities to read, write, speak, and listen which will enable them to succeed in the larger world.

¹ Adapted from Saskatchewan Education. (1989). *Policy for English Language Arts: Kindergarten to Grade Twelve*.

The Ukrainian-English Bilingual Program curriculum for K-12 is based upon the following principles or beliefs about how students learn language and the environment which facilitates that learning.

Effective language models are essential.

When students are surrounded by good models of language and when they are encouraged to use the Ukrainian language for various purposes in a positive and supportive context, they grow in their capacity to express themselves in speaking and writing. Such models of language include the oral and written language of teachers, the language of literature, as well as other resources used across the curriculum. In this enriched language environment, students establish, develop, and extend their communication skills in the Ukrainian language.

It is important to note that the Ukrainian language environment is influenced to a great degree by the Canadian cultural milieu. Language experiences reflect this reality for students enrolled in Ukrainian language programs.

Most students arrive in school with considerable first language competence and some knowledge about written language.

Children rapidly acquire the sounds and syntax of the language spoken in the home. By school age, their speech approximates that of the adults in their world. Many early elementary students recognize letters and symbols on signs, buildings and foods. They often show keen interest in trying to print and read "messages". These students know that print and talk (or reading) go together.

Children bring with them a great resource and a sincere interest in language. Upon this foundation, teachers can build effective instructional programs which will gradually increase students' competence as second language learners, while expanding and refining their knowledge about the English language.

In other words, it is the responsibility of the school to accept and cherish the language children bring from their homes; at the same time, the school must extend students' awareness of and ability in language to meet the demands of the wider society.

Students initially learn language in purposeful, meaningful units.

Language develops as students strive to make sense and order of what they see, hear, and feel. They attempt to communicate messages that convey meaning or feeling to others by speaking, drawing or writing, long before they understand and appreciate the many subskills involved in such transactions and before they identify reading, writing, speaking, listening, and viewing as disparate language processes. In their efforts to comprehend what others print, say, or read to them, and in their attempts to express meaningful messages back to others, students focus on the overall or "whole" meaning of the communication.

It is in the context of the focus on meaning that students best learn the skills of language. Instruction in specific strategies is necessary in a language arts program. Through exploring meaning in context, teachers instruct students in strategies such as phonics, sentence and paragraph structure, standard usage, grammar and spelling. In an instructional environment that has students apply the elements of language in meaningful situations, students become successful readers, writers, speakers, and listeners.

Students must have the opportunity to apply language abilities across the curriculum. At school, the resources and examples of language should be rooted in the students' own environment and in their interests and prior knowledge. Such instruction typifies a meaningful and integrated focus on learning languages in general.

Language develops in social, cultural, and functional contexts.

Children acquire and extend their language abilities by communicating with others. This social interaction begins in the intimate setting of the home, where attitudes, language, and thinking abilities develop in the first language or dialect. Early language use is very closely related to children's cultural identity and to their budding self-image and feelings of personal worth.

K to 12 classroom language experiences should be functional. Language use and study should fulfill purposes that are meaningful and obvious to students. They need an environment rich in opportunities to apply their skills and knowledge of language to: communicate with various audiences, express their own ideas, opinions, and feelings through speech and writing; and, think and learn in all subject areas.

Given the interrelationships among languages, there is a need for an integrated curriculum approach characterized by coherence and continuity.

Because the aspects and skills of reading, writing, speaking, listening, and viewing are complementary, instruction in both the English Language Arts and Ukrainian Language Arts programs will systematically integrate these aspects and skills, making students' learning more effective. Such an approach has proven to be superior to one that artificially fragments these areas. To achieve integrated instruction, teachers take into account such factors as: the objectives outlined in the English Language Arts curriculum, students' interests and abilities, their strengths and weaknesses, and the topics and language skills outlined in the Language Arts section of the Ukrainian-English Bilingual Education K-3 and 4-8 curriculum documents.

An Optimum Language-Learning Environment

Success with second language learning becomes a natural outgrowth of an environment which is warm, supportive and non-threatening. Students who feel comfortable and confident in the company of their classmates and teacher will demonstrate interest and achievement in second language development through open participation. Some important elements in establishing a rich language-learning environment are:

- numerous examples of meaningful print, displayed all around the classroom
- environmental print, such as product labels, letters, recipes, maps, announcements, advertisements, brochures or posters in the second language
- reading centre or class library, with many different kinds of reading materials such as books, magazines, journals, maps, comics, newspapers
- writing area, equipped with the "tools" of good writing; paper, pens/pencils, art supplies, computers
- listening/oral reading centre, with audio cassettes, tape recorder, books, music cassettes

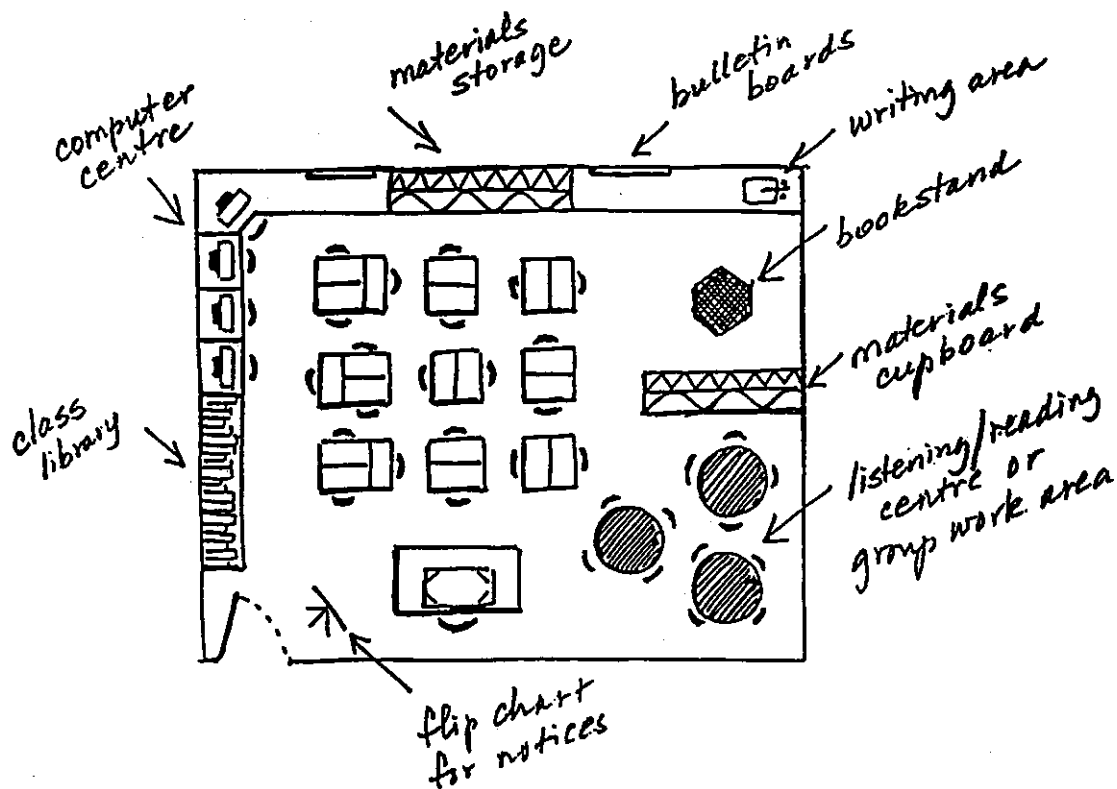


Illustration from Saskatchewan Teachers' Federation. (1993). *Centred on Students: Instructional Strategies Series No. 14*. Saskatchewan Professional Development Unit and the Saskatchewan Instructional Development and Research Unit. p. 1.

Components of Core Curriculum

Common Essential Learnings

The Advanced Ukrainian Program offers many opportunities for incorporating the Common Essential Learnings (CELs) into instruction. The purpose is to help students better understand the subject matter content under study and to better prepare students for their future learning both within and outside of the K to 12 educational system. The decision to focus on a particular CEL or CELs within a lesson is guided by the needs and abilities of individual students and by the particular demands of the subject area. Throughout a unit, it is intended that each Common Essential Learning will have been developed to some extent.

It is important to incorporate the CELs in an authentic manner. For example, some subject areas may offer many opportunities to develop the understandings, values, skills and processes related to a number of the CELs. The development of a particular CEL, however, may be limited by the nature of the subject matter under study.

General guidelines for incorporating the Common Essential Learnings into instruction are presented in this guide. These guidelines are not meant to be prescriptive, but rather to serve as ideas for initiating further reflection and refinement. In addition, it should be noted that many of the guidelines for developing a particular CEL may also develop other CELs. This is to be expected as the Common Essential Learnings are six inter-related sets of knowledge, values, skills and abilities.

Incorporating the Common Essential Learnings into instruction has implications for the assessment of student learning. For example, a unit which has focused on developing the CELs of Communication and Critical and Creative Thinking should also reflect this focus when assessing student learning. Exams or assignments should allow students to demonstrate their understanding of the important concepts in the unit and how these concepts are related to each other or to previous learning. Questions can be structured so that evidence or reasons must accompany student explanations. If students are encouraged to think critically and creatively throughout a unit, then the assessment at the end of the unit should also require students to think critically and creatively.

The incorporation of the Common Essential Learnings into instruction can best be accomplished through teachers reflecting upon the subject matter under study, their teaching practices and their students. By listening carefully to students and attempting to understand their perspectives and viewpoints, teachers can better reflect their students' interests and concerns in the classroom experiences which they provide. Giving students opportunities to learn from each others' interpretations and understanding also validates each student's personal experience.

Teachers are encouraged to use the ideas suggested for the development of one Common Essential Learning to strengthen students' development in other CELs. It is anticipated that teachers will build from the suggestions in the guidelines in this guide and from their personal reflections in order to better incorporate the Common Essential Learnings into Ukrainian-English Bilingual Education.

Common essential learnings will be incorporated into the required areas and other courses of study in an appropriate manner. The following are suggested as preliminary descriptions of the areas on which each common essential learning focuses across the curriculum.

Communication focuses upon the language demands of each of the required areas of study. It is based on the recognition that language is central to learning in all subject areas. This common essential learning does not ask that all teachers become language arts teachers but rather that they understand the role that language plays in their subject area(s) and deal systematically and concretely with that role in their instructional methods.

Numeracy as a common essential learning is concerned with the knowledge, skills, and appreciations necessary to cope confidently and competently with most everyday situations demanding the use of mathematical ideas, techniques and applications, and with the ability to learn new ones when necessary. In relation to instruction, numeracy suggests that a better balance is required between knowing how to compute, measure, estimate and interpret mathematical data and knowing when to apply these same skills and techniques.

Critical and Creative Thinking as a common essential learning is intended to better develop students' abilities to create and to evaluate ideas, processes, experiences and objects. It requires that teachers and students learn to generate, to publicly defend, and to change when necessary, their criteria for evaluation. The creation of greater self-awareness is an important component of this area.

Technological Literacy is concerned with the understanding of technological systems as part of social systems which cannot be fully separated from the political, cultural and economic frameworks which shape them. Its intent as a common essential learning is to create citizens capable of an informed, balanced and comprehensive analysis of the technological influences upon their lives and of acting upon the basis of their analysis.

Independent Learning focuses upon creation of the opportunities and experiences necessary for students to become capable, self-reliant, self-motivated, and life-long learners. It will require instructional methods that incorporate, among other things, resource-based learning projects, independent research, and the explicit teaching of study skills, and that offer students opportunities to choose from a range of assignments and activities.

Personal and Social Values and Skills examines the personal, moral, social and cultural aspects of each school subject and of the total school environment. It reflects a concern with the development of responsible and compassionate individuals, ones who are both self-reliant and able to work cooperatively as part of a group and with other groups. The inclusion in school subjects of content and activities leading to increased cultural understanding is also an aspect of this common essential learning.

Необхідні навички навчання

Необхідні навички навчання будуть включатися відповідним чином у обов'язкові предмети та інші ділянки навчання. Вони представлені шістьма категоріями. Нижче подається загальний опис цих категорій та як вони виступають у програмі навчання.

Спілкування зосереджує увагу на мовних вимогах кожного з обов'язкових предметів. Воно базується на визнанні того, що мова є центральною в процесі навчання всіх предметів. Спілкування не вимагає, щоб усі вчителі стали мовниками, але наголошує на необхідності розуміння важливості ролі мови для усіх предметів та систематичного і конкретного підходу та застосування мови в навчальних методиках.

Математична грамотність має справу зі знаннями, навичками та оцінками, необхідними для того, щоб впевнено та уміло справитися з щоденними ситуаціями, які вимагають застосування математичних ідей та прийомів, а також зі здатністю навчитися нових, якщо це необхідно. Щодо навчання, математична грамотність має на меті встановлення кращого зрівноваження між знанням як підрахувати, виміряти, оцінити й інтерпретувати математичні дані та знанням коли застосувати ці самі навички та прийоми.

Критичне і творче мислення ставить за мету краще розвинути здатність учнів створювати та оцінювати ідеї, процеси, досвід та предмети. Воно вимагає, щоб учителі та учні навчилися встановлювати, прилюдно захищати та змінювати в разі необхідності свої критерії оцінювання. Важливим компонентом у цій ділянці є краще самооцінювання.

Технологічна грамотність має справу з розумінням технологічних систем, як частини соціальних систем, які не можуть бути повністю відокремлені від політичних, культурних та економічних факторів, що формують їх. Її метою, як необхідної навички навчання, є формування людей, які можуть дати вичерпний та обміркований аналіз впливу технології зосереджує на їх життя, а також діяти на основі свого аналізу.

Самостійне навчання зосереджує увагу на створенні можливостей та набуванні досвіду, необхідних для того, щоб учні отримали навички умілого, упевненого в собі, самомотивованого навчання впродовж усього життя. Воно вимагатиме методів навчання, які включають, разом з іншими речами, учбові проєкти, орієнтовані на пошук матеріалів, самостійне дослідження та детальне навчання учбовим навичкам, а це дає учням можливість вибирати з ряду завдань та видів діяльності.

Особисті та суспільні цінності та уміння досліджують особисті, моральні, соціальні та культурні аспекти кожного шкільного предмета та шкільного середовища взагалі. Вони відображають турботу про розвиток відповідальних та співчутливих людей, які можуть працювати як самостійно, так і з іншими, у групі, а також з іншими групами. Включення у шкільні предмети матеріалів та видів діяльності, які ведуть до підвищення культурного розуміння, є також одним із аспектів цієї категорії необхідних навичок навчання.

General Guidelines for Incorporating the Common Essential Learnings

Communication

- Provide opportunities for students to use listening, speaking, reading and writing for a variety of purposes and audiences.
- Provide pre-listening, pre-speaking, pre-reading and pre-writing activities which link important understandings in a unit to previous experiences and present knowledge.
- Introduce new vocabulary through activities that enable students to apply their previous knowledge to new learning.
- Create opportunities for students to express their ideas in a variety of ways, allowing them to learn from each others' experiences and to demonstrate their present understanding (as through discussions, interviews, reports, current events, letter writing).
- Introduce students to various strategies to help them relate and understand concepts or story parts (such as role playing, story or concept maps, outlines, story grammars, or sequencing and categorizing tasks).
- Design lessons and exercises that stress the possibility and acceptance of various answers and explanations.
- Plan learning experiences that allow students to draw upon their previously acquired English and Ukrainian language skills to further their understanding and to share their understanding with others.
- Have students use expressive language (spoken, written, and actions and gestures) to explore their ideas, opinions and feelings.
- Provide opportunities for students to reflect through questioning, discussion and writing.
- Provide opportunities for students to hear the language as spoken by speakers of Ukrainian from other countries and to converse with them.

Numeracy

- Provide opportunities for students to interpret and produce maps, graphs, charts and sketches.
- Introduce mathematical vocabulary to assist students in identifying and describing both qualitative and quantitative differences in objects in their environment.
- Encourage students to look for and create patterns or connections among ideas and information.
- Provide opportunities for students to sequence and categorize objects, ideas and information.

Critical and Creative Thinking

- Guide students' analysis of information from a variety of resources to deepen their understanding of the topic being explored.
- Create opportunities for students to use their knowledge of Ukrainian language and culture to note similarities and differences between the culture and language of Ukrainians living in Ukraine and Ukrainians living in other parts of the world.

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- Encourage students to look for alternatives and give reasons for their decisions about literary selections (by asking questions such as "If you were the author, how might you have written the story?" or "What do think will happen next? Why?").
 - Encourage imaginative responses and personal interpretations.
 - Provide opportunities for students to practice mental imaging and to manipulate visual images to develop concepts and personal responses to literature.
 - Use current events information to guide students into a heightened sense of global awareness and implications for the future.

Technological Literacy

- Increase students' awareness of technology in homes and in schools.
- Provide opportunities for students to explore, from varying perspectives, issues related to technological developments.
- Assist students in understanding how technology shapes and is shaped by society.

Independent Learning

- Encourage the use of a variety of resources such as newspaper and magazine articles, community library resources, field trips, audio-visual materials and resource people.
- Plan experiences that lead to choice, independent exploration and research.
- Encourage students to share their personal experiences to discover the relationships between their previous knowledge and their class experiences.
- Involve students in planning projects and units.
- Encourage students to reflect upon the results of their learning experiences.
- Plan experiences that lead students into the Ukrainian community for practical application of acquired skills.

Personal and Social Values and Skills

- Explore varied cultural content to foster greater understanding and appreciation of various cultures and develop an awareness of discrimination or bias when present.
- Model and encourage sensitive responses to the ideas, comments and creative expressions of others.
- Provide opportunities for students to respond to and build upon the ideas of others.
- Provide frequent opportunities for students to learn in cooperative groups.
- Involve students in planning projects or events which heighten their sensitivity to the cultural, social and spiritual values of the Canadian Ukrainian community.

Adaptive Dimension

The Adaptive Dimension is an essential part of all educational programs. Like the Common Essential Learnings, the Adaptive Dimension is a component of Core Curriculum and is reflected in all curricula.

The Adaptive Dimension in Core Curriculum (1992) provides teachers with a vehicle to accommodate individual needs of students by:

- adapting teaching approaches;
- adapting curriculum topics and materials;
- adapting assessment techniques; and
- adapting classroom organization.

The curriculum encourages teachers to make adjustments to the environment to meet individual needs, and to identify meaningful objectives that will promote success for each student. Learning can be made more accessible by modifying the setting, the teaching method, or the material. The Adaptive Dimension allows students to participate in the learning process by offering them alternative access to, and expression of knowledge.

This concept is used to:

- increase relevant curriculum content for students;
- provide a wide range of learning materials including community resources;
- maximize student potential for learning;
- facilitate integration of resources for enrichment and extension;
- provide opportunity for personal growth and self-esteem;
- reduce discrepancies between achievement and ability;
- include traditional customs of the language group;
- accommodate community needs and involvement; and
- provide background knowledge or experience.

The Adaptive Dimension allows teachers to help students develop their potential as independent learners. Adaptations should, however, be consistent with the objectives and spirit of the curriculum.

When making adaptations for Ukrainian language education, teachers might consider the following suggestions useful:

- Create a classroom environment conducive to language acquisition. A friendly atmosphere among students and between students and teacher will lower the anxiety level.
- Promote mutual respect among students in regards to background, culture, interest, language competency and learning style.
- Provide opportunities for students to identify and choose resources that suit their interests and needs.
- Follow up on student suggestions and queries.
- Encourage student participation in planning, instruction, and evaluation.

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- Vary the pace of lessons to give students time to grasp the concepts presented before proceeding to more advanced material.
 - Monitor the use of vocabulary. Advanced and simple forms of vocabulary can be incorporated into the same lesson. Using the different moods of verbs, for example, accommodates students' individual pace of language acquisition, promotes natural speech, and introduces the students to some unique features of the Ukrainian language.
 - Maintain a low anxiety level through flexibility, not only with class routine, but also by altering the physical setting.
 - Encourage independent learning, peer tutoring and creativity.
 - Introduce new material only when students are comfortable with basics.
 - Utilize cultural and community resources.
 - Provide a variety of options when planning activities.
 - Facilitate the maximum output from each student through appropriate assessment and evaluation procedures.
 - Change materials to enhance learning.
 - Encourage students to take an active interest in community activities.

The Adaptive Dimension empowers the teacher and students to use available resources and various teaching/learning strategies to plan a meaningful and appropriate language acquisition program for every student. The practice of adapting curriculum content to student needs requires teachers to make decisions about the necessary changes that will include relevant, meaningful input for maximum achievement by students. This curriculum guide allows for such flexibility and decision making.

Supporting Initiatives within Curriculum

Gender Equity

Saskatchewan Education is committed to providing quality education for all students in the K to 12 system. It is recognized that expectations based primarily on gender limit students' ability to develop to their fullest potential. While some stereotypical views and practices have disappeared, others remain. Where schools have endeavoured to provide equal opportunity continued efforts are required so that equality of benefit or outcome may be achieved. It is the responsibility of schools to decrease sex-role expectations and attitudes in an effort to create an educational environment free of gender bias. This can be facilitated by increased understanding and use of gender balanced material and strategies and further efforts to analyze current practice. Both girls and boys need encouragement to explore non-traditional as well as traditional options.

In order to meet the goal of gender equity in the K to 12 system, Saskatchewan Education is committed to efforts to bring about the reduction of gender bias which restricts the participation and choices of all our students. It is important that the Saskatchewan curriculum reflects the variety of roles and the wide range of behaviors and attitudes available to all members of our society. The new curriculum strives to provide gender balanced content, activities and teaching strategies described in inclusionary language. These actions will assist teachers to create an environment free of bias and enable both girls and boys to share in all experiences and opportunities which develop their abilities and talents to the fullest.

Multicultural Education

The Multicultural Education Policy (Saskatchewan Education, Training and Employment, 1994) describes the role of education in a multicultural society and outlines Saskatchewan Education's commitment to programs and activities which contribute to the enhancement of multiculturalism in Saskatchewan and Canada.

Multiculturalism: Definition/Meaning

Multiculturalism is a recognition of the diversity of cultural differences which exist in a pluralistic society and an endorsement of a society in which individuals of all cultures are accepted and accorded respect.² Thus, it encourages a positive acceptance of races, religions and cultures, and recognizes such diversity as healthy.³

² From Saskatchewan Association for Multicultural Education. *Multicultural Education in Saskatchewan: A Vision for the Future*. (1989). Regina: Author.

³ Adapted from Manitoba Education. *Multicultural Education Policy Discussion Paper*. (1986). Winnipeg: Author.

Principles

Saskatchewan Education adopts the following statement of principles inherent in multiculturalism:

- respect for the right of self-determination for individuals and groups within the context of national unity;
- equality of status of all cultural and ethnic groups within the framework of our officially multicultural and bilingual country;
- equality of access by all individuals and groups to employment and promotion, services and support;
- the freedom of all individuals and groups to the retention and development of their cultures as a part of the Canadian identity;
- a commitment to sharing our cultures within the mainstream of Canadian society;
- an undertaking to participate in Canadian citizenship and the democratic process in terms of both rights and responsibilities;
- a belief that individuals have the freedom to choose the particular cultural attributes they prefer within the framework of democratic principles; and
- respect for and observance of human rights and civil liberties as exemplified in the *Canadian Charter of Rights and Freedoms*, the common law, and human rights codes.⁴

Vision Statement

Saskatchewan Education envisions a society that takes pride in its heritage and one that encourages a collaboration among home, school, and community in realizing equality of access and opportunity for all.

It is a society that recognizes the richness inherent in pluralism and one that benefits from cultural, religious and linguistic diversity.

It is a society that enables its children to develop self-confidence and self-esteem, a sense of individual worth, a respect for others, compassion and a desire for social justice.

It is a society that encourages all of its members to be sensitive to the social, spiritual and economic needs of other individuals and groups.

Finally, it is a society that recognizes human resources as its most valuable asset and strives to guarantee equality of experience, opportunity and outcome for everyone.

⁴ Principles originally developed by Canadian Council for Multicultural and Intercultural Education and reprinted in: McLeod, K.A. (Ed.). (1987). *Multicultural Education: A Partnership*. Toronto: OISE Press.

Heritage Language Education

The Heritage Language Education Policy (Saskatchewan Education, Training and Employment, 1994) describes the role of heritage languages in the development of a multicultural society and describes Saskatchewan Education's commitment to in-school and out-of-school heritage language programming.

Vision Statement

An educational system which values the cultural diversity of its students and makes heritage language learning accessible enhances multiculturalism in Saskatchewan and in Canada.

This educational system makes students aware of the personal and social value of heritage languages. It emphasizes to all students, educators and parents that Saskatchewan is strengthened culturally and economically by the linguistic diversity of its population.

The Role of the Educational System in a Linguistically Diverse Society

Saskatchewan is enriched by many cultures and languages.

The educational system has an important role to play in keeping Saskatchewan's heritage languages alive. The school, in partnership with the family and the community, transmits to children and young adults the knowledge and values which society considers important. When heritage languages are taught through the regular educational system, students receive a powerful message about the value and worth of heritage languages in Saskatchewan society.

Heritage Language Education Programs

Heritage language education should consist of formal, planned, structured programs that are intended to increase students' knowledge of heritage languages.

Heritage language programs:

- may be offered through the formal school system or through community initiatives;
- may be designed for students of any age;
- may emphasize the culture of which a heritage language is a part; and,
- may use community resources in addition to traditional educational materials.

Policy for Heritage Language Education

The study of a heritage language allows students to develop communication skills in the language being studied, to develop a sensitivity to the culture, and to develop skills and attitudes necessary for learning additional languages. Encouraging students to take pride in their own cultures promotes respect for members of other cultures.

This province's strength and uniqueness come in large part from its linguistic and cultural diversity. Language instruction is integral to the maintenance of culture and thus to Saskatchewan's identity.

Teaching a variety of languages facilitates individual and societal participation in the global economy. Because Saskatchewan's economic well-being is dependent on the rest of the world, language learning has an economic value as well as a cultural one.

Saskatchewan Education supports the provision of opportunities for students to acquire, maintain, or regain languages, through in-school or out-of-school programming.

All provincial government services for heritage languages will be coordinated by Saskatchewan Education. This includes both regular in-school programs and out-of-school programs for preschool to Grade 12. Universities, colleges and community language programs provide language education for adults. Saskatchewan Education's responsibilities include revision of *The Education Act* and Regulations relating to issues concerning:

- administration of out-of-school heritage language classes;
- granting student credits at the 10, 20, and 30 levels for out-of-school classes;
- certification procedures for heritage language teachers;
- financial support for out-of-school classes; and,
- grants to school boards to defray equipment and facility rental costs for classes offered beyond normal school hours.

Indian and Métis Content

The Curriculum and Aboriginal Peoples

In 1984 Saskatchewan Education accepted the report of the Native Curriculum Review Committee, *A Five Year Action Plan for Native Curriculum Development*, as the primary source document and guide for the inclusion of Indian and Métis content in all Core Curricula.

General objectives of incorporating Indian and Métis content within the curriculum include:

- All students and teachers in provincial schools should develop an appreciation of both the current political, cultural and socio-economic situation as well as the long, varied and unique history of the Aboriginal Peoples on this continent.
- The school curriculum and educational institutions should transmit positive and accurate information to aid Aboriginal students in developing a positive self-image and cultural identity so that they may better learn to deal with their own reality.

It is the official policy of Saskatchewan Education to include appropriate and sufficient Indian and Métis content within all Core Curricula. Further information on *A Five Year Action Plan for Native Curriculum Development* and *Indian and Métis Education Policy from Kindergarten to Grade 12* is available upon request from Saskatchewan Education.

Resource-Based Learning

Resource-based teaching and learning is a means by which teachers can greatly assist the development of attitudes and abilities for independent, life-long learning. Resource-based instruction involves teacher and teacher-librarian cooperation in planning units which integrate resources with classroom assignments and in teaching students the processes needed to find, analyze and present information.

Resource-based learning is student-centered. It offers students opportunities to choose, to explore and to discover. Students who are encouraged to make choices in an environment which is rich in resources and in which their thoughts and feelings are respected are well on their way to becoming autonomous learners.

The following points will be of help to the Ukrainian language teacher in using resource-based teaching and learning:

- Discuss the objectives for the unit with students. If English language research topics are assigned, work with the teacher-librarian to correlate research materials with the activities planned for the unit. The specific research skills needed should also be taught in the context of application. Ukrainian language research will require the guidance of the Ukrainian language teacher.
- Plan well in advance with the teacher-librarian so that adequate resources are made available to students and that decisions are made about shared teaching responsibilities in English language research projects.
- Ask the teacher-librarian to provide resource lists and bibliographies when needed. Ask him/her to offer personal guidance to students during the course of the assignment.
- Use a variety of resources in classroom teaching, showing students that you are a researcher who constantly seeks out sources of knowledge. Discuss with them the use of other libraries, government departments, museums and various outside agencies in their research. This is especially important for Ukrainian language research.
- Participate in and help plan inservice programs on using resources effectively.
- Continually request good curriculum materials for addition to the library collection.
- Support the essential role of the library resource centre and the teacher-librarian in your talks with colleagues, principals and directors.
- Familiarize yourself with resources available in the school library.

Teachers of Ukrainian may encounter some difficulty in finding adequate Ukrainian language materials and resources in their school library. This is why **teachers are encouraged to build up a classroom library of resources for student use**. Files on current events, newspaper clippings and other pertinent information are strongly recommended. A network of sharing material with other schools, Ukrainian language teachers, local libraries and the Ukrainian community would be most beneficial.

Possible sources of support material within the Ukrainian community in Saskatchewan include:

- Ukrainian museums (local, provincial and national)
- Ukrainian organizations (such as the Ukrainian Canadian Congress – Saskatchewan Provincial Council)
- University libraries and language departments
- Personal collections

Teachers and administrators are encouraged to contact the Multicultural Education Section of Saskatchewan Education for information regarding resources.

Ukrainian Language Arts 9-12

Ukrainian Language Arts 9-12

At the high school level, a program which offers continued instruction in the Ukrainian language is made available to students who have successfully completed the K-8 Ukrainian-English Bilingual Program. This program is comprised of two high school credit courses – Ukrainian Language Arts and one other course – determined by the local board. In this way, a minimum of 20 percent of each high school day is offered to students for completion of their Ukrainian Bilingual Education.

Aim

The major aim of the Ukrainian Language Arts 9-12 program is to graduate students who can use the Ukrainian language to communicate effectively and confidently in various situations and for various purposes.

Curriculum Goals

The general goals of the Grades 9-12 Ukrainian Language Arts Curriculum are:

- to encourage enjoyment of, and further develop proficiency in, reading, writing, speaking, and listening
- to develop an appreciation of, and response to, literature
- to develop students' language abilities as a function of their thinking abilities
- to promote personal and social growth by developing students' knowledge and use of language and their understanding of the human condition
- to deepen students' understanding of and develop a continuing interest in global issues as they impact on the Canadian cultural community

Statement on Instruction

The 9-12 Ukrainian Language Arts program is conducted largely in Ukrainian, with exceptions made in the current events component and the translation component. These two components require use of the English language for effective teaching and learning to occur. One hundred hours of classroom instruction are required per class per grade, as in any other high school credit course in Saskatchewan.

Framework for Ukrainian Language Arts 9-12

Foundational Objectives

These objectives include the most important understandings and abilities which are sequentially developed at the 9-12 level. Unit planning and evaluation reflect these objectives. They are considered to be achievable by most students at each grade level.

Learning Objectives

The learning objectives describe specific knowledge, skills and attitudes students develop as they work toward achieving the foundational objectives. They also guide resource use, daily activities, classroom instruction, and authentic language experiences.

Methodology of Classroom Instruction

Classroom instruction is guided by a methodology which combines the Communicative Approach with resource-based learning and the Adaptive Dimension. Various classroom instructional strategies are recommended as a means of developing communicative competence. Grammatical skills are introduced within the context of selected topics of study.

Unit and Lesson Plans

Five recommended unit components guide the classroom teacher in developing unit plans which are varied and contemporary. It is intended that the Communicative Component provide the framework for the themes and sub-themes chosen at each grade level. The remaining components – Literature, Current Events, Grammatical and Translation Components – enhance unit and lesson plans. Instructional plans should take into account the incorporation of CELs and other departmental requirements within the treatment of each theme. A sample unit and lesson plan have been provided in this document.

Assessment and Evaluation

This is an ongoing process which involves a variety of strategies developed to monitor and assess student progress. Through a cyclical process of preparation, assessment, evaluation and reflection, a continual pattern of growth, development and change emerges. Special attention should be given to the general indicators of progress outlined for Grades 9-12. These indicators reflect the foundational objectives on which the instructional program is based.

Foundational Objectives: Ukrainian Language Arts

Grades 9-12

Students will demonstrate:

- **increasing confidence and competence in using oral language to generate, clarify and extend their understandings of what they observe, feel, hear and read through personal reflection and interaction with others**
- **the ability to communicate ideas orally and in writing to a variety of peer, adult and group audiences with confidence, sensitivity, fluency and clarity**
- **the ability to use a variety of language learning strategies to monitor for meaning during reading, writing, listening and speaking experiences**
- **an interest in reading as a means of understanding themselves, others and their world**
- **respect for the ideas, language and communication styles of others and ability to respond sensitively and thoughtfully**
- **the ability and confidence to adapt oral and written language to various settings, purposes and the needs of their audiences**
- **the ability to proofread, edit and revise written communication to progress toward clarity and precision in Ukrainian**
- **maturity of thought in interpreting, evaluating the effectiveness of, and responding to various media and print materials**
- **the ability and confidence to convey ideas using various media**
- **an awareness of and respect for the similarities and differences found among cultures, human behaviours, experiences, emotions and ideas conveyed through literature and various media**

Teachers are encouraged to consult the *Ukrainian-English Bilingual Education Curriculum Guide (4-8)* for a complete listing of the K-12 Foundational Objectives of Ukrainian-English Bilingual Education.

Learning Objectives for 9-12

The learning objectives outlined on the following pages describe the knowledge, skills and attitudes students should develop as they gradually achieve the foundational objectives at each grade level. It may be necessary to adapt these objectives to accommodate students' needs and abilities. The list does not separate process and content learning into separate strands of knowledge, skills and attitudes. This curriculum advocates an integrated approach in which students' abilities in oracy and literacy develop in an environment rich in print and non-print resources.

Learning objectives are listed under three main categories:

- **Oracy: Speaking and Listening**
- **Literacy: Reading and Response to Literature**
- **Literacy: Writing**

The objectives in each specific category are developmental and the curriculum structure could be described as one which follows a spiral model of learning. This means that as new language processes, content and concepts are introduced, teachers help students to place the new learning into context by reviewing previously learned language and related material. In second language learning, as with all learning, it is very important to help students make connections between what is familiar and what is new. Teachers determine when students are ready to engage in increasingly challenging processes and activities as more new information is introduced. By the end of Grade 12, it is expected that most students will have attained the outlined processes, skills and attitudes to the best of their individual abilities.

Learning objectives guide daily lesson plans and classroom activities. They also give direction to student assessment and evaluation. Teachers are encouraged to monitor these objectives frequently and routinely, as a natural part of their daily classroom responsibilities. Such monitoring will assist teachers in adapting learning experiences for those students in need of assistance. Unit evaluation should reflect students' progress in achieving the foundational objectives.

Ukrainian language charts which summarize specific learning objectives in the three categories have been included on pages 77, 78, and 79 of this document. These charts will assist the Ukrainian language teacher in assessing classroom procedures, learning experiences and outcomes.

Teachers are encouraged to consult the Saskatchewan Education English Language Arts Curriculum Guides for more information on specific learning objectives in the three language categories.

Oracy: Speaking and Listening

Students will progress in their ability to:

- Use Ukrainian language to express personal thoughts and feelings.
- Participate in class and small group discussions and collaborative tasks.
- Respect and respond sensitively to the ideas, opinions and interpretations of others.
- Express ideas and feelings with increasing clarity, fluency and sentence variation.
- Use appropriate vocabulary and manners of oral expression for particular purposes and audiences.
- Use Ukrainian patterns of language in oral language activities.
- Pose relevant questions for various purposes – for directions, information, permission and clarity of understanding.
- Describe, share and discuss resources, media experiences, events and issues.
- Tell and retell personal experiences and story events.
- Dictate stories, sentences and phrases for others to transcribe.
- Retain and reflect upon auditory and observed information sufficiently to:
 - recall sequences of events
 - make predictions
 - identify major ideas and details
 - respond to the moods and emotions conveyed by a speaker or literature selection
 - draw conclusions
 - make judgements
 - paraphrase information
 - summarize information
 - recognize cause and effect relationships
 - understand multiple meanings
 - make inferences
 - understand Ukrainian language nuances
 - understand and respond to cultural components conveyed by a speaker or literature selection

Literacy: Reading and Response to Literature

Reading

Students will progress in their ability to:

- Identify and use book terms (author, illustrator, title, cover, title page, table of contents, index, acknowledgements).
- Use titles, headings and illustrations to make predictions about contents.
- Employ a variety of strategies when confronted with an unfamiliar word including:
 - reading ahead
 - re-reading the sentence or phrase and using context to predict
 - using pictures as clues
 - using a combination of structural, phonetic and contextual clues
 - using other supports (word banks, word lists, dictionaries) to confirm
- Confirm an understanding of what has been read by:
 - relating previous experience and knowledge to what is being read
 - predicting content, events and outcomes
 - making comparisons
 - recognizing cause and effect relationships
 - making inferences
 - drawing conclusions
 - forming sensory images while reading
 - paraphrasing and summarizing content
 - questioning and adjusting reading strategy when meaning is unclear
- Identify the main idea of reading material.
- Locate and recall relevant information in reading passages.
- Sequence significant events and details in a reading selection.
- Distinguish between facts and opinions, reality and fantasy in reading selections.
- Discuss bias in resources.
- Understand how the printed Ukrainian language can convey cultural and historic information.
- Recognize a variety of literary genres in Ukrainian and understand that they differ in structure and language.
- Identify and describe literary elements such as characters, setting, plot, central problem and climax.
- Consciously use sense of story to organize, recall and make inferences about events.
- Interpret information conveyed in pictures, graphs, charts, maps, signs and symbols.
- Adjust silent and oral reading rate to material being read and to purpose(s) for reading.

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- Use intonation and expression which indicate comprehension when reading.
 - Select and read materials appropriate to their interests and needs.
 - Select and read resources about a variety of topics and cultures.
 - Read materials related to studies in other subject areas.

Response to Literature

Students will demonstrate the ability to:

- Sense the rhythm, feeling and mood in literary selections.
- Share personal thoughts, feelings and images evoked by literary selections and illustrations.
- Relate story events, characters, ideas and illustrations to previous reading, personal experiences and surroundings.
- Communicate personal interpretations of various types of literature through dramatization, illustrations, music, action, and written or oral language.
- Extend personal interpretations of literature by respecting and considering the views of others
- State preference for specific books, authors and illustrators.
- Understand how authors use language to create atmosphere, mood, believable characters, settings and events.
- Understand how Ukrainian authors use literature to convey culture, history or the national spirit of the Ukrainian people.
- State preferences for various topics and types of literature.
- Read critically to interpret and evaluate ideas, events and issues in literature by relating to personal experiences.
- Recognize that story settings, characters and events are interrelated.
- Interpret the traits of main characters by analyzing dialogue, behaviours and gestures.
- Reflect upon and evaluate the motives, behaviours and actions of main characters.
- Recognize and appreciate, through interaction with literature
 - their own cultural identities
 - similarities and differences among cultures, lifestyles and experiences
- Interpret figurative language such as similes, metaphors and personification.

Literacy: Writing

Students will progress in their ability to:

- Write for a variety of purposes including:
 - creating personal and fictional narratives
 - informing self and others
 - persuading and influencing others
 - recording ideas and information for future reference
 - planning and organizing a task sequentially
- Write for a variety of audiences.
- Critique their own writing products.
- Willingly share selected writings with others.
- React and respond to the writing of others respectfully.
- Recognize their personal growth and development as writers over a period of time.

Pre-writing Activities

- Generate topics and ideas in Ukrainian by:
 - brainstorming
 - categorizing information
 - discussing topics and/or ideas
 - reading and/or reciting songs, poems and stories
 - dramatizing
 - drawing
 - interviewing
 - sequencing
 - sharing information
 - storytelling
 - webbing
 - researching
- Organize ideas by:
 - selecting relevant ideas and information
 - ordering ideas and information
 - making notes or drawings
- Make specific attempts to use Ukrainian language phrases or sentence patterns, rather than translations of English phrases and structures.
- Identify an audience for writing.
- Identify the purpose for writing.
- Determine an appropriate format.

Drafting

- Contribute ideas and language for collaborative compositions.
- Use Ukrainian language accurately, with concerted efforts at grammatical and linguistic fluency.
- Relate ideas and link sentences on one topic.
- Use paragraphs to organize ideas.
- Incorporate own experiences and knowledge in writing attempts.
- Select and order ideas in logical and interesting ways.
- Enhance writing by using sensory details and descriptions.
- Create original stories and poetry (narratives).
- Create imaginative accounts based upon fact or experience.
- Develop a sequential storyline.
- Create story mood and atmosphere through effective description.
- Express emotions and thoughts through characters.
- Incorporate dialogue and figurative language.
- Organize and convey information (expository writing):
 - convey personal accounts of events, observations and experiences
 - report factual information using various formats including pictures, charts and written reports
 - write reports using research and reference materials
 - integrate information from more than one source
 - use own language to paraphrase and summarize information from a variety of sources

Postwriting

- Recall purpose and intent of writing.
- Proofread for accuracy and clarity of meaning.
- Seek responses and reactions from others to their own writing attempts.
- Examine language usage and word choice for appropriateness.
- Polish writing by:
 - reviewing for legibility and rewriting if necessary
 - proofreading for accurate spelling of words frequently used at each grade level
- Share or display published works in various ways.

Methodology of Classroom Instruction

Communicative Approach

The Communicative Approach can be described as an umbrella encompassing a number of instructional strategies which encourage use of the second language. This approach combines an experiential language base with analytical elements of language learning. Through well-planned units and lessons, students are given many opportunities to increase their skills as effective communicators.



Resource-Based Learning

Resource-based learning is an integral part of the communicative process. It involves identification of resource materials to enhance classroom instruction. The resources are not confined to print materials, but include: guest presenters, involvement in community events, the arts, cultural events, field trips, audio-visual presentations, or computer-assisted learning.

Adaptive Dimension

The Adaptive Dimension provides teachers with a vehicle to accommodate individual needs of the students through adaptation of:

- curriculum topics
- instructional materials
- teaching approaches
- assessment techniques
- classroom organization



Комунікативний підхід

Комунікативний підхід

Комунікативний підхід можна описати як парасольку, що покриває ряд навчальних стратегій, котрі заохочують до вивчення іноземної мови. Цей підхід сполучає мовну базу, набуту особистим досвідом дитини, з аналітичними елементами вживання мови. Учні забезпечуються сприятливими можливостями поліпшувати уміння/навички ефективного спілкування за допомогою системи добре спланиованих тем і уроків.

Навчання, ґрунтоване на ресурсах

Навчання, ґрунтоване на ресурсах, є важливим етапом у комунікативному процесі. Воно включає визначення ресурсів для підвищення якості навчання у класі. Ресурси не обмежуються друкованими матеріалами, а включають: запрошення осіб, які можуть поділитися додатковою інформацією, участь у громадських заходах, мистецькі, культурні заходи, польові подорожі, зорово-слухові презентації або навчання за допомогою комп'ютера.

Адаптивний аспект

Адаптивний аспект забезпечує вчителів засобом задовольнити індивідуальні потреби студентів шляхом пристосування/адаптування:

- тем учбової програми
- навчальних матеріалів
- навчальних/педагогічних підходів
- технічних прийомів оцінювання
- організації класи

Instructional Strategies

Instructional strategies for second language learners must serve a twofold purpose:

- to enhance communication skills in the target language, and
- to build new knowledge in the context of thematic study.

In accordance with the Communicative Approach, good instruction begins with an assessment of the abilities, weaknesses and strengths of students in both languages. Teachers may then go on to choose appropriate teaching strategies which will reflect the various stages of language development of their students. Sound pedagogical development in one language will enable students to appreciate and acquire skills in the second language. Therefore, a balance in students' language experiences in both English and Ukrainian is essential to the development of good communicative skills.

Resource-based learning and the Adaptive Dimension are two vehicles which complement the Communicative Approach used in Ukrainian-English Bilingual Education. Together, these three dimensions stress the creation of authentic second language situations and contexts which will reinforce and build upon students' first-language experiences. Each child's prior knowledge forms a foundation on which to build second language skills. Though there may be some syntactical or grammatical differences in the first and second languages, these are the communicative elements which enable students to understand the structure of each language, and the common foundational elements of both languages.

Learning another language also implies learning the conventional use of the language in social circles. It is helpful if classroom second language instruction is built upon real-life experiences of the students as they interact with the community. Involving the community in the language program by attending community events or inviting guests into the classroom reinforces the language presented in class and rallies community support for the school.

A teacher's choice of instructional strategies will be guided by a number of considerations, including:

- initial diagnostic assessment of student's fluency level
- the stages of second language proficiency
- students' interests
- community resources
- ages of students, maturity level
- evaluation
- language proficiency in the first language
- time allotment for the class
- motivation

This curriculum encourages teachers to utilize the input of students, parents, other teachers and the community in the language program. Teamwork and communication among these groups establishes a sound basis for a positive language-learning environment. Inclusion of the community ensures that language acquisition takes place in the context of the social environment in which the students live and function each day.

The document *Instructional Approaches: A Framework for Professional Practice* (Saskatchewan Education, 1991) identifies five categories of instructional approaches, along with lists of more specific teaching strategies. These are meant to apply to all disciplines and the full range of in-school situations. Most of the strategies are consistent with the communicative approach for second language teaching. The strategies appear below, followed by a number of more specific methods or comments about the approach.

Direct Instruction

- Structured Overview
- Explicit Teaching
- Mastery Lecture
- Drill and Practice
- Teacher Talk
- Polarity Questions
- Compare and Contrast
- Didactic Questions
- Demonstrations
- Guides for Reading, Listening, Viewing
- Storytelling

Generally speaking, direct instructional methods:

- are teacher directed;
- include lecture, didactic questioning, explicit teaching, practice and drill, and demonstrations;
- may be effective for providing information or developing step by step skills;
- work well for introducing other teaching methods or actively involving students;
- are usually deductive; and
- have limitations in the area of developing abilities, processes, and attitudes required for critical thinking, and for interpersonal or group learning.

Indirect Instruction

- Problem Solving
- Case Studies
- Guided Inquiry
- Reading for Meaning
- Reflective Discussion
- Concept Formation
- Concept Mapping
- Concept Attainment
- Cloze Procedure

Generally speaking, indirect instructional methods:

- are student centred, encouraging students to observe, investigate, infer from data, or form hypotheses;
- free students to explore diverse possibilities;
- foster creativity and develop interpersonal skills and abilities;
- allow teachers to be facilitators, supporters and resource persons;
- rely on use of print, non-print, and human resources;
- foster cooperation among teachers or other staff members;
- may be time-consuming;
- may require teachers to relinquish some control, resulting in outcomes that may be unpredictable and less safe; and
- may be inappropriate for memorization or when immediate recall is desired.

Independent Study

- Essays
- Computer-Assisted Instruction
- Reports
- Learning Activity Package
- Correspondence Lessons
- Learning Contracts
- Homework
- Research Projects
- Assigned Questions
- Learning Centres

Generally speaking, independent study:

- is initiated by the student or teacher;
- fosters the development of knowledge, abilities, attitudes and processes required to become self-sufficient and responsible citizens through planned independent study;
- is supervised or guided by the teacher; and
- may be used with other instructional strategies or may be used by itself depending on the unit topic.

Experiential Learning

- Field Trips
- Experiments
- Simulations
- Games
- Focused Imaging
- Field Observations
- Organic Vocabulary/Writing/Reading
- Role-playing
- Synectics
- Model Building
- Surveys
- Summer/Winter Camps
- Cultural Camp

Generally speaking, experiential learning:

- is inductive, student centred, and activity oriented;
- consists of five phases: experiencing, sharing, analyzing, inferring, applying;
- emphasizes learning rather than product;
- may be in or out of the classroom;
- uses a variety of resources;
- is limited by the kinds of experiences that can be utilized, student safety, time and finances;
- includes simulated experiences;
- increases understanding and retention of information; and
- is motivational for students.

Interactive Instruction

- Debates
- Role Playing
- Panels
- Brainstorming
- Peer Practice
- Discussion
- Teacher Talk
- Laboratory Groups
- Cooperative Learning Groups
- Problem Solving
- Circle of Knowledge
- Tutorial Groups
- Interviewing

Generally speaking, interactive instruction:

- relies on discussion and sharing;
- allows students to learn from peers and teachers to develop social skills and abilities, to organize their thoughts, and to develop rational arguments; and
- requires teacher and student observation, listening, and interpersonal skills and abilities.

Rather than using primarily one teaching approach, a variety of strategies used during the course of the year will serve to the advantage of both the teacher and students.

- Interest, for both the teacher and students, will be stimulated.
- The students' different learning styles are more likely to be accommodated.
- Teaching is more likely to be effective.
- Teaching and learning will be more enjoyable.
- More opportunities for communication in Ukrainian may be created.

Unit and Lesson Plans

Instructional Pattern

The themes and sub-themes presented in the Ukrainian Language Arts course outline for Grades 9-12 are designed to reinforce and expand known vocabulary and structures for the purpose of developing students' communicative skills in Ukrainian in the areas of understanding, speaking, reading and writing. They represent basic thematic areas of study per grade level. It is intended that these thematic units be expanded and enhanced with real-life situations, wherever it is appropriate and possible to do so.

Програма навчання по темах

Теми і підтеми, представлені у програмі навчання мовної діяльності для 9-12 клас, мають на меті доповнення та збільшення засвоєного учнями запасу слів і структур для сприяння розвитку мовних комунікативних навичок – розуміння, усного мовлення, читання і письма. Ці теми і підтеми представляють тільки основний тематичний обсяг для вивчення в кожній класі. Їх потрібно доповнити, коли можливо та відповідно, з живими прикладами.

Unit Components

This curriculum advocates a unit approach to language instruction. There are many factors which should be taken into consideration when planning a new unit. These include students' interests, individual language abilities, curriculum objectives, students' prior knowledge and experience, local or community events, possibilities for integration with other subject areas and availability of resources. To assist teachers with unit planning for Ukrainian Language Arts, possible topics have been listed per grade level. Wherever possible, integration for split-grade classes has been indicated. In split grade classrooms, teachers are encouraged to combine certain units. However, each grade should also have its own separate units of study in order to meet the linguistic and grammatical needs outlined for individual grade levels.

Teachers are encouraged to include **at least four of the five recommended components** in each unit plan at each grade level. In this way, more variety is provided to each thematic unit of study. The five recommended components are:

Communicative Component

Literature Component

Grammatical Component

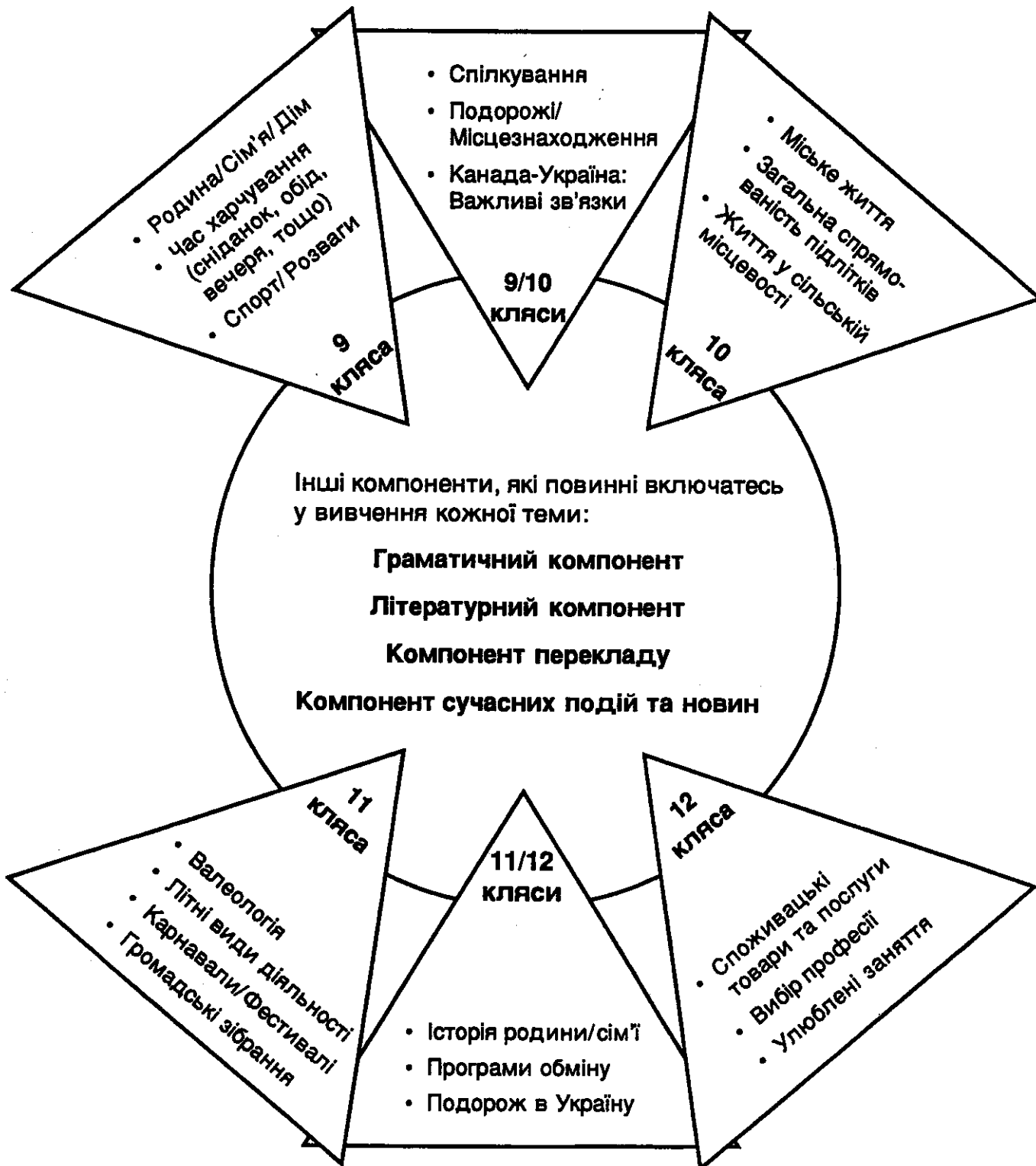
Translation Component

Current Events Component *

***Note:** The current events component could also be incorporated into the language program on a daily or weekly basis for the duration of the course.

Комунікативний компонент

Пропоновані теми



Grammatical Component

Every language is unique in the way words and sentences are structured and vocalized to create or convey meaning. Grammar refers to the descriptive analysis of language structure and word order.

Children learn vocabulary, word order and sentence patterns as they learn to speak the language. Their dialects and knowledge of syntax are learned intuitively as they use language to communicate with others and to learn about the world. They gradually learn from the conventional placement and agreement of language parts through informal conversation and interaction. All children bring particular language and communication styles from the home and community to the classroom. Refinement and expansion of their language and communication styles continue at school through a variety of oral language experiences and through interaction with printed language.

This curriculum does not separate language study and grammar into two distinct curriculum components, but integrates the components in order to increase students' skills as effective communicators.

Teacher Note:

Language use and grammar should not be confused.

Language use is guided by the conventions, attitudes and habitual word choices of a particular group or community. All speakers and writers must choose the vocabulary and sentence structures appropriate for the situation. Such choices are determined by knowledge and consideration of the purpose for communication, the topic and the target audience. Language considered appropriate and acceptable in one situation may not be as appropriate in another situation.

Grammar is a more formal description of the structure of language. It includes a look at the evolution of this structure over time and an awareness that language structure and conventions will continue to change in the future.

Important Principles and Guidelines for Incorporating Grammar

- 1. The exploration of grammar should expand students' knowledge and appreciation of language as a flexible communication system.**

Awareness of Ukrainian language structures and terminology should help students to manipulate language to ensure clarity of expression and meaning.

Although a knowledge of grammar generally helps writers and speakers to rationalize or explain their word choices, word orders and sentence structures, students at the elementary level of the Ukrainian-English Bilingual Program require only basic formal grammar awareness.

Basic grammar awareness includes:

- the ability to edit language for subject-verb agreement;
- knowledge of the function of pronouns and their relationship to nouns;
- knowledge of the function of adjectives and adverbs in clarifying and extending details or information;
- understanding of the inappropriateness of excessive use of conjunctions;
- knowledge of the value and effectiveness of interesting words and sentence variety;
- knowledge of cognates and how they help predict content.

The emphasis should remain on **communicative skills** which lead to a fluent or spontaneous use of Ukrainian language in a variety of circumstances.

At the high school level, the same basic principles apply, with an added emphasis on grammatical skills as combined with communicative competence. It is important for high school students to understand that certain conventional rules are followed in Ukrainian and that knowing about language structures, word order, conjugations and declensions enhances one's spoken and written linguistic capacity. It is equally important that students be given numerous opportunities to practise using these language structures in various situations. In this way, students become sensitized to the different language registers needed for both the spoken language and the more formal written language. They also learn to place into perspective the necessary function of regionalisms and dialectal forms as evolving forms of language which convey the oral tradition of Ukrainian speakers.

2. Grammar awareness and knowledge should be developed in the context of a wide variety of language experiences at all levels of Ukrainian-English Bilingual Education.

It is important to emphasize a core of basic grammar rules throughout the elementary grades rather than giving students a detailed look at all the grammatical elements of the language (including exceptions to some rules and the more subtle points of grammar). It is more likely that fewer rules can be learned better in all grades.

In high school, grammatical rules should be repeated and reinforced using a broader spectrum of vocabulary and topics.

3. Grammar is a communication tool. Grammar instruction is not the foundation for "good writing".

The purpose of grammar parallels the purpose of spelling and handwriting instruction in language learning.

It is true that too much emphasis on the memorization of terminology and the identification of parts of speech, sentence structure and grammatical rules adds complexity to students' interaction with printed language. However, some knowledge of the function of grammar in language learning helps students to compartmentalize rules and patterns in order to see how language parts form the whole. Priority should be given to daily opportunities to listen, speak, read and write for various purposes; grammatical principles which arise in the context of these opportunities can then be highlighted.

Ukrainian Grammatical Skills K-8

In K-8 Ukrainian-English Bilingual Education, Ukrainian grammar awareness and knowledge is developed in the context of the subject areas taught in Ukrainian. It is not introduced and taught as a separate component of the Ukrainian Language Arts curriculum but as an integral part of the entire bilingual program.

Initially, the Ukrainian grammatical elements are encountered and practised as children are learning to speak the language. These elements are then used in communication with others. As they increase their communication skills, children are required to develop awareness and knowledge of how language works in different situations. This will help them to refine and expand their oral and written skills.

The language progression chart included in this document (Appendix A) is reprinted from the *Curriculum Guide and Handbook for Ukrainian-English Bilingual Education Grades 4-8* (Saskatchewan Education, 1995). The specific elements highlighted in this chart should continue to be emphasized throughout Grades 9-12 within the context of each topic of study. It is important that continuity with regard to grammatical elements be maintained as students progress from the elementary to the secondary level.

Grammatical Overview: Grades 9-12

Incorporation of grammatical elements into the study of the recommended thematic units and sub-units is a requirement in Grades 9-12.

A Grammatical Overview chart which outlines the Ukrainian grammatical components to be emphasized at each grade level has been provided on pages 50 and 51 of this section. It is meant as a guide for the teacher, not a strict regimen of instruction.

Each thematic unit suggested for the 9-12 program generates the context within which the Ukrainian grammatical elements can be explored. Through this process, each student may gain insight into the structural elements of Ukrainian through the use of the language in meaningful contexts. Ukrainian, like all other languages, is governed by a system of grammatical principles which are combined in a unique way to create meaning. Students should be made aware of these specific linguistic elements and should also be encouraged to draw contrasts and parallels between their knowledge of English grammar in comparison to Ukrainian grammar. This is an opportune way of using students' prior linguistic knowledge to introduce new grammatical concepts and patterns.

The chart provided outlines specific grammatical components for each grade level. The central wheel summarizes these components under broad headings. A teacher may focus on specific elements per grade level, while keeping in mind the grammatical flow planned for each consecutive year. A basic review of the previous year's information is recommended at the beginning of each new grade level in order to reinforce concepts or recall information which may have been forgotten.

Some Practical Suggestions for Incorporating Grammar into Instruction

- **Draw attention to the various ways authors, editors, journalists and other writers use language for specific purposes or effects in printed resources. Focus on particularly effective vocabulary, description, dialogue, sentence structures and variations, and similes and metaphors.**
- **Recognize the nature of second-language learning and the reality of first language interference, especially with regard to transfer of grammatical principles. Explore students' knowledge of English grammar and use comparative strategies when introducing Ukrainian grammar in the Ukrainian Language Arts classroom.**
- **At times, whole class instruction may be appropriate. In other instances, teachers might better meet the needs of students by providing specific instruction to small groups or individuals.**
- **Students may also assist one another to understand grammatical patterns and sequences by conducting mini-dialogues or by using word substitution exercises.**
- **Make students aware of the fact that communicative competence in a second language involves growth in grammatical accuracy as well as conversational ability. Assessment and evaluation procedures are based on both of these aspects of linguistic growth.**
- **Incorporate grammar instruction in the editing stage of the writing process. Using examples of students' writing, incidentally focus on grammar for the purpose of making written communication interesting and effective for readers.**
 - **Encourage students to strengthen or clarify their messages by adding descriptive words and phrases or additional details.**
 - **Encourage writers to brainstorm synonyms for frequently used or uninteresting words.**
 - **Encourage the use of second language strategies like circumlocution or the use of cognates.**
 - **Demonstrate various paragraph and sentence arrangements to determine the most effective ways of communicating intent or meaning in Ukrainian.**

Grammatical accuracy should be reinforced through listening, speaking, reading and writing activities which promote the repetition of patterns in meaningful contexts. Repetition, drill and memorization of grammar rules have been found to be ineffective in themselves when used out of context.

Граматичний огляд 9-12 класи

9-та класа

- **Іменники:** Всі відмінки з зосередженням уваги на формах однини, роді, формах для живих і неживих іменників
- **Дієслова:** Всі дієвідміни у всіх часах; вживання допоміжних дієслів
- **Прикметники:** Узгодження з іменниками; ступені порівняння
- **Займенники:** Типи і вживання – особові, присвійні, вказівні, запитальні

10-та класа

- **Іменники:** Всі відмінки з зосередженням уваги на формах множини. Винятки: тільки форма однини або множини для декотрих слів, включаючи іноземні слова
- **Дієслова:** Знайомство з доконаним і недоконаним видами у всіх часах
- **Займенники:** Знайомство з усіма відмінками у множині і однині
- **Прикметники:** Вживання в реченнях
- **Прислівники:** Вживання в реченнях



11-та класа

- **Іменники:** Відмінки – множина і однина, розширення словникової/лексичної основи
- **Займенники:** Відмінки з зосередженням уваги на вказівних і особових займенників
- **Дієслова:** Закріплення відмінювання, розширення словникової/лексичної основи
- **Сучасний український лексикон:** Порівняння вживання словника / лексикону в Україні й Канаді

12-та класа

- **Іменники:** Всі відмінки, множина і однина, розширення словникової/лексичної основи
- **Прикметники:** Всі відмінки, узгодження у роді з іменниками
- **Займенники:** Типи і відмінки
- **Дієслова:** Наказовий спосіб
- **Сучасний український лексикон:** Порівняння вживання словника / лексикону в Україні й Канаді
- **Морфологія:** Лексичні гнізда або словотвір, зменшувальні і збільшувальні форми

Grammatical Overview

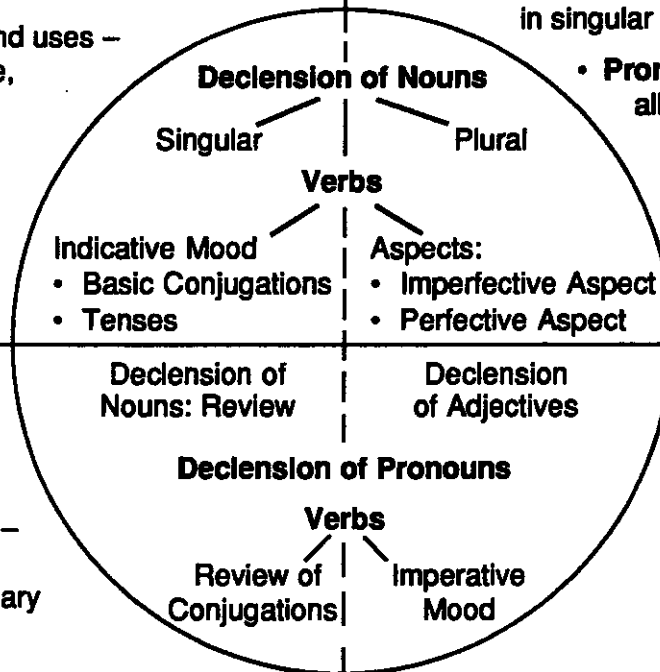
Grades 9-12

Grade 9

- **Nouns:** All declensions, emphasis on the singular forms, gender, animate and inanimate forms
- **Verbs:** All conjugations in all tenses; use of auxiliary verbs
- **Adjectives:** Agreement with nouns; comparative degrees
- **Pronouns:** Types and uses – personal, possessive, demonstrative, interrogative

Grade 10

- **Nouns:** All declensions, emphasis on the plural forms. Exceptions: singular or plural forms for certain words, including foreign words
- **Verbs:** Introduction to perfective and imperfective forms in all tenses
- **Pronouns:** Introduction to all cases in singular and plural forms
- **Pronouns:** Introduction to all cases in singular and plural forms
- **Adjectives:** Use in sentences
- **Adverbs:** Use in sentences



Grade 11

- **Nouns:** Declensions – singular and plural, expansion of vocabulary base
- **Pronouns:** Declensions, emphasis on demonstrative and personal pronouns
- **Verbs:** Consolidation of all conjugations, expansion of vocabulary base
- **Contemporary Ukrainian vocabulary:** Comparative look at vocabulary used in Ukraine and Canada

Grade 12

- **Nouns:** All declensions, singular and plural, expansion of vocabulary base
- **Adjectives:** All declensions; gender agreement with nouns
- **Pronouns:** Types and declensions
- **Verbs:** Imperative mood
- **Contemporary Ukrainian vocabulary:** Comparative look at vocabulary used in Ukraine and Canada
- **Morphology:** Word families, diminutive and augmentative forms

Literature Component

Studying another language enables the learner to share in the literature of the great poets and authors of another nation and culture. The second language learner is often able to appreciate the beauty of the original writing through the images created by the writer in his/her first language. The nuances, colourful or descriptive vocabulary and cultural elements which enter into such writing enable the reader to catch glimpses of the lifestyle of a particular group of people, living in another place, and perhaps, in another time.

Students respond to literature in various ways. The learning objectives in the section of this document entitled "Literacy: Reading and Response to Literature" (page 30) will help the teacher to plan the Literature Component of Ukrainian Language Arts 9-12 in a way that will allow for varied personal responses from the students.

A list of recommended resources has been given in the section of this document entitled "Resource and Reference Materials". Though not exhaustive, this list may be consulted when choosing literature selections for the suggested teaching units at each grade level.

A balance of literary works for each grade level is recommended. It is intended that the choices of literature correspond to the themes chosen in the Communicative Component. The Literature Component may include the following:

- at least two short stories or prose selections
- two or more selections by noteworthy Ukrainian authors (*i.e.* T. Shevchenko, L. Ukrainka, I. Franko, O. Kobylanska)
- two or more selections by Canadian Ukrainian authors (*i.e.* I. Dolynskyj, Y. Slavutych, S. Stechishin)

This pattern may be varied to suit the unit content or the specific interests of the students. It is important that literature be used to communicate various styles of writing, language use and cultural content.

The Literature Component may be enhanced with creative writing, diary entries, monologue, dialogue, music lyrics (folk, modern), or autobiographical sketches of authors, poets and writers. A sample plan for the Literature Component of each year of instruction is given on the following page.

Пропонована література: 9-12 класи	Коротке оповідання	Поезія: Українські письменники	Поезія: Канадські-українські письменники	Класа			
				9	10	11	12
Тема (вибрана з комунікативного компоненту) • Оповідання, поезія – Письменник							
Родина/Сім'я/Дім • Украла – Б. Грінченко • Садок вишневий коло хати – Т.Г. Шевченко • Рідна хата – І. Долинський	✓	✓	✓	✓✓			
Міське життя • Шалена ніч – М. Годфрей	✓				✓		
Канада – Україна: Важливі зв'язки • Ялинка – М. Коцюбинський • В Різдвяну ніч – Б. Лепкий • Мій рідний народ – І. Долинський • Цінить своє — І. Долинський	✓	✓	✓✓	✓✓✓	✓		
Громадські зібрання • Жовтень місяць, сад – Б. Шевчук	✓					✓	
Улюблені заняття • Пригода з мільйоном доларів – С. Кузьменко	✓						✓
Історія родини/сім'ї • ХХУ-337 (уривок) – Л. Бризгун-Шанта • Заповіт – Т.Г. Шевченко • Канадські піонери – І. Долинський • Українські емігранти – І. Збура • Канадська пісня – О. Гай-Головка	✓	✓	✓✓			✓✓✓	✓✓✓
Загальна спрямованість підлітків • Гетьте, думи – І. Франко		✓			✓		
Життя у сільській місцевості • Весна – І. Франко • На полі – плуг – Я. Славитич		✓	✓		✓✓		
Подорож в Україну • Реве та стогне – Т.Г. Шевченко • Пісня журавлів – Б. Лепкий • Як ви поживаєте, рідні? – І. Долинський		✓✓	✓			✓✓	✓✓
Вибір професії • Минають дні, минають ночі – Т.Г. Шевченко		✓					✓

Current Events Component

A variety of current Ukrainian publications should be made available to students in the Ukrainian Language Arts program. Through newspaper articles, magazines and journals, students will gain access to the most recent information about Canada, Ukraine and Ukrainian communities on a local, national and international level. Audio-visual resources and media presentations are also very beneficial and should be accessed whenever possible for classroom use.

All efforts should be made to keep students interested and informed about global issues. It is suggested that these issues be presented and incorporated into the Ukrainian language themes which form the program of study. Teachers should prepare students for discussions by developing a lexicon of vocabulary most commonly used in current events articles or news items.

One particularly important tool for the acquisition of contemporary vocabulary is an awareness of **cognates** and their frequent use in the press and by the media. Cognates are words derived from the same root, but pronounced slightly differently in other languages (such as telephone – телефон, computer – комп'ютер, information – інформація). These words form an international base of vocabulary which can easily be recognized by second language learners. It is important that students realize the connectedness of languages on a global level through such vocabulary. For this reason, it is recommended that the current events component of the Ukrainian Language Arts program also include a brief look at cognates and how they are used to communicate global issues.

Translation Component

Although translation is viewed as an ineffective strategy for second language acquisition, it is generally recognized as a higher order skill to be developed within the language learning process.

Translation from one language to another requires that students have:

- an ability to monitor for meaning in either oral or written language and to translate that meaning into the second language using the conventional syntax of the language.
- an interest and ability to translate oral or written language for various settings, activities and purposes, in response to the needs of a particular audience.
- an ability to translate the language used through various media.
- respect for the ideas, language, dialect and communication styles of others, resulting in a heightened awareness of the need for sensitive and thoughtful translation.

It is recommended that each unit taught in the Ukrainian Language Arts program include at least one translation segment. This will ensure that students have the opportunity to develop this skill to the best of their ability for a wide range of topics. Language translation is a reciprocal skill; therefore, students need to develop their capabilities in translation from Ukrainian to English, as well as from English to Ukrainian.

Classroom teachers are encouraged to search out **good sources of language usage** for translation purposes. Literary works often provide the best example of formal language use. However, the media and press provide examples of contemporary language use on a more informal level within the Ukrainian community. A balance of these sources is recommended for the Ukrainian Language Arts 9-12 program.

Unit Planning Checklist

Teachers are encouraged to use the following checklist when preparing each unit of instruction in the Ukrainian Language Arts 9-12 program.

- Have you reviewed curriculum expectations?
- Have you considered student needs, language capabilities, interests and abilities and incorporated students' input?
- Have you considered the relevance of this unit to:
 - students' lives outside of the school context?
 - students' activities within the Ukrainian community?
 - students' language and learning experiences in other subjects?
 - students' continued language development?
- Have you selected objectives which focus on language development?
- Can you identify the major language skills and the main content or concepts students will attain?
- Can you provide a rationale for this unit?
- Are there sufficient interesting, useful and varied resources available to accompany the unit?
- Have you made all efforts to build up an adequate supply of relevant literature?
- Have you included a variety of instructional strategies, language experiences and activities?
- Do unit plans incorporate the language components advocated in this curriculum?
- Have you provided opportunities for students to use listening, speaking, reading and writing for various purposes?
- Have you included Canadian content (multicultural, Indian/Métis)?
- Have you showed sensitivity to gender issues as outlined in this curriculum?
- Does the unit plan allow for flexibility and adaptation?
- Have you provided opportunities for student input and collaborative decision-making?
- Is your time frame realistic?
- Have you determined appropriate assessment and evaluation strategies?
- Have you considered possible unit extensions and applications in the community as part of the Adaptive Dimension?

Teacher Note:

Unit planning is most effective when it is shared with colleagues or viewed as a collaborative school project. Teachers are encouraged to:

- avoid repetitive activities and repeated attention to particular topics or resources at different grade levels
- utilize the knowledge, interests and specific teaching styles or strengths of colleagues, through a team approach
- coordinate the distribution and use of resources
- facilitate the purchase of additional resources

Sample Unit Plan: Grades 9/10

Theme: Canada – Ukraine: Important Ties			
Topic 1 Geography: Canada and Ukraine	Topic 2 Citizenship: Canada and Ukraine	Topic 3 Cultural Similarities and Differences	Topic 4 Noteworthy Ukrainians and Ukrainian Canadians
Day 1 <ul style="list-style-type: none"> • Introduction to Topic 1 • Location on map • Key places of interest, topography • Map assignment 	Day 4 <ul style="list-style-type: none"> • Introduction to Topic 2 • Comparative look at government structures • Immigration and citizenship • Human rights issues • Judicial systems 	Day 7 <ul style="list-style-type: none"> • Introduction to Topic 3 • Comparison of cuisine, language, dress code • Canadian lifestyle, lifestyle in Ukraine 	Day 10 <ul style="list-style-type: none"> • Introduction to Topic 4 • Presentation of names of key people to note • Matching game: Match famous people and their professions/occupations • Individual readings about Topic 4
Day 2 <ul style="list-style-type: none"> • Several in-class readings with focus on grammar/content • View first half of video on Ukraine 	Day 5 <ul style="list-style-type: none"> • Newspaper article(s) on recent government issues in Canada and Ukraine • Translation assignment: Students are given a choice of translation from Ukrainian to English or English to Ukrainian 	Day 8 <ul style="list-style-type: none"> • Gender issues, attitudes, biases related to lifestyle • Spirituality of Ukrainian people • Invite a recent emigree to speak to the class on this topic 	Day 11 <ul style="list-style-type: none"> • Oral summaries of readings • In-class reading with focus on grammar/content • Practice and drill assignment • Individual research on two famous people (to be handed in on Day 14)
Day 3 <ul style="list-style-type: none"> • Review assigned work • View second half of video on Ukraine • Complete summary sheets on video • Review important vocabulary 	Day 6 <ul style="list-style-type: none"> • Review of translations • Brief review of the vocabulary, phrases taken in both Topics 1 and 2 to this point • Impromptu 5 min. dialogue in pairs on either geography or citizenship (to be recorded for assessment) 	Day 9 <ul style="list-style-type: none"> • Summarize important points learned from guest presenter's talk • Assignment: Collage of important words or phrases which capture the essence of the Canada-Ukraine relationship 	Day 12 <ul style="list-style-type: none"> • In-class review of practise and drill exercises • Short review of topic through cloze exercises • Time given in class to work on research assignment
Day 13 <ul style="list-style-type: none"> • Review of topics and vocabulary 		Day 14 <ul style="list-style-type: none"> • Quiz/test to complete unit; hand in assignments 	

Sample Lesson Plan

Theme	Canada-Ukraine: Important Ties
Topic 1	Geography: Canada and Ukraine
Day 1	<ul style="list-style-type: none"> • Introduction; presentation of important phrases, topical vocabulary • Location on map • Key places of interest, topography • Map assignment
Day 2	<ul style="list-style-type: none"> • Several in-class readings with focus on both grammar, content and vocabulary • View first half of video on Ukraine (previewed by teacher)
Day 3	<ul style="list-style-type: none"> • Review assigned work • View second half of video on Ukraine • Complete summary sheets on video presentation (prepared from teacher's notes) • Review important vocabulary
Topic 2	Citizenship: Canada and Ukraine
Day 4	<ul style="list-style-type: none"> • Introduction; presentation of important phrases, topical vocabulary • Comparative look at government structures • Immigration and citizenship • Human rights issues • Judicial systems
Day 5	<ul style="list-style-type: none"> • Newspaper article(s) on recent government issues in Canada and Ukraine • Translation assignment (student choice – Ukrainian to English or English to Ukrainian)
Day 6	<ul style="list-style-type: none"> • Review translations • Brief review of vocabulary, phrases taken in both Topics 1 and 2 • Impromptu 5 min. dialogue with partner on geography or citizenship (taped)

Theme	Canada-Ukraine: Important Ties
Topic 3	Cultural Similarities and Differences
Day 7	<ul style="list-style-type: none"> • Introduction; presentation of important phrases, topical vocabulary • Comparison of cuisine, language, culture, the arts, music • Canadian lifestyle, lifestyle in Ukraine
Day 8	<ul style="list-style-type: none"> • Gender issues, attitudes, biases related to lifestyle • Spirituality of Ukrainian people • Invite a recent emigree to speak to the class on this topic
Day 9	<ul style="list-style-type: none"> • Summarize important points learned from guest presenter's talk • Assignment: Presentation of a collage of important words or phrases which capture the essence of the Canada-Ukraine relationship
Topic 4	Noteworthy Ukrainians and Canadians of Ukrainian Ancestry*
Day 10	<ul style="list-style-type: none"> • Introduction • Presentation of names of noteworthy individuals • Quiz game to match famous people to their professions/occupations • Individual readings on the topic
Day 11	<ul style="list-style-type: none"> • Oral summaries of readings • Several in-class readings with focus on grammar/content; practise and drill assignments given • Individual research on two famous people (to be handed in on Day 14)
Day 12	<ul style="list-style-type: none"> • In-class review of practice and drill exercises • Short review of topic through cloze exercises • Time given in class to work on research assignment due next day
Day 13	<ul style="list-style-type: none"> • Review of topics and vocabulary
Day 14	<ul style="list-style-type: none"> • Quiz/test to complete unit; hand in assignments

* Sample lesson plan on Topic 4 follows.

Sample Lesson Plan for One Topic within a Unit	
Theme	Canada-Ukraine: Important Ties
Topic 4	Noteworthy Ukrainians and Canadians of Ukrainian Ancestry
Resources Needed	<ul style="list-style-type: none"> • lists/namecards of famous people and their professions/occupations • several readings (including journal or newspaper articles) • research sources for assignment • audiocassette player/recorder
Duration	three one-hour classes
Components to Be Integrated	<ul style="list-style-type: none"> • Grammar • Literature • Translation • Current Events
Instructional Strategies to Be Used	<p>Direct Instruction: Explicit instruction: practice and drill; didactic questioning</p> <p>Indirect Instruction: Concept mapping through categorizing/webbing; cloze procedure; summarizing; translation; research; in-class student presentations</p> <p>Interactive Instruction: Brainstorming; group discussion; impromptu interview or dialogue; class discussion; co-operative learning</p> <p>Independent Study: Reports, homework, assigned questions</p>
Activities	<p>Day 10</p> <ul style="list-style-type: none"> • Introduction: ten-minute word scramble exercise. Words given refer to Ukrainian or Canadian place names, cultural items and names of well-known people. As a class exercise, have students prepare a concept map (or web) which categorizes the given words by topic and by country. Words may appear more than once, if necessary. • Building on the short list of names of well-known people on the concept map, students brainstorm for more names of well-known people of Canadian Ukrainian or Ukrainian heritage (10 minutes). <p>continued . . .</p>

Sample Lesson Plan for One Topic Within a Unit (continued)

Theme	Canada-Ukraine: Important Ties
Topic 4	Noteworthy Ukrainians and Canadians of Ukrainian Ancestry
Activities	<p>Day 10 (continued)</p> <ul style="list-style-type: none">• A detailed handout is provided to students, listing the names of noteworthy Canadian Ukrainians and Ukrainians. Students are divided into two or more groups and given an empty web diagram which has been divided into categories by profession/occupation/talent. Students are asked to place names of the noteworthy individuals in the category which indicates why they are famous or well-known (10 minutes).• A short quiz game follows, in which groups try to guess the identity of the famous individuals by clues given in statements read by the teacher (15 minutes).• To conclude, the class reviews the names of individuals, their profession/occupation/talent, and the correct answers to the quiz game statements (10 minutes).• Assignment: Students are given two different readings on this topic as a preparation for next day's class. They will be asked to provide a short oral summary of their readings at the beginning of the next class. These summaries will be recorded on audio-cassette and marked for clarity, language use and content.
	<p>Day 11</p> <ul style="list-style-type: none">• Oral summaries of readings are presented to the class. If time permits, questions from the class will be invited (15-20 min.)• Two more readings are handed out to the class and read together. Comprehension questions about the content of the readings are given to students to ensure that content is understood. Key phrases and grammatical points are highlighted. Several assignments are given as practise and drill for the grammar and phrases which have been highlighted. These are handed in at the end of class. (30 min.)• Assignment: Students are asked to choose one famous Canadian Ukrainian and one famous Ukrainian for a short biographical report. Working independently, students will be required to search out information, write and report on these individuals' lives. One report will be written in Ukrainian and the other in English. Resource material will be made available either in the classroom or in the school library. Each report is to be approximately 300 words in length and is due on the day of the final quiz. An outline of details to be included in the report is given in class (10 min).

Sample Lesson Plan for One Topic within a Unit (continued)

Theme	Canada-Ukraine: Important Ties
Topic	Noteworthy Ukrainians and Canadians of Ukrainian Ancestry
Activities	<p>Day 12</p> <ul style="list-style-type: none">• Together the class reviews the corrections made by the teacher on the practice and drill exercises. In small groups, the students work on several cloze exercises based on group readings. These exercises are completed in class by using transparency copies on the overhead projector. Students are called forward to complete the missing words in their proper grammatical form. After a short review of the prominent figures studied through both an oral and written “match” question, study of the topic is completed (30 min).• Students are given the remainder of the time to work on their research reports. The teacher circulates among the students to see how the work is progressing and to offer suggestions or advice in areas such as sentence structure, spelling, grammar and content. This assignment is due for the next class.
	<p>Day 13</p> <ul style="list-style-type: none">• Assignments from the previous day are gathered.• A review of the vocabulary and content of the unit completes treatment of the topic.• Students are given an outline of the type of questions which will be in the quiz.• The remainder of time is to be used for questions or study.
	<p>Day 14</p> <ul style="list-style-type: none">• A summative quiz is given.• Research assignments are to be handed in.

Assessment and Evaluation: Four Phases

Although evaluation is not rigidly sequential, it can be viewed as a cyclical process that includes four phases: **preparation, assessment, evaluation and reflection**. This process involves teachers as decision-makers throughout all four phases.

Preparation Phase: Re-visit curriculum goals and objectives and identify what will be evaluated. Identify the type of evaluation to be used (formative, summative, diagnostic), the criteria that will be used to define progress, and the technique for gathering information.

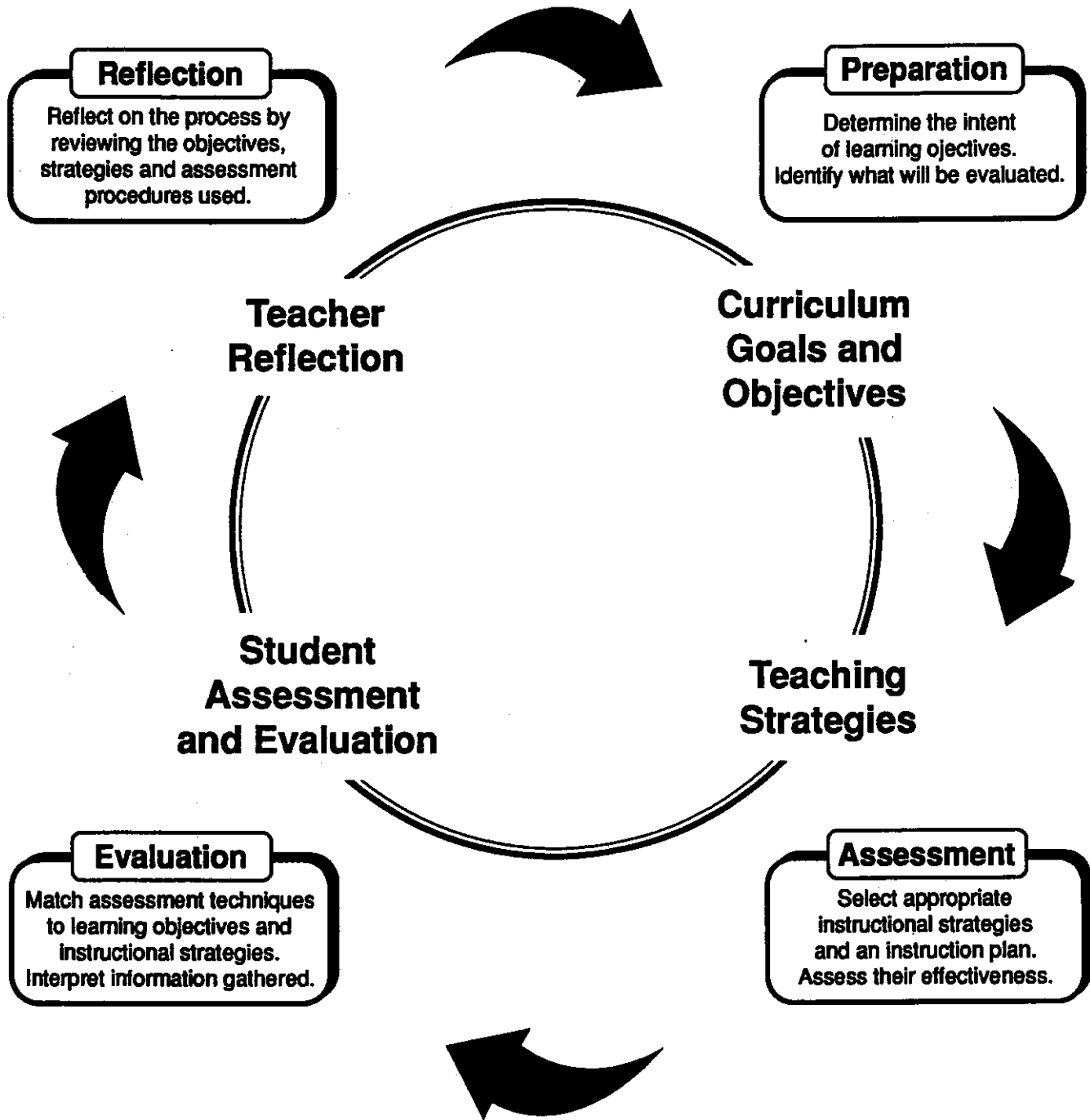
Assessment Phase: Select appropriate tools and methods. Once these have been selected, collect and organize information on student progress. Students should be aware of where, when and how assessments will be conducted. They should also understand that assessment is directly related to the objectives of the course. This gives students a more comprehensive look at what is worth knowing.

Evaluation Phase: Interpret the assessment information gathered. It is possible to make judgments about student progress at this point. Teachers are called to communicate this information to students and their parents. Students are encouraged to participate in their own evaluations based on the assessment information which has been gathered, and to gradually take responsibility of their learning and their progress.

Reflection: Consider the success of the evaluation process used. Evaluate the appropriateness of assessment tools and methods, possible shortcomings in the process, changes which should be made or modifications to the procedure for future use.

For more detailed information, teachers are encouraged to consult *Ukrainian-English Bilingual Education: A Handbook for Assessment and Evaluation K-12* (Saskatchewan Education, 1996).

A Cyclical Process



Basic Principles of Second Language Evaluation

Learning a language requires the acquisition and use of language elements (sounds, words and structures) and communication skills (listening, speaking, reading and writing). Sounds incorporate the individual sounds of letters, phonemes, rhythm, rhyme and intonation. Words refer to vocabulary or lexicon. Structures include grammar, syntax and word-order in sentences.

The main goal of a language program is to enable the students to use the new language for communication. Since communication involves all four skills, assessment strategies should be employed which will evaluate aspects of all these skills. In language testing the teacher must first determine whether the students **hear** and **understand** the sounds, words and structures and then whether they can produce the sound elements and **utilize** them accurately.

Special Considerations

Formative Evaluation

In a predominantly oral program, informal but systematic evaluation techniques must be planned in advance, and then built into normal classroom procedures. Frequent recording and rating of students' comprehension and production of oral material is possible even in large classes.

The teacher may pre-select certain students for daily evaluation on a rotational basis. Individual student performance is recorded in a record book under headings such as comprehension, pronunciation, fluency, stress, intonation, vocabulary use and dialogue skills. Thus, there is minimal disruption to regular classroom procedures and students continue to participate normally in class activities.

- All students should be made aware that informal evaluation occurs during regular class time.
- The system of daily evaluation should be explained to students at the beginning of the school year.
- Private discussions regarding individual student progress should be conducted throughout the year.
- Whenever possible in the evaluation of oral communication skills, students should be encouraged to respond to questions in complete sentences, using a wide range of second language vocabulary to make their meaning known.
- Questions that elicit a repetition of the question in the response should be avoided.

In Ukrainian-English bilingual education, it is vital that teachers assess Ukrainian language progress on the basis of vocabulary and thematic structures which have been presented in class. No assumptions about second language acquisition and use outside the classroom can be made.

Summative Evaluation

The ability to communicate in any language consists of a number of integrated and inter-related skills. The number of variables or skills which can be tested at one time is broad and all-encompassing and for this reason, objectivity in language testing is challenging. While a comprehensive evaluation program should ideally include a variety of assessment techniques, objective tests are often the first preference of many teachers because they require students to focus on the specific purpose of the test and a predetermined list of elements to be tested.

- At the beginning of the course, all students should be made aware of the evaluation procedures that will be used.
- Test instructions should be familiar to the students. There should be no surprises with regard to second language vocabulary or the type of question given.
- Test validity is important. Care should be taken that a test indeed measures what it is intended to measure.
- In sound discrimination tests, items should be read only once and in a natural, conversational style. Special attention should be given to correct enunciation in the second language, as students may have the tendency to make comparisons to the English sound system.
- Tests which expose students to incorrect pronunciation or unacceptable structures should always be avoided. For example, multiple choice questions where three incorrect spellings and one correct spelling of the same word are given are not acceptable. This type of question can add confusion to the student's aural language patterns in the second language. More good language models rather than incorrect models are needed. As a rule, questions which are based on correct and incorrect grammatical usage or case endings pitted against one another should be avoided.

Diagnostic Evaluation

This type of evaluation is very important to the overall success of a second language program. It is the connecting element between grade levels and language use among teachers and students. The best-made lesson plans may be ineffective because the second language vocabulary being used by a new classroom teacher is unfamiliar to the students. Several unfamiliar words in a sentence, depending on which words they are, may add an element of uncertainty to even the most confident second language student.

It is important then, for each teacher to identify where the students are in their second language development at the beginning of each new school year. This information will be invaluable in guiding the teacher in the class. It follows then, that teachers within a second language program need to communicate with one another from year to year in order to collaborate on their programs, successes and difficulties.

It is vital to the success of the program that the developmental needs of all students be assessed at the beginning and end of each grade level, in order to provide individual assistance to those students with special interests or educational challenges.

Content Evaluation and Language Proficiency

Second language educators often have difficulty deciding how to grade student performance in subject areas taught in the second language. They want students to excel in both content and language use; however, each is dependent on some success in the other for progress to occur. Therefore language teachers must balance their attention on both of these aspects of second language education in order to avoid some possible pitfalls.

Assessing understanding of thematic content and concepts through a second language is particularly challenging. Therefore, it is up to each teacher to determine the extent to which language difficulties are affecting student responses to particular content-based questions or assignments. One of the first indicators of a lapse in language abilities may be weak oral participation during class or group discussions. Another indicator of difficulty may be incomplete written assignments in a particular subject area. Most teachers will realize that a problem exists, but the problem must be accurately identified. The teacher must keep in mind the fact that the problem may be linked to second language issues and not necessarily content issues. As a result, teacher reflection on problems and processes may be followed by a change in instructional strategies or assessment techniques for the future.

Some guidelines for Ukrainian language proficiency at upper grade levels have been provided on the pages which follow.

General Indicators of Language Progress in Ukrainian Language Arts 9-12

These guidelines are **general indicators of language progress** which may vary somewhat from student to student. They are not meant to be used in isolation, but as a reference tool to assist teachers in the assessment process.

By Grade 9, most students who have come through a Ukrainian-English bilingual education program will demonstrate the ability to:

- comprehend and participate freely in conversations on topics related to content areas studied in class
- initiate and engage in extended conversations on topics of specific interest to them
- use words spontaneously and in the correct word order in sentences, with more attention being given to using appropriate gender and case forms
- understand conversations about everyday matters outside the classroom
- read short newspaper and magazine articles on familiar topics for general understanding
- read for enjoyment and information
- write letters, postcards, phone messages
- take notes and summarize information
- speak in general terms about personal feelings, issues or concerns

By Grade 12, most students in a Ukrainian Language Arts program will be at a level of proficiency which will enable them to:

- speak confidently in daily social situations about events and topics which occur frequently or other topics of interest to them
- comprehend enough language to enjoy films, television and radio programs, telephone conversations
- read social correspondence, signs, advertising, announcements
- comprehend short newspaper and magazine articles on a variety of topics
- participate in conversations about everyday matters outside the classroom
- read for enjoyment, information and as a conscious effort to expand their language base
- complete routine forms and applications
- take notes and summarize information in condensed form
- prepare short narratives and descriptions expressing facts and opinions
- participate successfully in everyday social situations such as accepting/declining invitations, offering/returning gifts, giving/accepting compliments and expressing thanks or gratitude
- comprehend common cultural rules of etiquette and non-verbal behaviours

As further reference, it is helpful for second language teachers to have a broad system of classification such as the one offered by the American Council on the Teaching of Foreign Language (ACTFL) Educational Testing Service Scale¹. This scale lists particular levels or stages of second language proficiency which correspond with the indicators of progress for Ukrainian-English Bilingual Education given above.

Each of the subdivisions of this scale contains a set of criteria which describes what a second language student is able to express in terms of language functions, possible content, and degree of accuracy. The titles of the subdivisions are novice, intermediate, advanced and superior, with varying stages or levels of proficiency in-between each. The scale is summarized below:

- **Novice-low:** Unable to function in the spoken language yet, but some understanding of spoken language is evident.
- **Novice-mid:** Able to operate in a very limited capacity within very predictable areas of need.
- **Novice-high:** Able to satisfy immediate needs using learned phrases/sentences.
- **Intermediate-low:** Able to satisfy basic survival needs and minimum courtesy requirements.
- **Intermediate-mid:** Able to satisfy some survival needs and some limited social needs.
- **Intermediate-high:** Able to satisfy most survival needs and limited social demands.
- **Advanced:** Able to satisfy routine social demands and limited work requirements.
- **Advanced Plus:** Able to satisfy most work requirements and show some ability to communicate on concrete topics relating to particular interests and special fields of competence.
- **Superior:** Able to speak the language with sufficient structural accuracy and vocabulary and to participate effectively in most formal and informal conversations on practical, social, and professional topics.

To reach the advanced or even the superior level of the ACTFL/ETS scale requires conscious practise in a variety of language experiences both in school and out of the scope of the classroom environment. In the case of Ukrainian-English Bilingual Education, authentic language situations need to be sought out or created in the community to assist students in reaching an advanced or superior level of communicative competence in Ukrainian.

Although every student may not be able to attain the same level of proficiency in a school environment, this does not imply that the student is unsuccessful as a second language learner. Rather, it means that some students reach the designated stages of linguistic proficiency later than others and require different types of language experiences to assist them in the process. They may need to be immersed in the language for several weeks, with little or no English interruptions, in order to experience notable success. The guidelines which have been given will provide second language teachers with a set of criteria on which to base their classroom assessment strategies and measure progress.

¹ Abridged from Benevento, J. (1985). *Issues and Innovations in Foreign Language Education*. Phi Delta Kappa Educational Foundation. Indiana. pp. 23-26.

Some Strategies for Assessment in High School

Ukrainian Language Metacognition*

Language Logs

Have students keep a daily Ukrainian language "learning log" of words and phrases. Students might like to focus on words they understood and want to remember, and on words that they did not understand and would like to learn. The learning log becomes an active record of each student's awareness of the Ukrainian language. Students become monitors of their own cognitive responses to hearing the language.

The diagram shows a notebook with the title "Мій СЛОВНИЧОК" (My Dictionary) on the cover. Next to it is a card with the text "Що значить СЛОВО ..." (What does the word mean...). Below this text are three numbered lines for writing: "1. _____", "2. _____", and "3. _____".

Generating Questions

Regardless of subject area, it is a good practice to have students pose questions for themselves prior to and during their reading of textual material. The habit of self-generation of questions facilitates comprehension and helps students to become more aware of the role they must play in the learning process.

Evaluating with Multiple Criteria

Second language teachers can enhance metacognition by assessing student progress using two or more sets of evaluation criteria. Students should know in advance that they will be evaluated on several levels of performance in Ukrainian language and content areas, in order to ensure their consistent attention to task.

Paraphrasing

Repeating what has been heard in a different way is a very good exercise in metacognition. It is also a good way to show students that it's easy to become misinformed, if listening skills and cognitive skills are not being used to full capacity. Paraphrasing in Ukrainian is particularly important in the upper grades, where content and language need to be reviewed and reinforced through repetitive activities.

Role Play and Simulations

These two strategies can be used to assess language development and metacognition because when students assume the roles of other persons, they consciously strive to enter into the characteristics and attributes of others. They also attempt to use the language of the character, so their Ukrainian language skills would be used to their best degree.

Reconstructive Memory

Teachers can choose a short newspaper article of three or four paragraphs to be read out loud. Students are then asked to recall what they have heard in Ukrainian, in their own words. Two days later, students are again asked to recall the text as best they can. This same procedure can be repeated again in another two days. This exercise in metacognition lends itself to group work, as students may need to rely on one another for information recall.

* Metacognition involves the process of reflecting on and analyzing our thinking and experiences. It means "making connections" in what we know before plans for the next step in learning are made.

Studies in reconstructive memory indicate that certain things predictably occur in the reconstructive process. This also applies to information recall in a second language. Some predictable outcomes are listed below.

- There is a tendency to remember more detail early in the process of recall. This is particularly important in a second language program, as this indicates that more topical vocabulary will be recalled in the early reconstruction.
- There are more generalizations in the later reconstructions than in the early ones, since we tend to fold in detail for long-term memory storage. There will quite likely be some contextual language loss, meaning that new vocabulary on a given topic will not be recalled. Therefore, students will rely heavily on circumlocution (talking around the topic) in the reconstruction.
- Some of the new generalizations created are built by collapsing or folding original detail, therefore, some generalizations will probably emerge as inferences or predicted information which was not provided directly in the reading.
- There is also a tendency to add new information over time and to add more details than we were told to begin with. Usually, this new information is logical (that is, it could probably fit into the text without destroying it), but may not be accurate or true to the original reading.

Language recall will be greatest if students practise listening, concentrating and remembering over an extended period of time.

Ukrainian Reading Comprehension

Degree of Understanding

A Ukrainian passage is read aloud either by the teacher or by the student. Then the teacher asks questions about the passage and the students write their answers and rate their recall on a scale of 1 (not sure) to 5 (very sure). The teacher and student can meet to discuss the answers and ratings, and to assess how well the student is progressing in the area of Ukrainian reading comprehension. Measures can then be taken to assist students experiencing difficulty.

Questioning While Reading

Students work in pairs to read sections of a passage and pose questions about each passage as they go along. There is immediate recall of information and students learn to judge major happenings from minor ones. They also learn to pay attention to detail in a sequential way. Students may then rate their success and justify their rating to the class or to the teacher.

Knowing Where to Find Answers

Students are often evaluated on their answers, but not on their knowledge of where to find those answers. This is a skill which should be developed and assessed. Is the answer right in the text (search and retrieve), hidden in the text (search and think), or dependent on personal input (think on your own)?

Test Creation

Students compose their own tests on the text using both objective and essay type questions. They can use each other's tests as study devices or the teacher may pool together a variety of questions from all the students and create a "class evaluation of reading comprehension".

Written Composition in Ukrainian



Моя
письмова
папка

The Writing Folder

- At the beginning of each semester or term, each student receives a folder. On the inside cover is stapled an assignment sheet. Each writing assignment is kept in this folder and recorded on the assignment sheet.
- The first page in the folder is a correction sheet or list of common errors in Ukrainian, composed by the entire class. Each time the student writes a composition, errors which are on the sheet should not appear in the written work; this would imply carelessness on the part of the student and, therefore lower the mark for the composition. The student can raise the mark by making the necessary corrections after proofreading.
- Not every paper in the folder needs to be graded. Students may take an active role in choosing which papers reflect his/her best efforts. The teacher may also choose to give a single grade for the entire folder or grade only those papers selected by the student as "best" works.
- At the end of the semester, the student is asked to review the contents of the folder and grade it as objectively as possible. The teacher may also assign questions to this task, such as: Which was your best piece of writing in Ukrainian? Circle the words or phrases you want to remember from each paper. Which language errors can you add to the list at the beginning of the folder?

Class Evaluation

This method for revision and evaluation of writing encourages students to read critically. Although it is somewhat challenging in Ukrainian, the process itself helps students to discover that errors are visible not only to the teachers but to their peers as well. In order to make this kind of evaluation manageable, shorter pieces of writing are recommended in the early stages. The following procedure is suggested:

- Each student may write a paragraph on an assigned topic for homework.
- The teacher can put these on an overhead, make photocopies, or the paragraphs may be distributed randomly to students in the class as handed in.
- As homework, students then correct their copies of the classmates' work as best they can, looking for spelling, grammatical elements, writing style, clarity, etc. They may evaluate the piece of writing with an overall mark (if this is decided beforehand).
- Each student is given their corrected copy and asked to rewrite the paragraph, incorporating valid suggestions and improvements made by the classmates.
- The teacher evaluates the revised paragraph, taking into account that the revisions suggested by classmates may not have all been used or may have been incorrect in themselves.

Testing

Teaching Test-Taking Strategies

Not all students are “test-wise”, especially those students who have encountered a variety of difficulties in testing situations. These students may have a tendency to approach tests with great anxiety or fear, and this, in turn, will have negative effects on their test performance. Teaching students specific test-taking strategies can help them to experience success and feel as though they are more in control. In second language education, it is especially important to make all students feel comfortable with oral and written questioning patterns, test-specific vocabulary and teacher expectations. These topics should be presented and discussed openly with the students at the beginning of each school year.

All students, not just those experiencing difficulty, can benefit from learning and practising test-taking strategies.

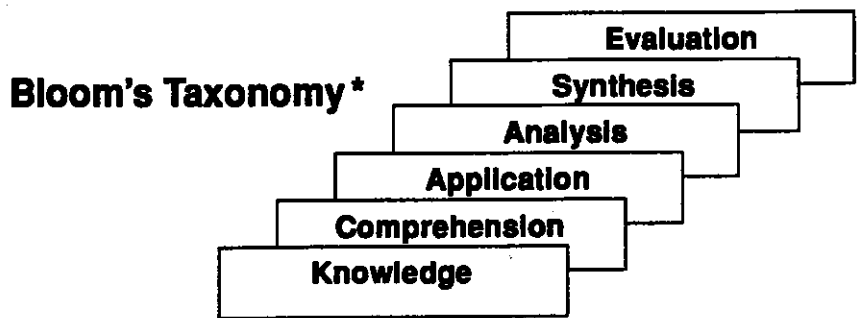
- Students should listen carefully during the course of the year for phrases that highlight important information. In Ukrainian, such phrases could include:
 - Це дуже важна річ. Прошу підкреслити в нотатках.
 - Треба це запам'ятати . . .
 - Добре слухайте, бо це важне . . .
 - Зверніть увагу на цю інформацію.
 - Прошу запам'ятати ці деталі.
 - Це може появитися на іспиті . . .
- It is a good idea for second language teachers to introduce each test to students by going through the test items in order to clarify any vocabulary or questions which may be unclear to students. Students should never feel uncertain about what a question really means.
- Often, much of the thematic vocabulary needed to answer questions in Ukrainian can be found right on the test paper. It is a good idea to encourage students to skim through the test (especially multiple choice questions or matching questions) and write down key Ukrainian words that they may need to answer other questions on the test paper.
- Students should skip the questions that they cannot answer and move quickly through the entire test, answering all the questions they do know first.
- With multiple choice questions, teach students to eliminate any obvious wrong answers first.
- With oral questions, the key to success is good listening skills. Encourage students to focus only on what is being said by the teacher, and not to be distracted by anything else during that time. A moment of daydreaming can cause students to be confused about an entire question.
- With true-false questions, students should tackle all the easy or straightforward questions first, and leave the ones they absolutely cannot figure out until the end. Sometimes, other questions on the paper may lead them to the answers they need. For this reason, it is always important that students double-check their paper at the end, to ensure that they have not forgotten to answer any questions that were left blank.

- Encourage students to use the dictionary when necessary for Ukrainian terms which may be needed for short answer or essay questions. It is sometimes difficult to think of all the vocabulary needed when pressed for time.
- Encourage students to try to answer every question as best they can. Leaving a blank answer ensures that no marks will be given.
- Students should never feel torn between content and language. They have to be encouraged to put down as much as they know on the test. Both content and Ukrainian language mastery are equally important to the success of each child's experience in Ukrainian bilingual education.

Preparing Language Tests

In general, tests should be as real and relevant as possible, reflecting vocabulary use and life experiences outside the classroom walls. When preparing tests for Ukrainian content areas, the following guidelines may be useful:

- The language used should be clear, uncomplicated and familiar to the students. No new vocabulary should appear on a test.
- The test should be easy to administer.
- It should reflect a cumulative process of learning. One test is usually only a small part of a series of tests, which reflect varying degrees of content knowledge and language difficulty built over the course of an entire year.
- The test should be fair with no "trick" questions or unexpected questions.
- Both the teacher and students should feel comfortable with the test content, keeping anxiety at its lowest.
- Everyone in the class is clear on the marking procedures, meaning that consistent standards and criteria have been established well in advance.
- There should be questions which tap a variety of cognitive levels (Bloom's Taxonomy). For example, questions for straight information recall, questions which require an analysis of information, and questions which elicit some expression of personal skill or opinion would require the use of different cognitive and linguistic skills.



* Bloom, B.S., Hastings, J.T. and Madaus, G.F. (1956). *Taxonomy of Educational Objectives: Handbook I, Cognitive Domain*. D. McKay. New York.

Grading Tests

Grading is appropriate when expectations are matched to the capabilities of each student. The responsibility for decisions regarding modifications in grading rests with each classroom language teacher.

Some helpful guidelines are given.

- Grade only what has been answered. If a student could not complete a test in the given time, give a mark which reflects only the completed portion of the test. Otherwise, allow students to take extra time to finish the test. It is true that some students cannot write as quickly as others, some spend extra time on correct grammar, syntax and vocabulary use, and some students actually need more time to gather their thoughts in another language.
- Consider making a two-part test, whenever appropriate. There may be an oral component the first day, followed by a written component on the second day. This also helps students to focus on important vocabulary and topics, especially for the second day.
- Try to circulate around the classroom several times when students are writing a test. Students generally do not want to be singled out if they are having difficulty, and they shy away from asking questions out loud. If you need to rephrase a question for the student so that it is clearly understood, this can be a type of modification on a one-to-one basis.
- Each test should contain questions which tap varying degrees of difficulty. Students should know that this is how tests are constructed; some questions will definitely be more challenging than others, but this is to be expected.
 - **Key questions** should probably be weighted more than other questions, in order to ensure that key concepts have been the focus of student learning.
 - A **variety of key questions**, which include matching, short answer, cloze technique, charts, graphs, diagrams or maps, will help to meet the needs of a wide range of learners and their learning styles.
- Students can often be given the option of rewriting a test to improve their test results, if they feel uncomfortable with their performance.
- It is never intended that test results will become the sole indicators of student progress in Ukrainian language education. Test results should always form only a part of the student's portfolio; they give some indication of content and language mastery, but should never stand alone.

Inviting students to participate in an evaluation plan for the term ensures that all students understand how they will be evaluated and which factors will have the greatest influence on their class standing. A sample plan for the high school program may look as follows:

In-class oral participation = 25%
Written assignments, essays = 25%

Unit end tests = 25%
Final exam 25%

A Note on Oral Proficiency

It is necessary for students to have a solid foundation of sound-symbol mastery in Ukrainian in order to experience success in language learning.

Ukrainian is a phonetic language. When a student masters the sound-symbol relationship of the 33 letters of the alphabet, it becomes easy to read or write in Ukrainian. However, understanding what has been read or written presents more of a challenge.

It is significant for teachers to note that students who experience difficulty in either pronunciation or sound-symbol recognition will invariably have some difficulty with reading and spelling. Therefore, teachers must pay particular attention to each student's first language patterns, as these patterns are often good indicators of the student's capabilities for second language learning. Such indicators may also identify areas of difficulty which may need special attention. These areas of concern can then be monitored and addressed either with the individual student, in small groups, or with the class as a whole.

Teachers should continue to emphasize good pronunciation of Ukrainian letters and blends, proper syllabication and correct accenting of oral vocabulary at the high school level. These aspects of oral proficiency all become key elements in achieving communicative competence in Ukrainian.

It is recommended that oral proficiency be reviewed and assessed even at the high school level of the Ukrainian-English bilingual program. This is not a skill which is mastered or completed at the elementary level. It is a communicative spiral which builds toward greater levels of proficiency with each year of language instruction.

Special emphasis may be given to the following Ukrainian letters and blends by comparing their sounds in a variety of words:

и-е	с-ц	д-дь	ма-м'я	дж	гн	сц	мл
	г-х	н-нь	ла-ля	дз	дн	кс	сл
а-я	ш-щ	с-сь	на-ня		жн		
і-ї	ц-ч	з-зь	са-ся		дм		
у-ю		т-ть	да-дя				
е-є		л-ль					
		ц-ць					

A comprehensive oral review of Ukrainian sounds, syllables and words is recommended at every level of instruction. This alerts the teacher to any difficulties students may be having in distinguishing or producing the distinct sounds of Ukrainian letters of the alphabet.

Загальна перевірка умінь

	так	ні
Усна мова		
• Чи студент/ка може відповідати на вибрані питання?		
• Чи студент/ка може говорити кілька хвилин на зазначені теми?		
• Чи студент/ка може глибше дискутувати на теми, які особливо його/її цікавлять?		
Прослуховування		
• Чи студент/ка розуміє те, що читає?		
• Чи студент/ка розуміє те, що було прочитане вголос?		
• Чи студент/ка може відповісти на питання про те, що було прочитане вголос?		
Читання		
• Чи студент/ка читає вільно і впевнено?		
• Чи студент/ка знає де ставити наголоси?		
• Чи студент/ка знає як міняти тон голосу, щоб читання не було монотонне?		
• Чи студент/ка має труднощі з вимовою будь-яких українських букв?		
Письмова мова		
• Чи студент/ка складає добрі речення?		
• Чи студент/ка відповідно складає параграфи?		
• Чи студент/ка може описати себе, свою родину, особисті інтереси, розваги, тощо . . . ?		
• Чи студент/ка може коротко і точно описати новинки (світові, громадські, міські)?		

Схема мовних умінь 9-12

Усна мова: Мовлення й прослуховування	9	10	11	12
<p>Студент – оповідач</p> <p>З'ясування</p> <ul style="list-style-type: none"> • передає головні думки теми • добре з'ясовує тему <p>Мова</p> <ul style="list-style-type: none"> • вживає відповідну до теми мову • вживання мови <ul style="list-style-type: none"> ◦ просте ◦ детальне <p>Граматики</p> <ul style="list-style-type: none"> • звертає увагу на граматику • вибрані слова та фрази свідчать про вільне володіння мовою <p>Зусилля</p> <ul style="list-style-type: none"> • вкладає повні зусилля, коли представляє тему або оповідає про тему • виявляє ентузіазм або заохочує інших більше знати про тему 				
<p>Студент – слухач</p> <ul style="list-style-type: none"> • пильно/уважно слухає • показує своїми жестами та обличчям, що цікавиться темою • старається слухати, щоб зрозуміти деталі теми 				
<p>Студент – учасник</p> <ul style="list-style-type: none"> • відповідає на різні питання до теми • ставить відповідні питання • своїми словами підсумовує головні думки теми • додає особисті зауваги або особисте знання з теми 				

Читання й реакція на літературу	9	10	11	12
<p>Студент – читач</p> <ul style="list-style-type: none"> • старається догадатися про зміст тексту з назви заголовків та ілюстрацій • старанно читає • використовує різні стратегії, щоб добре прочитати текст уголос • добре вимовляє слова • читає вільно • знає де ставити наголоси • виразно читає (додає відповідну емоційну реакцію)..... 				
<p>Студент і текст</p> <ul style="list-style-type: none"> • оглядає матеріал – друкований та ілюстративний • старається цікавитися текстом..... • використовує різні стратегії, щоб зрозуміти нові/невідомі слова і фрази • читає з розумінням • уявляє собі те, що було прочитано..... • виявляє розуміння тексту, бо пам'ятає правильний порядок подій з прочитаного матеріалу..... • може відшукати потрібні слова, речення або цитати з тексту • розуміє елементи доброї літератури: головні персонажі, дії, місце дії, конфлікти, розв'язка • звертає увагу на літературний стиль автора та вживання мови 				
<p>Студент – учасник</p> <ul style="list-style-type: none"> • відчуває ритм, емоційний стан або настрій автора у творі • може вільно відповідати на різні питання до тексту • може вільно переказати прочитаний матеріал • підсумовує головні думки тексту • розуміє різницю між різними видами літератури й відповідно реагує..... • знає різницю між фактом та опінією/думкою, між дійсністю та фантазією • додає особисті зауваги або особисте знання про прочитаний матеріал • виявляє ентузіазм або бажання більше знати з теми тексту 				

Письменництво	9	10	11	12
<p>Студент – дослідник</p> <ul style="list-style-type: none"> • Збирає інформацію у різні способи <ul style="list-style-type: none"> ◦ складає банк слів та фраз для теми ◦ упорядковує інформацію ◦ обговорює тему з іншими ◦ вишукує інформацію на тему або робить відповідне дослідження ◦ проводить інтерв'ю ◦ ділиться інформацією ◦ упорядковує свої думки та інформацію відповідними методами: списки, рисунки, нотатки 				
<p>Студент – письменник</p> <ul style="list-style-type: none"> • Розуміє, що письменництво – це відгук на різні потреби: <p>Письменництво:</p> <ul style="list-style-type: none"> ◦ відповідає на особисті творчі потреби ◦ передає інформацію ◦ передає особисті погляди, думки, емоції ◦ дає можливість занотувати або підсумувати важливу інформацію ◦ допомагає планувати й організувати дослідження на обрану тему • Старається передавати думки та інформацію, вільно володіючи українською мовою, не мішаючи в письменницьку роботу англійські структури, фрази 				
<p>Студент – автор</p> <ul style="list-style-type: none"> • Міняє стиль письменництва за потребою • Сам критикує свою письменницьку роботу • Перевіряє свою письменницьку роботу і тоді вносить відповідні зміни 				



Resource and Reference Materials

Curriculum Documents

Saskatchewan Education. (1996). *Ukrainian-English Bilingual Education: A Handbook for Assessment and Evaluation K-12*. Regina, Canada: Author.

Saskatchewan Education. (1989). *Ukrainian-English Bilingual Education Curriculum Guide and Handbook K-3*. Regina, Canada: Author.

Saskatchewan Education, Training and Employment. (1994). *Ukrainian-English Bilingual Education Curriculum Guide and Handbook 4-8*. Regina, Canada: Author.

These documents have been produced by Saskatchewan Education and should be used as reference documents by teachers who are teaching in a Ukrainian bilingual language program. Additional copies may be requested by the school division from:

Learning Resources Distribution Centre
1500 – 4th Avenue
Regina, Saskatchewan S4R 8G8
Phone: (306) 787-5987

The curriculum strongly endorses resource-based learning. Teachers are encouraged to utilize a variety of print and non-print resources, as well as human resources from the community whenever possible, to enhance the Ukrainian language component.

Teachers are also encouraged to develop activity packages, teaching units and resource materials for Ukrainian bilingual education. Because these kinds of resources are not plentiful in a commercially produced form, it would be advantageous for teachers to share their expertise with colleagues by assisting with the development of additional resource materials.

Recommended Resources

Alberta Education. (1987). *A na vesni: Grade 12 Teaching Unit*. Edmonton, Canada: Author.

Alberta Education. (1987). *U restorani: Grade 11 Teaching Unit*. Edmonton, Canada: Author.

Alberta Education. (1986). *De? Zvidky? Kudy?: Grade 10 Teaching Teaching Unit*. Edmonton, Canada: Author.

Dolinsky, John. (1983). *Echoes of the Prairies*. Winnipeg, Canada.

Duravetz, G. (1977). *Ukrainian – Conversational and Grammatical. Level I*. Revised Edition. Toronto, Canada: Ukrainian Teachers' Committee.

Duravetz, G. (1976). *Ukrainian – Conversational and Grammatical. Level II*. Toronto, Canada: Ukrainian Teachers' Committee.

Ewach, H. and Yuzyk, P. (Eds.) (1960). *Ukrainian Reader*. Winnipeg, Canada: Ukrainian Canadian Committee.

Franko, R. (1994). *Ukrainian for Speakers of English*. Calgary, Canada: Detselig Enterprises Ltd.

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- Humesky, A. (1980). *Modern Ukrainian*. Edmonton, Canada: Canadian Institute of Ukrainian Studies.
- Keywan, Zonia. (1988). *The Magic Crystal and Other Short Stories*. Prince George, Canada: Yalenka Ukrainian Cultural Society.
- Manitoba Education. (1988). *Selected Readings on Canadian Topics*. Winnipeg, Canada: Author.
- Saskatchewan Education. (1982). *Ukrainian 9 Correspondence School Course*. Regina, Canada: Author.
- Saskatchewan Education. (1984). *Ukrainian 10 Correspondence School Course*. Regina, Canada: Author.
- Saskatchewan Education. (1985). *Ukrainian 20 Correspondence School Course*. Regina, Canada: Author.
- Saskatchewan Education. (1985). *Ukrainian 30 Correspondence School Course*. Regina, Canada: Author.
- Shevchenko, Taras. (1982). *Kobzar*. Kyiv, Ukraine: Dnipro Publishers.
- Shevchenko, Taras. (1989). *Meni trynadtsiatyj mynalo*. Kyiv, Ukraine: Veselka Publishers.
- Stefanyk, Yuriy. (1979). *Nasha spadshchyna*. Alberta, Canada: Alberta Education.
- Ukrainain Canadian Committee. (1981). *Mova i Rozmova I*. Winnipeg, Canada: Author.
- Ukrainain Canadian Committee. (1983). *Mova i Rozmova II*. Winnipeg, Canada: Author.
- Ukrainian Canadian Committee. (1991). *Mova i Rozmova III*. Pilot Edition. Winnipeg, Canada: Author.

Newspapers, Journals, Periodicals

The following list has been selected for the high school level. It may need to be updated from time to time for the most current mailing information.

Forum, A Ukrainian Review

440 Wyoming Avenue, Scranton, PA 18501-0350 USA
Tel: 717-342-0937; Fax: 717-347-5649
English Quarterly, \$12.00 (US)

Hotuys'

2199 Bloor Street West, Toronto, ON M6S 1N2
Tel: 416-769-7855
Ukrainian Monthly, \$25.00 (US)

Krylati

83 Christie Street, Toronto, ON M6G 3B1
Tel: 416-537-2007 ; Fax: 416-538-6975
Ukrainian Bi-Monthly, \$25.00 annually (CDN)

Tema

Saskatchewan Teachers of Ukrainian
2317 Arlington Avenue, Saskatoon, SK S7J 2H8
Tel: 306-373-1660/933-5039; Fax: 306-933-7469
Ukrainian/English Quarterly, \$15.00 (CDN)

The Ukrainian Weekly

PO Box 346, Jersey City, NJ 07303 USA
Tel: 201-434-0237; Fax: 201-451-5486
English Weekly, \$60.00 (US)

Ukrainian News

Suite #1, 12227 – 107 Ave, Edmonton, AB T5M 1Y9
Tel: 403-488-3693; Fax: 403-488-3859
English/Ukrainian Bi-Weekly, \$30.00 (CDN)

Visnyk

Ukrainian Canadian Congress – Saskatchewan Provincial Council
203 – 611 University Drive, Saskatoon, SK S7N 3Z1
Tel: 306-652-5850; Fax: 306-665-2127



Appendix

Схе́ма ро́звитку мо́вних умі́нь і на́вичок

Фонéтика	Кля́си							
	1	2	3	4	5	6	7	8
Абéтка								
• б́кви	○	●						
• на́вички відшу́кування сло́ва в словнику́			○	●				
Зву́ки								
• го́лосні:								
– наго́лошені/прóсті (а, е, и, і, о, у)	○	●						
– йотóвані/складні (є, ї, ю, я)	○	●						
• при́голосні:								
– твeрдí (б, в, г, г, д, ж, з, к, л, м, н, п, р, с, т, ф, х, ц, ч, ш, щ, дз, дж)	○	●						
– пом'я́кшені (д, з, л, н, р, с, т, ц, дз)	○	●						
– подв́йні (дд, тт, зз, жж, сс, чч, нн, лл)	○	●						
(во́лб́сса, ва́рeння)								
Сполу́чення								
• йо (йод, райо́н)	○	●						
• ьо (сьогóдни, трéтього)	○	●						
• й пiсля го́лосних (ай, ей, ий, ій, ой, уй)	○	●						
М'я́кий знак/Знак м'я́кшення (ь)	○	●						
Апо́строф у сло́ві (м'яч, п'ять)		●						
Складі́								
• закрі́ті (сві́т-ло, слов-ні́к)			●					
• відкрі́ті (ма́-ма, не́-бо)			●					
На́голос (шкó-ла, чи́-тан-ка, му-ка́, му́-ка)	○	●						
Чергува́ння (у-в)		●						
Чергува́ння (і-й)		●						

Лéксика	1	2	3	4	5	6	7	8
Слова								
• значення	●							
• однозначні	●							
Омóними (метéлик – метéлик, косá – косá)	○		●					
Синóними (бáтько – тáто, бiлка – вiвiрка, мáма – мáти – нéнька)	○	●						
Антóними (велiкий – малiй, син – дочкá)	○	●						
Дiялéктні слова/Дiялeктiзми	○							
Запозиченi слова/Иношомóвні слова (парасóбля, таксі)	○				●			
Застарiлi слова/Анахронiзми								
Будóва слóва								
* значима частина: оснóва, закiнчення (кóрiнь, прéфикс, сýфікс)								
• оснóва (мал-ий лiтáк, мал-í лiтáк-й)	○		●					
• закiнчення (мал-ий лiтáк, мал-í лiтáк-й)	○		●					
• кóрiнь (кáч-ка, кач-еня́, кáч-ур)		○	●					
• прéфикс (з-робiти, на-робiти, пере-робiти) ..			○		●			
• сýфікс (читá-ю, читá-емо, читá-ють)	○		●					
Чергувáння голосних звýкiв у кóренях слiв								
• е-í (селó – сiл; несú – нiс)							○	
• о, е-í (бджолá – бджiл; кóлесо – колiс)							○	
Чергувáння приголосних звýкiв у кóренях слiв								
• г-з, ж (кнiга – кнiзi; друг – друзi – дрúже) ..							○	
• к-ц, ч (рукá – руцi – рúченька)							○	
• х-с, ш (мúха – мúси – мúшин)							○	

Правóпис	1	2	3	4	5	6	7	8
Перенесення частин/складів слів у письмі (áv – то, кнїж – ка, жит – тї)			○	---	●	---		
Пунктуація								
• кра́пка (.)		●						
• знак пита́ння (?)		●						
• знак о́клику (!)		●						
• ко́ма (,)		●						
• лапкі („ „, « »)			○	●				
• апо́строф (')		●						
• дефі́с (-)							○	---
• тире́ (–)			○	●				
• кра́пка з ко́мою (;)				○	---			●
• двокра́пка (:)				○	---			●
• крапки́ (. . .)				○	---		●	
• ду́жки [() /]				○	---		●	
Ужи́ток вели́кої бу́кви								
• пе́рше сло́во в ре́ченні		●						
• іме́на, прізви́ща	○	●						
• на́зви:								
– особі́сті		●						
– держа́в			●					
– географі́чні			●					
• поче́сні на́зви			●					
Ужи́ток мало́ї бу́кви								
• на́зви днів ти́жня		●						
• на́зви міся́ців		○	●					
• поче́сні на́зви			○	●				
• на́зви мов							○	---
• на́зви люде́й за націо́нальні́стю							○	---
• на́зви за місцем похóдження							○	---

Правóпис	1	2	3	4	5	6	7	8
Вживання великої і малих букв (Перше слово пишеться з великої букви.)								
• назви творів, газет		○	-----	-----	●	-----	-----	-----
• назви готелів, кораблів				○	-----	-----	-----	-----
• назви свят		○	●	-----	-----	-----	-----	-----
• назви міністерств					○	-----	-----	-----
• у географічних назвах				○	-----	-----	-----	-----
Словосполучення								
• складні слова (хлібороб, світло-синій)				○	-----	-----	-----	-----
• складні прислівники:								
– прийменник з прислівником (забагато)					○	-----	-----	-----
– прийменник з іменником (навесні, щодня)				○	-----	-----	-----	-----
• складені слова (двадцять один, буду читати)				○	-----	-----	-----	-----
Скорочення слів								
• година год.				○	-----	●	-----	-----
• дивіся/дивіться див.				○	-----	●	-----	-----
• доктор д-р				○	-----	-----	-----	-----
• і так далі і т.д.							●	-----
• і такé подібне і т.п.							●	-----
• кілограм кг				●	-----	-----	-----	-----
• кілометр км				●	-----	-----	-----	-----
• літр л				●	-----	-----	-----	-----
• метр м				●	-----	-----	-----	-----
• наприклад напр.		○	-----	●	-----	-----	-----	-----
• пан п.							●	-----
• пані п-ні							●	-----
• рік р.				●	-----	-----	-----	-----
• сантиметр см				●	-----	-----	-----	-----
• сторіччя, століття ст.				●	-----	-----	-----	-----
• сторінка стор./с.		○	-----	●	-----	-----	-----	-----
• хвили́на хв.							●	-----

Морфологія	1	2	3	4	5	6	7	8
Ім'єнники								
• значення		<input type="radio"/>	-----	<input checked="" type="radio"/>	-----			
• назви істот				<input type="radio"/>	-----			
• назви неістот				<input type="radio"/>	-----			
• загальні назви			<input type="radio"/>	<input checked="" type="radio"/>	-----			
• власні назви			<input type="radio"/>	<input checked="" type="radio"/>	-----			
• рід:								
- чоловічий		<input type="radio"/>	<input checked="" type="radio"/>	-----				
- жіночий		<input type="radio"/>	<input checked="" type="radio"/>	-----				
- середній			<input type="radio"/>	<input checked="" type="radio"/>	-----			
- спільний							<input type="radio"/>	-----
• група:								
- тверда			<input type="radio"/>	-----		<input checked="" type="radio"/>	-----	
- м'яка			<input type="radio"/>	-----		<input checked="" type="radio"/>	-----	
- мішана				<input type="radio"/>	-----			
• число:								
- однина	<input type="radio"/>	<input checked="" type="radio"/>	-----					
- множина	<input type="radio"/>	<input checked="" type="radio"/>	-----					
Відмінки ім'єнників								
• називний відмінок (Хто? Що?)								
- хто	<input type="radio"/>	<input checked="" type="radio"/>	-----					
- що	<input type="radio"/>	<input checked="" type="radio"/>	-----					
• родовий відмінок (Кого? Чого?)								
- кого/чого нема		<input type="radio"/>	-----					<input checked="" type="radio"/>
- без ко́го/чо́го			<input type="radio"/>	-----				
- біля		<input type="radio"/>	-----					
- близько		<input type="radio"/>	-----					
- від		<input type="radio"/>	-----				<input checked="" type="radio"/>	
- для		<input type="radio"/>	-----				<input checked="" type="radio"/>	
- до		<input type="radio"/>	-----	<input checked="" type="radio"/>	-----			

Морфологія	1	2	3	4	5	6	7	8
- з чо́го		<input type="radio"/>						
- замість							<input type="radio"/>	
- ко́ло		<input type="radio"/>					<input checked="" type="radio"/>	
- крім								
- недалéко						<input type="radio"/>		
- пі́сля			<input type="radio"/>	<input checked="" type="radio"/>				
- се́ред						<input type="radio"/>		
- у, в		<input type="radio"/>					<input checked="" type="radio"/>	
- скі́льки		<input type="radio"/>					<input checked="" type="radio"/>	
- бага́то, ма́ло		<input type="radio"/>					<input checked="" type="radio"/>	
- до́сить		<input type="radio"/>					<input checked="" type="radio"/>	
- звідки, з				<input type="radio"/>		<input checked="" type="radio"/>		
- чо́го хотіти, бажáти		<input type="radio"/>						
• давáльний відмінок (Кому́? Чому́?)								
- кому́						<input type="radio"/>		
- чому́								
• знахі́дний відмінок (Кого́? Що́?)								
- ко́го		<input type="radio"/>		<input checked="" type="radio"/>				
- що		<input type="radio"/>		<input checked="" type="radio"/>				
- за ко́го/що						<input type="radio"/>		
- між						<input type="radio"/>		
- на		<input type="radio"/>		<input checked="" type="radio"/>				
- над						<input type="radio"/>		
- пе́ред							<input type="radio"/>	
- під							<input type="radio"/>	
- по				<input type="radio"/>				
- по́при						<input type="radio"/>		
- про			<input type="radio"/>	<input checked="" type="radio"/>				
- у, в			<input type="radio"/>	<input checked="" type="radio"/>				
- че́рез				<input type="radio"/>			<input checked="" type="radio"/>	

Морфологія	1	2	3	4	5	6	7	8
• клічний відмінок	○	-----	-----	●	-----	-----	-----	-----
• орудний відмінок (Ким? Чим?)								
- ким		○	-----	-----	-----	●	-----	-----
- чим		○	-----	-----	-----	●	-----	-----
- з ким/чим			○	-----	-----	●	-----	-----
- за			○	-----	-----	-----	-----	-----
- між			○	-----	-----	-----	-----	-----
- над			○	-----	-----	-----	-----	-----
- перед			○	-----	-----	-----	●	-----
- під			○	-----	-----	-----	●	-----
• місцевий відмінок (На кому? На чому?)								
- на кому/чому		○	-----	-----	-----	●	-----	-----
- по кому/чому						○	-----	-----
- при кому/чому						○	-----	-----
- у, в кому/чому	○	-----	-----	-----	-----	●	-----	-----

Морфологія	1	2	3	4	5	6	7	8
Прикметники								
• значення		○				●		
• присвійні								
– чий (братів дім, сестрин дім)								
– чий (братова хата, сестрина хата)								
– чий (братове перо, сестрин перо)								
– чий (братові гроші, сестрині гроші)								
• ступені порівняння				○				●
– гарний, гарніший, найгарніший								
– гарна, гарніша, найгарніша								
– гарне, гарніше, найгарніше								
– гарні, гарніші, найгарніші								
• тверда група		○		●				
– гарний, гарна, гарне, гарні								
• м'яка група					○		●	
– синій, синя, синє, сині								
Узгодження прикметників з іменниками								
• однинá:				○	●			
– чоловічий рід								
– жіночий рід								
– середній рід								
• множинá				○	●			
Відмінювання прикметників								
• називний				○				
• родовий				○				
• давальний						○		
• знахідний				○				
• клічний								
• орудний					○			
• місцевий					○			

Морфологія	1	2	3	4	5	6	7	8
Числівники								
• кількісні:								
1-10	●							
11-31	○	●						
32-100		○	●					
101-1000			○	●				
1000-1,000,000,000				○			●	
• порядкові:								
1-5	●							
6-12	○	●						
13-31	○		●					
32-99				○				
100-1,999 . . .				○				
• збірні (двоє, троє, . . . ; обидва, . . .)							○	
• дробові:								
½ (пів, половина)			○	●				
⅓ (третина)						○		
¼ (четвертина/чверть)				○		●		
Узгодження кількісних числівників з іменниками								
• рід: чоловічий, жіночий, середній								
1		○	●					
2-4		○		●				
5-20		○		●				
21			○		●			
22-24			○		●			
25-30			○		●			

Морфологія	1	2	3	4	5	6	7	8
Відмінювання порядкових числівників								
• родовий								
• давальний								
• знахідний								
• орудний								
• місцевий								
Вживання числівників для позначення дат								
• день	<input type="radio"/>	---	●	---	---	---	---	---
• місяць	<input type="radio"/>	---	●	---	---	---	---	---
• рік			<input type="radio"/>	---	---	---	●	---
Займенники								
• значення	<input type="radio"/>	---	●	---	---	---	---	---
• особові - я, ти, він/вона, воно, ми, ви, вони	<input type="radio"/>	---	●	---	---	---	---	---
• зворотні - себе					<input type="radio"/>	---	---	---
• питальні - хто, що	<input type="radio"/>	---	●	---	---	---	---	---
- який, -а, -е, -і					<input type="radio"/>	---	---	---
- чий, чия, чие, чий			<input type="radio"/>	---	---	---	●	---
- котрий, -а, -е, -і			<input type="radio"/>	---	---	---	●	---
• відносні - хто, що								
- який, -а, -е, -і								
• присвійні - мій, моя, моє, мої	<input type="radio"/>	---	●	---	---	---	---	---
- твій, твоя, твоє, твої	<input type="radio"/>	---			●	---	---	---
- його, її				<input type="radio"/>	●	---	---	---
- їхній, -я, -є, -ї			<input type="radio"/>	---	---	---	●	---
- наш, -а, -е, -і			<input type="radio"/>	---	---	---	●	---
- ваш, -а, -е, -і			<input type="radio"/>	---	---	---	●	---
- свій, своя, своє, свої								<input type="radio"/>

Морфологія	1	2	3	4	5	6	7	8
• неозначені						○	-----	
- хтось								
- щось								
- хто-будь, хто-небудь								
- що-будь, що-небудь								
• заперечні						○	-----	
- ніхто								
- ніщо								
- ніякий, -а, -е, -і								
• вказівні								
- цей, ця, це, ці		○	-----	●	-----			
- той, та, те, ті		○	-----			●	-----	
• означальні								
- весь, вся, все, всі							○	-----
- кожний, -а, -е, -і						○	-----	●
- всякий, -а, -е, -і							○	-----
• уміння вживати „ви“ у ввічливо-пошанному значенні		○	-----	●	-----			
• уміння замінити іменники займенниками		○	-----	●	-----			
Відмінювання особових займенників					○	-----		
Відмінювання питальних займенників						○	-----	
Відмінювання присвійних займенників							○	-----
Дієслова								
• значення	○	-----	●	-----				
• неозначена форма – діємєнник (читати)	○	-----	●	-----				
• вїди:								
- недоконаний (читати)					○	-----	●	-----
- доконаний (прочитати)						○	-----	

Морфологія	1	2	3	4	5	6	7	8
• часи:								
- теперішній (читають)	○			●				
- минулий (читали)			○			●		
- майбутній:								
- проста форма (будуть читати)			○				●	
- складна форма (читатимуть)			○				●	
• способи:								
- дійсний (читає)	○			●				
- наказовий (читай)		○				●		
- умовний (читав би)								
• зворотні дієслова (записуватися)				○			●	
• таглі дієслова (їхати)								
• повторні дієслова (їздити)								
Дієвідміни дієслів								
• перша:								
-є, -ють	○			●				
-е, -уть		○		●				
• друга:								
- ж, ч, ш, щ		○					●	
- б, п, в, м		○					●	
- н, р, л		○					●	
- д, т, с, з		○					●	
- їть, -ять		○					●	
• третя:								
- їсти	○						●	
- дати	○							
- бути			○			●		

Морфологія	1	2	3	4	5	6	7	8
Дієприкметники								
• значення								
• уживання прийменників з іменниками								
Дієприслівники								
• значення								
• часі:								
- теперішній								
- минулий								
Прислівники								
• значення								
• ступені порівнення/порівняння								
- звичайний (високо)								
- перший (вище)								
- другий (найвище)								
- підсилений (якнайвище)								
Прийменники								
• значення	○		●					
• уживання прийменників з іменниками								
(див. відмінки іменників – стор. 70-72)								
• родовий відмінок			○		●			
• знахідний відмінок			○		●			
• орудний відмінок			○			●		
• місцевий відмінок			○			●		
Сполучники								
• значення	○			●				
• прости								
- а, бо, і/й, та, також	○					●		
- що, як				○			●	
- абб, алé						○		
- аджé, ко́лї, мов, ніж, по́ки, теж, хоч							○	

Морфологія	1	2	3	4	5	6	7	8
<p>• складні, складені</p> <p>якби ненáче якщó óтже ніби абí зáмість щоб протé затé чéрез те що щоб теж для тóго щоб немóв томú що</p>						○		
<p>Ча́стки</p> <p>• зна́чення</p> <p>– пита́льні (чи, невжé, хібá) – оклі́чні (як, що, за) – підси́льні (же, ж, те, бо, но) – заперéчна (не) – ствeрджува́льні (так, егéж, авжéж) – виді́льні (ті́льки, лишé)</p>			○					
<p>Ві́гуки</p> <p>• зна́чення</p> <p>– ві́гуки почуття́ (гей, ой, агá, оввá) – ві́гуки/óклики (гей, геть, цить, гайдá, ну) – звуконаслі́дні ві́гуки (гав-гав, ку-ку, кра-кра, няв, грим, бам-бам) – ві́гуки ра́птовості (гам, баба́х, шусть, бух, стриб, зирк, шубóвсть) – дефі́с у ві́гуках (гав-гав) – ко́ма у ві́гуках (Гей, Іва́не, ході́!) – знак óклику у ві́гуках (Ой-йо-йой!)</p>			○					

Синта́кса/Сінтаксис	1	2	3	4	5	6	7	8
Речення								
• значення	<input type="radio"/>	<input checked="" type="radio"/>						
• прости речення:	<input type="radio"/>	<input checked="" type="radio"/>						
– непоширене	<input type="radio"/>	<input checked="" type="radio"/>						
(Діти читають.)								
– поширене	<input type="radio"/>				<input checked="" type="radio"/>			
(Малі діти читають цікаві книжки.)								
• підмет		<input checked="" type="radio"/>						
(Діти читають книжки.)								
• присудок		<input checked="" type="radio"/>						
(Діти читають книжки.)								
• узгодження присудка з підметом	<input type="radio"/>			<input checked="" type="radio"/>				
(Діти читають книжки.)								
• прямий додток	<input type="radio"/>					<input checked="" type="radio"/>		
(Діти читають книжки при столі.)								
(Учитель читає дітям книжку.)								
• непрямий додток	<input type="radio"/>					<input checked="" type="radio"/>		
(Учитель читає дітям книжку.)								
• розповідне речення	<input type="radio"/>			<input checked="" type="radio"/>				
(Діти читають книжки при столі.)								
• питальне речення	<input type="radio"/>	<input checked="" type="radio"/>						
(Що діти читають?)								
• окличне речення			<input type="radio"/>			<input checked="" type="radio"/>		
(Книжка дуже цікава!)								
• заперічне речення	<input type="radio"/>	<input checked="" type="radio"/>						
(Я не читаю.)								
• складене речення	<input type="radio"/>				<input checked="" type="radio"/>			
(Учитель читає книжку, а діти слухають.)								
(Діти читають, бо книжки цікаві.)								

Культура мови і стилістика	1	2	3	4	5	6	7	8
Літературна мова			<input type="radio"/>	-----				
Діалектна мова			<input type="radio"/>	-----				
Стілі мови								
• розмовний				<input type="radio"/>	-----	<input checked="" type="radio"/>		
• діловий				<input type="radio"/>	-----	<input checked="" type="radio"/>		
• науковий							<input type="radio"/>	-----
• публіцистичний							<input type="radio"/>	-----
• художній							<input type="radio"/>	-----
Усна мова	<input type="radio"/>	-----		<input checked="" type="radio"/>	-----			
Писемна/Письмова мова	<input type="radio"/>	-----		<input checked="" type="radio"/>	-----			



