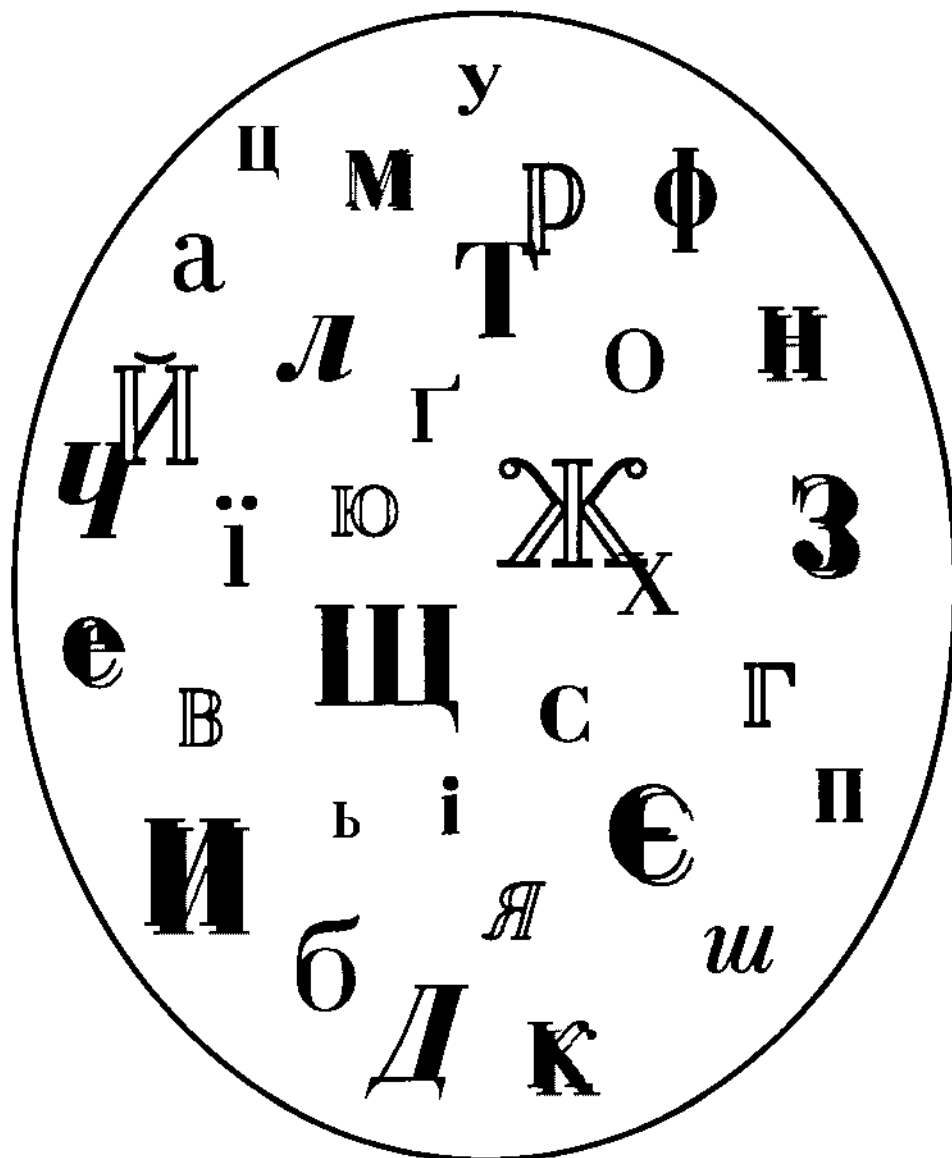




INTRODUCTION

Core Ukrainian

A Curriculum Guide for K-12



Core Ukrainian A Curriculum Guide for K-12

**Saskatchewan Education
February 1997**

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Core Ukrainian Language Education

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 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 affecting the planning for instruction in a language other than English.

To meet community and student needs at the local level, Core Curriculum makes provision in the K-12 program for locally-determined options. Core Ukrainian language courses fall into this category.

The continuous development of an individual's second language proficiency is largely dependent on the frequency of classroom instruction. The time allotted for Core Ukrainian language instruction for K-8 is determined by the local school division. A minimum of 30 minutes a day four times a week is recommended for the K-8 level. Grade 9 requires 100 hours of classroom instruction.

Core Ukrainian is a one credit elective subject in each of Grades 10 to 12 and requires 100 hours of classroom instruction in each grade. High school Ukrainian courses are also offered for credit by the Saskatchewan Government Correspondence School.

The intent of this document is to provide curricular information for administrators and teachers on Core Ukrainian language education in Saskatchewan. It includes statements on philosophy, goals, objectives, scope and sequence of content, evaluation and the nature of the material studied at the various grade levels.

Core Ukrainian language education refers to instructional language programs beginning as early as Kindergarten and as late as Grade 9, in which the Ukrainian language is taught as a subject for three or more periods per week. Upon completion of such a program, the student:

- has a good fundamental knowledge of the language – its grammar, pronunciation, and idiom;
- has an active vocabulary of 3,000 to 5,000 words and about 100 basic sentence patterns;
- can make himself/herself understood in conversation;
- can read, with the aid of a dictionary, standard texts written without stylistic difficulties on subjects within his/her interest;
- has some knowledge of Ukrainian culture;
- is capable of studying Ukrainian at a higher level.

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 and the *Multicultural Education and Heritage Language Education Policies* document, 1994).

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 people of Saskatchewan who are of Ukrainian background. However, the acquisition of Ukrainian language skills can provide benefits which extend beyond a "heritage" function. Today, close to 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.

"We may say that it (language) is learned, systematic, symbolic vocal behavior; a culturally acquired, universal, and exclusive mark of man, grafted upon the human infant's delight in babble. Summarizing and simplifying, we may conclude that language is the way a speaker feels, thinks, and acts when he talks his own language."¹

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

What, then, 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 mores of the people whose language is being studied. In practical terms, the process broadens the student's social understanding, contributing much to his/her personal growth and development – a condition which itself is a primary goal of our education system.

¹ Andersson, T. (1967). The Optimum Age for Beginning the Study of Modern Languages. In S. Levenson and W. Kendrick (Eds.), *Readings in Foreign Languages for the Elementary School* (p. 62). Waltham, Massachusetts.

Goals

The goals of the Core Ukrainian language program are broad, long-range statements of purpose which focus specifically on the acquisition of the Ukrainian language and cultural awareness through the integration of three components as follows:

- **Linguistic:** Enable students to develop a functional use of the Ukrainian language in the areas of understanding, speaking, reading and writing, within the range of the students' experience in the language.
- **Cultural:** Enable students 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.
- **Attitudinal:** To facilitate the development of positive attitudes in students towards all languages and cultures.

Principles of Instruction

- In the process of language acquisition, comprehension precedes expression and oral expression should precede development of the written communication skills.
- Language is best acquired in the course of meaningful communicative experiences. Children learn best what they need to know. Therefore, activities should be concrete and practical and designed around the children's communicative needs.
- Communicative experiences are a two-way process, involving both receiving and expressing ideas and information.
- Children need to talk as well as listen. Every student in the classroom should use the language in communicative activities for maximum amounts of time. Instructional procedures must strike a balance between teacher modelling of the target language and children's attempts to use language for communication.
- What is known facilitates the understanding of what is new. Teachers' statements should contain a reasonable balance of known as well as unfamiliar words and structures.
- The spontaneous and correct use of vocabulary and structures by students is a reliable indicator of progress in target-language acquisition.

Common Essential Learnings

Core Ukrainian 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-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/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 this guide and from their personal reflections in order to better incorporate the Common Essential Learnings into Core Ukrainian.

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 проекти, 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 (C)

- 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, art work, puppetry or book making).
- Introduce students to various strategies to help them relate and understand concepts or story parts (such as role playing, story or concept maps, outlines, or sequencing and categorizing tasks).
- 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.
- Design lessons and exercises that stress the possibility and acceptance of various answers and explanations.

Numeracy (N)

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

Critical and Creative Thinking (CCT)

- Encourage imaginative responses and personal interpretations.
- Guide students' analysis of information from a variety of resources to deepen their understanding of the topic being explored.
- Encourage students to look for alternatives and give reasons for their decisions (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?").

Technological Literacy (TL)

- 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 (IL)

- Encourage the use of a variety of Ukrainian language and cultural 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.

Personal and Social Values and Skills (PSVS)

- 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.

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 permeates all curriculum and instruction. The Adaptive Dimension is defined as **the concept of making adjustments in approved educational programs to accommodate diversity in student learning needs. It includes those practices the teacher undertakes to make curriculum, instruction and the learning environment meaningful and appropriate for each student.** (*The Adaptive Dimension in Core Curriculum*, Saskatchewan Education, 1992)

The Adaptive Dimension addresses the importance of providing students alternative access to, and expression of, knowledge in order to promote optimum success for each student. Learning environments can be made more accessible through a modification of setting, method or material. The Adaptive Dimension is used to:

- provide program enrichment and/or extension when it is needed;
- enhance student success and reduce the possibility of failure;
- address students' cultural needs;
- accommodate community needs;
- increase curriculum relevance for students;
- lessen discrepancies between student ability and achievement;
- provide variety in learning materials, including community resources;
- maximize the student's potential for learning.

Teachers should consider a number of general guidelines when adapting instruction in Core Ukrainian.

- Create a classroom environment in which students' unique cultures, backgrounds, interests, language abilities and learning styles are accepted and respected by teachers and peers.
- Use a variety of instructional and evaluation strategies and procedures to accommodate individual differences in abilities and learning styles.
- Alter the manner in which students are required to respond to information and literary selections.
- Alter the pace of activities or lessons to ensure that all students are challenged to develop skills and concepts to their potentials.
- Alter the setting so that students may benefit more fully from instruction. Learning centres, co-operative learning, resource-based learning and various kinds of peer tutoring require flexible arrangements of desks, tables, chairs and equipment.
- Use co-operative learning groups and peer tutoring to increase student opportunities for interactive language experiences.
- Provide a variety of resources to accommodate for varying cognitive and language abilities, interests and experiences.
- Provide students with sufficient time to explore, create, question and experience as they learn.

-
- Ensure availability of a variety of multicultural resources.
 - Monitor students' ongoing development and progress through continuous assessment techniques.
 - Encourage student participation in planning, instruction and evaluation.
 - Provide a variety of options when planning language activities.

The Adaptive Dimension includes all practices the teacher employs to make learning meaningful and appropriate for each student. Because the Adaptive Dimension permeates all teaching practice, sound professional judgement becomes the critical factor in decision-making. This curriculum allows for such flexibility and decision-making.

Required Areas of Study and Locally-Determined Options

The seven required areas of study within the Core Curriculum are:

- language arts
- mathematics
- science
- social studies
- health education
- arts education
- physical education

Each required area has unique knowledge, skills and values that are essential for all students at the elementary, middle and secondary levels. Therefore, the required areas of study are included throughout the school program from the elementary to secondary levels.

The Core Curriculum makes provision in the K-12 school program for locally-determined options to gain time for local or community program priorities. Core Ukrainian language courses fall into this category. Approved policy guidelines are as follows:

- At the elementary and middle levels, school divisions may gain time for locally-determined options by reducing the time to be spent in one or more of the required areas up to a maximum of 20% of the time in any single area.
- At the secondary level, time for locally-determined options will be available through the use of credits in the elective categories.
- Locally-determined options can be provided through the selection of provincially-developed courses or through courses developed at the local level. Saskatchewan Education will continue to require that all locally-developed courses be reviewed for approval by the department.
- Decisions about the priorities of locally-determined program offerings, such as religious education, Native studies, or **second language** courses, are best made by boards of education in consideration of local community needs.

Resource-Based Learning and the Resource Centre

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-centred. 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 teacher in using resource-based teaching and learning:

- Discuss the objectives for the unit with students. Work with the teacher-librarian to correlate needed research skills with the activities in the unit so that skills are always taught in the context of application.
- Plan well in advance with the teacher-librarian so that adequate resources are available and decisions are made about shared teaching responsibilities in the unit.
- 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 resource centres, government departments, museums and various outside agencies in their research.
- Participate in and help plan inservice programs on using resources effectively.
- Continually request good curriculum materials for addition to the resource centre collection.
- Support the essential role of the resource centre and the teacher-librarian in your talks with colleagues, principals and directors.

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.⁴ Thus, it encourages a positive acceptance of races, religions and cultures, and recognizes such diversity as healthy.⁵

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.⁶

⁴ From Saskatchewan Association for Multicultural Education. (1989). *Multicultural Education in Saskatchewan: A Vision for the Future*. Regina: Author.

⁵ Adapted from: Manitoba Education. (1986). *Multicultural Education Policy Discussion Paper*. Winnipeg: Author.

⁶ 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.

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.

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 are 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.

Gender Equity

Saskatchewan Education is committed to providing quality education for all students in the K-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. Every student needs encouragement to explore non-traditional as well as traditional options.

In order to meet the goal of gender equity in the K-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 behaviours 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 every student to share in all experiences and opportunities which develop his/her abilities and talents to the fullest.

Implementation and Maintenance of a Core Ukrainian Language Program

Implementation and maintenance of a Core Ukrainian language program requires cooperation and commitment on the part of the department of education, the administrator, the principal, the language teacher, the school staff, parents and students. All parties involved must have a clear understanding of the philosophy, goals and objectives of such a program.

Publicly visible school board support is as important as the creation and maintenance of a positive Core language program environment in the school. By recognizing and accommodating the special needs of Core language programming and by adopting a flexible and supportive attitude, the principal and staff contribute immeasurably toward ensuring a successful program. Certain conditions which are necessary to successfully implement such a program are outlined to provide assistance in the preliminary stages of implementation.

In deciding whether or not to implement a Core language program, school boards are faced with a number of issues, including:

- determining whether such a program is needed, desired and viable
- selecting the most appropriate location
- examining any and all sources of funding for additional costs which may be involved

A community survey conducted by an interested parent group and/or the school board is a logical first step in determining program need and viability. It can also assist administration in selecting the most appropriate location.

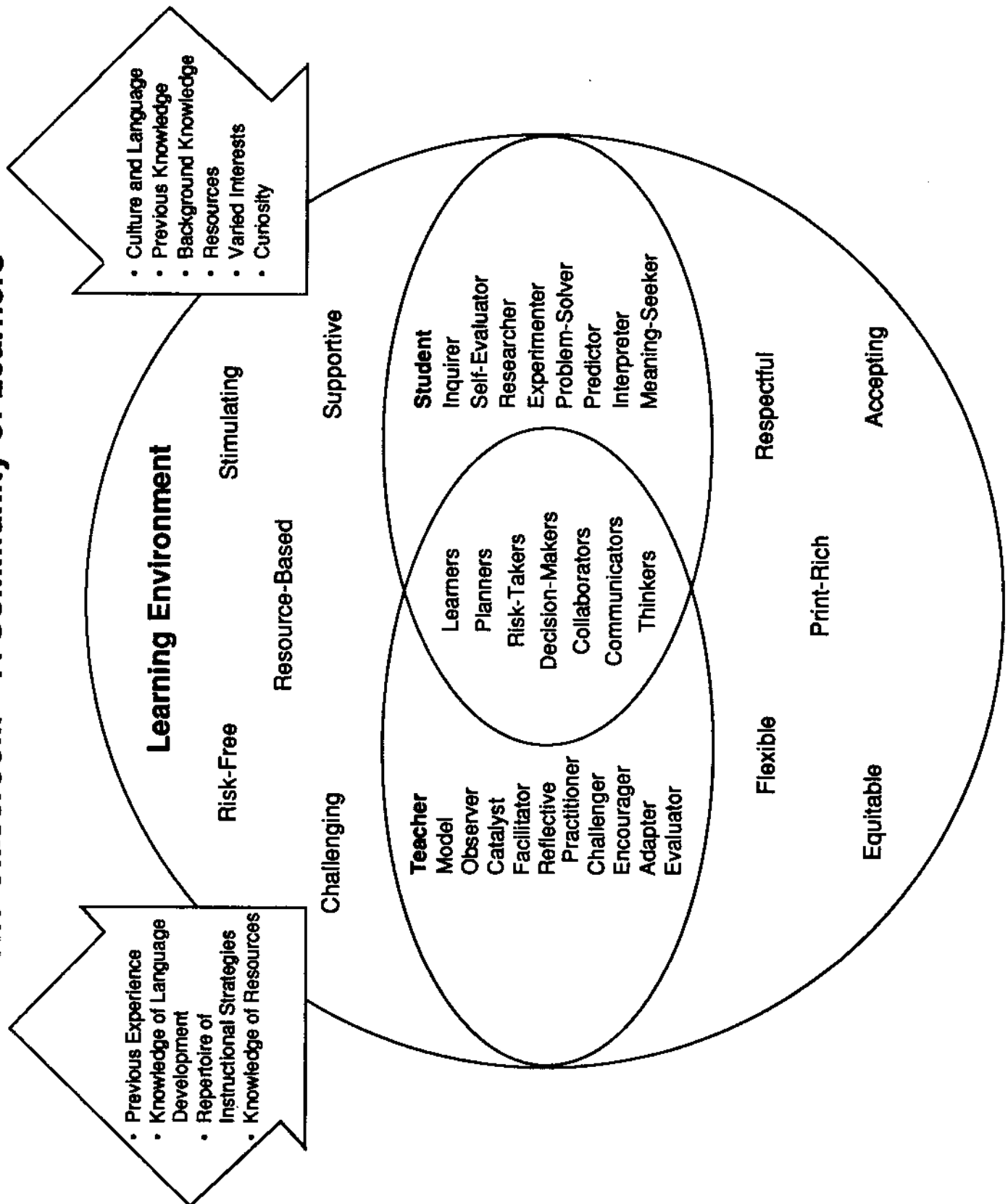
Specific information on implementation grants and maintenance funding is found in the current regulations under *The Education Act*.

Role of the School Board and Administration

A number of conditions are necessary for the implementation and maintenance of a second language program.

- Availability of qualified Ukrainian language teachers to teach Core Ukrainian.
- Assurance that the Core Ukrainian language program is an integral and serious component of the total school program and that it has the active support of the administration in such matters as:
 1. allocation of appropriate facilities and equipment;
 2. acquisition of necessary instructional materials;
 3. acquisition of supplementary resource materials, both teacher and student oriented;
 4. fairness in timetabling;
 5. class size.
- Assurance that recommended time allotments and frequency of instruction are considered.
- Assurance that there is a continuity of instruction between grade levels once an instructional sequence has begun.

The Classroom – A Community of Learners



Source: Saskatchewan Education. (1992). *English Language Arts for the Elementary Level. An Information Bulletin for Administrators*. Regina: Author.

Role of the Teacher

The teacher is the key to success in a Core Ukrainian language program. Candidates for the position must be fluent speakers of the language, must have good understanding of the culture associated with the language and must be fully acquainted with all aspects of the methodology of second language teaching.

The classroom climate created by the teacher of Ukrainian cannot be over-emphasized. Students respond positively to an encouraging teacher and a supportive learning environment.

Characteristics of Outstanding Second-Language Teachers⁷

- The target language dominates the classroom interaction, whether the teacher or the students are speaking.
- The teachers have an excellent command of the target language.
- Even in beginner-level classes, very little English is used.
- The teachers have few verbal tics/habits.
- The teachers are active non-verbally and use many hand gestures.
- The teachers are expressive and animated.
- The teachers move around the classroom a great deal.
- The teachers use indirect behaviours (those which encourage and reinforce student participation).
- The climate is warm and accepting.
- The teachers often smile, praise and joke.
- The teachers use verbal praise and their praise is varied.
- There is laughter in their classes.
- The students exhibit outward signs of enthusiasm to participate.
- Students speak to the teachers before and after class.
- The teachers greet students before the class formally starts.
- There are warm-up questions, review and focusing on the skill of speaking.
- There is a number of different activities for each lesson.
- The pace of the lessons is generally rapid.
- Drills are conducted rapidly.
- The teachers have excellent classroom control.
- The teachers exhibit patience.
- When correcting student errors, the teachers do so gently.
- Students assist the teacher in setting up and running equipment.

⁷ Adapted from: Moskowitz, G. (1976). The Classroom Interaction of Outstanding Foreign Language Teachers. In *Foreign Language Annals* 9: 135-57.

The Language Room

The language room is the main instructional area in the school facility where language teaching and learning occurs. This location must be appropriate in size and design to accommodate a variety of language learning activities.

A permanent location, whether it is a special language room shared by several teachers or the language teacher's own classroom, is preferred. It provides learners with a sense of stability and familiarity, notably reduces the teacher's preparation time when all materials are stored in one location, and eliminates the inconvenience of transporting instructional materials.

The physical layout of the room is best determined by the language teacher. It must accommodate the type of program implemented and the method of instruction used. Other considerations might include age level of learners and class size.

A list of furnishings and equipment to assist teachers in designing a language learning environment most suited to their particular needs is provided as follows:

- tables and chairs that can be easily moved
- several individual cubicles or listening centres
- filing cabinet
- appropriate shelving and cupboards for storing large posters, equipment, . . .
- carpeted area for elementary grades
- bulletin boards
- chalkboards
- flannel board
- metal all-purpose board and small magnets
- book cases for library materials
- portable flip-chart
- audio-visual equipment as required; might include several cassette recorders, an overhead projector, a filmstrip projector, a screen, speakers, record player, video equipment, . . .
- various instructional materials commercially or teacher prepared
- display of cultural realia

Classroom decor and displays remain the responsibility of the teacher. They should be appropriate, appealing and offer exposure to the Ukrainian language and culture.

The Learning Environment⁸

This curriculum encourages risk-taking and exploration with oral and written Ukrainian language. A warm, supportive and non-threatening classroom environment promotes this exploration. Students who are comfortable and confident in the company of peers and teacher will demonstrate interest and achievement in Ukrainian language development.

The provision and display of Ukrainian resources is important for establishing a rich learning environment. Examples of meaningful print should always be displayed to reinforce the importance and the relevance of print to our lives. Students' names, classroom labels, instructions, rhymes, calendars, examples of student-written stories and reports, collaboratively written stories, daily schedules and messages should be displayed to show Ukrainian language in meaningful contexts. Displays could change to focus upon topics of units of instruction and students' interests.

One display area should be designated for Ukrainian language environmental print samples such as maps, posters, newspaper articles, cards and letters, brochures, recipes, announcements and advertisements. Students should be encouraged to contribute samples of environmental print.

Every classroom should have a reading centre containing Ukrainian language fiction and non-fiction resources as well as materials on Ukrainian themes in the English language. Collections could include multicultural materials, wordless picture books, class-composed books, poetry anthologies, magazines, newspapers, pamphlets, maps, posters and charts.

A nature centre encourages students to use language to learn. This centre stimulates curiosity about the world around them. Students can observe, label and discuss living and non-living specimens, objects, models and artifacts. They should be encouraged to contribute items for such displays.

A listening centre equipped with cassette players and earphones allows students to develop listening and understanding skills independently. Audiocassettes with a variety of Ukrainian music and stories, as well as recordings of student-produced dialogues, narratives and stories should be placed in the centre for student use.

The provision of a classroom writing centre entices students to explore written language. This area should contain pens, markers, crayons, pencils, rulers, paper of assorted sizes and colours. It could also include message boards, mail boxes, word and picture files, book-making materials, dictionaries, thesauri, typewriters and computers. Models of manuscript and cursive alphabets should be displayed. In addition to word files and dictionaries, word banks of frequently used and new vocabulary should be displayed to assist writers. This centre should also include an area for displaying students' writing.

This curriculum recognizes that students' needs, interests and strengths vary within each classroom. Their styles of learning and degrees of language development also differ. Therefore, students will benefit from varied learning experiences including opportunities to work independently, in small groups and together as a class. The arrangement of classroom furniture and facilities must be flexible.

⁸ Source: Saskatchewan Education. (1992). *English Language Arts. A Curriculum Guide for the Elementary Level.* (pp. 76-77). Regina: Author.

Collaborative and group learning encourages interaction and communication. Students should have opportunities to interact with peers in interest, task or research groups. Such groups allow students with similar goals or interests but possibly diverse backgrounds, experiences and abilities to work together to solve problems or complete projects. Group size will vary with the purpose for grouping. In small groups, students benefit from the security of peer support and assistance. They frequently ask more questions and participate with greater confidence in small group discussions and problem-solving than in a large group setting. It is also important for students to have frequent opportunities to work together in pairs. Partnerships should vary so students experience working with a variety of partners including peers, younger students, older students and adults.

Students of similar abilities can be grouped for instruction designed to meet specific needs. Once such needs are identified, teachers can appropriately plan instruction and groupings. Groups vary in size and longevity. As assessment determines that instruction has addressed students' needs and assisted language development, students will move on. Groups may remain together for one class period or for several days.

Combined Grade Classrooms

The changing demographic and enrolment patterns in many Saskatchewan schools have resulted in the reality of combined or multi-level grade classrooms. This document addresses the issue in terms of meeting program requirements, adapting teacher planning and instructional strategies to offer the best second language program.

Characteristics of Combined Grades

- Instruction of two or more grade levels is given during the same time period.
- Direct teaching to one grade is followed by students' immediate practice while the teacher moves on to the next grade.
- The teacher sets up activity centres in which students make choices and take responsibility for their work as members of the class.
- The teacher implements instructional strategies conducive to combined grades: peer coaching, cooperative learning.

Some Benefits of Combined Grades

- A cooperative learning environment is created.
- Students have the opportunity to assume the role of teacher's helper, thus reinforcing their own skills.
- Students are assisted by and learn from other students.
- Students practise communication skills when collaborating and assisting one another.

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- Students learn to become independent workers and gain more effective study habits.
 - Students have an opportunity to interact with a broader range of ages, emotions and academic levels.
 - Upper grade students serve as role models for lower grade students.
 - Students requiring either additional instruction, enrichment or reinforcement can be grouped with the other grade.

Some Challenges of Combined Grades

- More planning time is required.
- Instruction of each grade level is limited to a prescribed time period.
- Competition for the teacher's time may exist between the groups.
- Time to mediate or work on a one-to-one basis with a student is reduced.
- Curricula require adjustment and/or integration.

Adapting Curriculum for Combined Grades

- Review foundational and specific objectives for each grade and determine overlap.
- Review themes and determine overlap.
- Consider dual lesson planning that overlaps.
- Employ instructional strategies that are suitable for combined grades.
- Design learning centres for independent work.

Classroom Management Strategies for Combined Grades

- Make academic and behavioural expectations clear and consistent.
- Promote a sense of unity in the class.
- Have board/seatwork assignments ready for students to begin upon arrival.
- Select compatible students for peer teaching and cooperative learning groups.
- Integrate content and activities whenever possible.
- Provide independent learning activities for one group while delivering instruction to the other group.
- Utilize parent volunteers.
- Network with other teachers in a similar situation.

Part 2: Instruction

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Instructional Guidelines

Just as there is no one set of ideal teaching materials, so there is no universal teaching method suited to the many contexts of language learning. . . The most effective programs will be those that involve the whole learner in the experience of language as a network of relations between people, things, and events. The balance of features in a curriculum will and should vary from one program to the next, depending on the particular learning context of which it is a part.

– S. Savignon, 1983

The aim of the Kindergarten to Grade 12 Core Ukrainian language program is to guide students in the development of their Ukrainian language skills, to raise student awareness of how the Ukrainian language functions and to develop their sensitivity to the Ukrainian culture so that they may become communicatively competent. Students will learn how to use appropriate language in various social contexts.

The four language skills – listening, speaking, reading and writing – are integrated throughout the course in the same way as they might be in a natural setting. Beginning language learners interact through listening and speaking. Reading and writing are introduced to help consolidate listening and speaking skills and to facilitate further development of oral ability.

Communication must have meaning and purpose in the context of all learning activities. The students' previous knowledge is activated in order to facilitate understanding. Students should have frequent opportunities to express themselves orally and in writing to share their experiences and opinions on a variety of topics.

Communicative competence encompasses the following components:

- knowledge of forms and meanings
- knowledge of the functions language is used for
- knowledge of the social context in order to convey intended meaning appropriately
- understanding and use of non-verbal behaviour

The main characteristics of the Communicative Approach in Ukrainian language education are as follows:

- Ukrainian language is consistently used in classroom communication.
- A concept can be expressed in several ways, using different forms.
- Real life situations are designed to promote communication.
- Students develop skills to use Ukrainian language appropriately in a social context.
- Students develop strategies to understand language as it is actually used by Ukrainian speakers.
- Activities are carried out by students in small groups to model real life situations.
- The teacher plans for communication and initiates most of the activities, especially in the lower grades.

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- The teacher establishes situations that prompt communication between and among students.
 - Students are given an opportunity to express their individuality by sharing their ideas and opinions.
 - Students are introduced to the four language learning skills of listening, speaking, reading and writing from the beginning.
 - Students work with language at the discourse level.
 - Ukrainian language is used in all aspects of the instructional program.
 - Errors are seen as a natural outcome of the development of communication skills and are corrected with care as not to intimidate and discourage the students.
 - Ukrainian language instructional, supplementary and cultural multi-media materials are used in the classroom to expose students to natural Ukrainian language in a variety of situations.
 - Students are evaluated for both their accuracy and their fluency in the language.

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 a language which attempts to explain the principles of language structure and word order. This curriculum does not recognize learning language and grammar as separate curriculum components. The purpose for developing students' knowledge of grammar is to increase their skills as effective communicators.

Teacher Note:

Language usage and grammar should not be confused. Usage is guided by the language standards, 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 usage choices are determined by knowledge and consideration of the purpose for communication, the topic and the audience. Language considered appropriate and acceptable in one situation may not be as appropriate in another situation. Grammar is the formal description of the structure of language.

Important Principles and Guidelines

1. The exploration of grammar should expand students' knowledge and appreciation of language as a flexible communication system. Awareness of language structures and terminology should help students to manipulate language to ensure clarity of expression and meaning.

Although a knowledge of grammar helps writers and speakers to rationalize or explain their word choices, word orders and sentence structures, students at the elementary level require minimal awareness.

2. Grammar awareness and knowledge should be developed in the context of language experiences.

At the middle years level, teachers may gradually incorporate grammar terminology, in writing demonstrations and during collaborative composing activities.

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 writing and instruction. Students need frequent opportunities and encouragement to express themselves orally and in print; they require daily opportunities to speak, read and write for various purposes before grammar exercises and grammar principles will be meaningful or beneficial.

Reading and Writing

The development of reading and writing skills is an integral component of Ukrainian language instruction beginning at the upper elementary level. Reading expands cultural awareness, broadens comprehension of the language, gives a feel for correct Ukrainian structures and eventually improves the student's written production in the language. It is also an important reinforcement for visual and concrete learners.

The introduction of reading and writing follows after the students are comfortable with the Ukrainian sound system and have a small vocabulary base.

Both reading and writing are limited at the Kindergarten to Grade 3 levels. Students may learn some words which they have seen and can use orally, but there should be no formal attempt made to teach reading and writing. At this level students should be able to correctly understand and say a word in Ukrainian before they see it in print. Writing activities are basically transcription activities. Should students show an interest in trying to read what is around them or if they want to write some words they are familiar with orally, they should not be discouraged.

In Grades 4 to 6, reading and writing provide a new and interesting component in learning Ukrainian. Listening comprehension and oral production continue to comprise the major portion of class time.

Indirect stimulation is beneficial and is encouraged. This can be done by displaying numerous items in the classroom, as follows:

- labelled items around the classroom
- experience charts with songs, poems or stories
- Ukrainian books from the library
- student-made books

When choosing reading materials, teachers should consider both the language their students can learn and the communicative gains their students can make from the exposure to and the study of print materials in various forms. The students' interests, their level of understanding, reading ability in the language, the potential of the material for leading into discussion, and writing should also be considered.

Cultural Component

Culture is a way of living, thinking, and feeling. It is a driving force animating a significant group of individuals united by a common tongue and sharing the same customs, habits, and experiences.

– Report of the Royal Commission on
Bilingualism and Biculturalism, Book I

Language is an essentially perfect means of expression and communication among every known people. Of all aspects of culture, it is a fair guess that language was the first to receive a highly developed form and that its essential perfection is a prerequisite to the development of culture as a whole.

– Edward Sapir

The cultural component is an integral part of the K-12 Core Ukrainian language instructional program. It is designed to assist the students in achieving the goals of the program and at the same time giving them insight into the culture of the people whose language they are learning. As part of the linguistic content, cultural understanding is that knowledge of a Ukrainian speaker's way of life that determines the appropriateness of the way the language is used to communicate a message spoken in Ukrainian.

The cultural content should assist the students in understanding communication in Ukrainian and in developing Ukrainian communication skills. The teacher's task is to guide the students in experiencing the cultural aspects found in the Ukrainian linguistic content as it is presented.

Another aspect of culture that is equally important focuses on the familiarization with and the understanding of Ukrainian culture through the study of and active participation in a variety of Ukrainian cultural activities. The outline of selected aspects of culture with suggested activities that is provided in this document is not meant to be prescriptive. It is intended as a guide only and to allow the teacher flexibility in selecting topics, activities, projects, resource materials and special events that are relevant to the students' lives and interests. Students should be given an opportunity to become acquainted with and experience varied aspects of Ukrainian culture and to develop a better understanding of it through these experiences.

Cultural Objectives

Provide opportunities for students:

- to experience elements of the cultural contexts in which the Ukrainian language is spoken or presented in print
- to experience Ukrainian music, drama, and other performing art forms appropriate to their age and skill level
- to experience the culture by direct contacts with speakers of Ukrainian
- to acquire knowledge about Ukrainian culture by introducing geographical areas where the Ukrainian language is spoken
- to acquire knowledge about the culture by facilitating direct contact with famous Ukrainian people in the community and beyond
- to experience the cultural components of the Ukrainian language
- to experience and to use body language that is appropriate to speakers of the language
- to recognize and interpret common colloquial interjections and exclamations
- to research, study, and discuss cultural and historical events
- to develop an awareness of their own cultural identity
- to develop pride in the traditions and background of their family
- to develop sensitivity to the cultures of their fellow classmates and all Canadians
- to develop an appreciation of the transformation that can occur when a culture is transplanted, or when it changes over generations

Awareness of Ukrainian culture is developed by presentation of information, by discussion and by active participation in cultural activities that are appropriate to the age, interest and ability level of the students. Each class has specific interests and needs. Teachers should review the cultural topics presented in the schematic outline and select only those that meet their specific needs.

Foundational Objectives

The foundational objectives reflect the aim and goals of the curriculum guide. They comprise/ include the most important understandings and abilities which are developed over the course of each level. The objectives are considered to be achievable by most students at each grade level. They guide the teachers in their yearly plans, unit plans and lesson plans. They serve as the basis for establishing intended learning outcomes, unit planning, and student evaluation.

The K-12 Core Ukrainian foundational objectives are presented in chart format according to the grade levels in each type of program and the students' language level.

Core Ukrainian K-12 Foundational Objectives

Introductory Level	Type of Core Ukrainian Program			
	K-12	4-12	7-12	9-12
Students will demonstrate:				
• interest in participating in the exploration of the patterns, sounds and rhymes of the Ukrainian language during listening, speaking and shared reading activities	K-2			
• desire to use listening to understand the meaning and intent of others	K-2			
• desire to use oral Ukrainian language to bring meaning to what they observe, feel and hear	K-2			
• recognition that what is said in Ukrainian can be written and read	K-2			
• awareness that various cultures, lifestyles and experiences are portrayed in literature	K-2			
• ability to use listening to understand the meaning and intent of others	3-4	4-6	7-9	9-10
• curiosity about the patterns, sounds and rhymes of the Ukrainian language by participating in listening, speaking, writing and reading activities		4-6	7-9	9-10
• Interest in the use of oral Ukrainian language to bring meaning to what they observe, feel, hear and read		4-6	7-9	9-10
• ability to use their personal communication styles to convey meaning to others in informal group settings	3-4	4-6	7-9	11-12
• awareness of the relationship between the letters and sounds of the Ukrainian language	3-4	4-6	7-9	9-10
• interest in interpreting Ukrainian symbols and print in their environments	3-4	4-6	7-9	9-10
• respect for their own culture and the cultures, lifestyles and experiences of others	K-2	4-6	7-9	9-10
• confidence in the use of oral Ukrainian language to bring meaning to what they observe, feel, hear and read		4-6	7-9	9-10

Core Ukrainian K-12 Foundational Objectives

Elementary Level	Type of Core Ukrainian Program			
	K-12	4-12	7-12	9-12
Students will demonstrate:				
<ul style="list-style-type: none"> confidence in using oral Ukrainian language to bring meaning to what they observe, feel, hear and read through questioning and discussion 	5-6	7-9		11-12
<ul style="list-style-type: none"> ability to use oral language to clarify and extend their personal understandings of what they observe, feel, hear and read through interaction with others 	5-6			
<ul style="list-style-type: none"> respect for the ideas, language and communication styles of others 	5-6	4-6	7-9	9-10
<ul style="list-style-type: none"> interest and ability to read orally and silently for enjoyment and information 	5-6	4-6	7-9	9-10
<ul style="list-style-type: none"> ability to read orally and silently for meaning by integrating all cueing systems 	5-6	4-6	7-9	9-10
<ul style="list-style-type: none"> interest in reading Ukrainian language resources and accompanying illustrations 	5-6			
<ul style="list-style-type: none"> curiosity about and interest in Ukrainian print by participating in independent and shared reading and writing activities 	5-6	7-9	7-9	9-10
<ul style="list-style-type: none"> recognition that writing is a process focused upon conveying meaning to self and others 	5-6	4-6		
<ul style="list-style-type: none"> awareness of the purposes for proofreading, editing and revising in the writing process 	7-9	7-9	9-10	9-10
<ul style="list-style-type: none"> awareness of, and respect for, the similarities and differences of cultures, lifestyles and experiences portrayed in literature 	5-6	4-6	7-9	

Core Ukrainian K-12 Foundational Objectives

Intermediate Level	Type of Core Ukrainian Program			
	K-12	4-12	7-12	9-12
Students will demonstrate:				
• ability to use Ukrainian language to generate, clarify and extend their personal understandings of what they observe, feel, hear and read through personal reflection and interaction with others	7-9			
• ability to use Ukrainian to convey meaning to adults and peers in various settings and situations	7-9	7-9	7-9	9-10
• respect for the ideas, language and communication styles of others and awareness of the need for sensitive and thoughtful response	7-9			
• ability to monitor for meaning during oral and silent reading	7-9	7-9		
• interest and ability to read orally and silently for enjoyment and information	7-9			
• desire to independently initiate reading and writing activities for various purposes	7-9	7-9	7-9	9-10
• interest and ability to read and respond to what others have written, and to collaborate with them in the stages of the writing process	7-9	7-9	10-12	11-12
• ability to communicate ideas orally and in writing to a variety of peer, adult and group audiences with growing confidence, sensitivity, fluency and clarity	7-9	7-9	7-9	9-10
• use of proofreading, editing and revising procedures to clarify written communication	7-9			
• interest to adapt oral and written language to various settings, purposes and the needs of their audiences	7-9	7-9	7-9	9-10
• confidence and ability to respond in personal ways to various types of literature	7-9			
• ability to interpret and respond to ideas conveyed through various media	7-9			
• ability to convey ideas using various media	7-9			
• ability to adjust oral and silent reading rates to the complexity of the material and the purpose for reading	7-9			
• awareness of, and respect for, the similarities and differences found among cultures, human behaviours, experiences, emotions and ideas conveyed through literature	7-9	7-9		

Core Ukrainian K-12 Foundational Objectives

Advanced Level	Type of Core Ukrainian Program			
	K-12	4-12	7-12	9-12
Students will demonstrate:				
<ul style="list-style-type: none"> confidence and ability 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 	10-12	10-12	10-12	11-12
<ul style="list-style-type: none"> ability to communicate ideas orally and in writing to a variety of peer, adult and group audiences with confidence, sensitivity, fluency and clarity 	10-12	10-12	10-12	11-12
<ul style="list-style-type: none"> ability to use the cueing systems and monitor for meaning during reading 	10-12	10-12	10-12	11-12
<ul style="list-style-type: none"> interest in reading as a means of understanding themselves, others and their world 	10-12			
<ul style="list-style-type: none"> respect for the ideas, language and communication styles of others and ability to respond sensitively and thoughtfully 	10-12	10-12	10-12	11-12
<ul style="list-style-type: none"> ability and confidence to adapt oral and written language to various settings, purposes and the needs of their audiences 	10-12	10-12	10-12	11-12
<ul style="list-style-type: none"> ability to proofread, edit and revise written communication to ensure clarity and precision 	10-12	10-12	10-12	
<ul style="list-style-type: none"> maturity of thought in interpreting, evaluating the effectiveness of, and responding to various media and print materials 	10-12			
<ul style="list-style-type: none"> ability and confidence to convey ideas using various media 	10-12	10-12	10-12	11-12
<ul style="list-style-type: none"> awareness of, and respect for, the similarities and differences found among cultures, human behaviours, experiences and emotions 	10-12	10-12	10-12	11-12

Learning Objectives

The K-12 Core Ukrainian language program will provide students with learning opportunities that will enable them:

- to listen and understand Ukrainian spoken on a topic within the range of the student's experience in the language
- to speak Ukrainian well enough to communicate directly with a Ukrainian speaker on a topic within the range of the student's experience in the language
- to read Ukrainian material on a general subject with fluency and understanding/comprehension appropriate to the student's level of language development
- to write Ukrainian material using authentic patterns of the language with a level of accuracy appropriate to the student's level of language development
- to understand linguistic concepts, such as the nature of language and how it functions through its structural system
- to understand, through the Ukrainian language, the contemporary values and behaviour patterns of Ukrainian people
- to become familiar with the history and geography, the economic, political and social structures
- to become familiar with the significant features of Ukraine and other countries where Ukrainians settled and the language is spoken
- to develop an understanding of the literary and cultural heritage of Ukrainian people
- to develop a positive attitude towards the Ukrainian language and to the people who speak it
- to develop a sensitivity to all cultures and peoples of the world
- to develop the confidence to use the Ukrainian language whenever and wherever possible
- to develop an understanding and appreciation of the Ukrainian language and culture in Canada

Teaching Strategies

The instructional strategies emphasized in Core Ukrainian language education focus on developing communicative competence through activities that simulate real life experiences in a natural setting. In the early grades, the experiences relate to the child's immediate environment. The themes and situations selected for instruction for the course outline reflect the interests and needs of the children in the classroom. As the learners move into the intermediate grades and beyond, the Ukrainian language experiences should be adapted accordingly.

A number of strategies may be incorporated into Ukrainian language lessons to provide the necessary experiences in order to help students develop communicative competence. Some examples of strategies are presented for consideration and implementation.

Student-Centered Teaching

This approach addresses the communication needs and cognitive abilities of the learners. Student interests and their individual needs play an important role in setting objectives, selecting resources and planning learning activities. The resources used in a unit of study can be varied, taking into consideration the diversity of student interests and levels of ability.

Functional Language Teaching

In this approach the language structures and skills to be taught reflect how language is used in various real situations. It stresses the importance of language experiences and language use in the classroom.

Experience-Based Learning

Students learn language by using and experiencing it directly through experiential language activities. This not only provides a valuable support system for introducing new vocabulary and structures, but it also ensures that the language presented is inherently useful to students.

Evaluation and Assessment

Evaluation may be viewed as the process of determining the extent to which instructional objectives of the program are achieved by students. It is a value judgement or decision made by the teacher on the basis of results obtained through assessment. Evaluation helps teachers to determine the students' areas of success and weakness. It allows teachers to modify their teaching techniques and instructional strategies to better meet their objectives and the students' needs.

Assessment is the process of collecting information to measure student progress and achievement. Assessment techniques should be related to the objectives of the program and to the teaching and learning strategies being used. The instructional objectives for Core Ukrainian Education are derived from the two major goals of the program, which are effective communication and cultural understanding. The weight given to receptive skills of reading and listening and to the productive skills of writing and speaking in assessment should have a realistic relationship to the emphasis given to each of these skills in instruction.

Basic Principles

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 and intonation. Words refer to vocabulary-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 **four** skills, tests should be employed to evaluate 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 correctly.

Evaluation of Student Progress

Formative and Summative Evaluation

Formative evaluation refers to evaluative techniques used during instruction to stimulate and monitor learning. The information gathered can be used to improve instruction, modify classroom procedures and identify students' strengths and weaknesses.

In a predominantly oral program, informal but systematic evaluation techniques can simply be built into normal classroom procedures. A frequent recording and rating of students' comprehension and production of oral material is possible even in large classes.

The teacher pre-selects certain students for daily evaluation on a rotational basis. Individual student performance is recorded in a daily record book under headings such as comprehension, pronunciation, fluency, stress and intonation. 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 sessions.
- The system of daily evaluation should be explained to students at the start of the course.
- Private discussions regarding individual student progress should be conducted throughout the year.

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- Whenever possible, in the evaluation of oral production, students should be encouraged to respond to questions in complete sentences.
 - Questions that elicit a repetition of the question in the response should be avoided.

Summative evaluation refers to assessment techniques designed for use at the end of instruction (unit of study, year) to measure or grade students' achievement of the course objectives.

The ability to communicate in any language consists of a number of subsidiary skills such as enunciation, accentuation, fluency, and intonational patterns. Objectivity in testing increases with the number of variables or skills being tested at the same time. While a comprehensive evaluation program should include a **range** of tests, objective tests are preferable because they require one to be certain about the precise purpose of the test and the number of elements being tested.

- At the beginning of the course, all students should be made aware of the evaluation procedures that will be used.
- Every attempt should be made to give test instructions in Ukrainian only.
- 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.
- Tests which expose students to incorrect pronunciation or unacceptable structures should be avoided.

Types of Language Tests

There are four basic types of language tests. These include aptitude, progress, achievement and proficiency tests. The basic type of language test most often used in second-language instruction is the progress test, which measures how much was learned in a specific course of instruction.

Reporting Student Progress

Progress reports, student portfolios, and parent-teacher interviews are the most common means of communicating student progress to students, parents and administrators. Teachers are encouraged to record their comments in Ukrainian, whenever appropriate. To assist teachers with this task, a wide range of comments have been printed in the following section of this curriculum guide.

Reference Documents

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

Saskatchewan Education. (1992). *English Language Arts. A Curriculum Guide for the Elementary Level*. (pp. 147-184, Evaluation). Regina: Author.

Saskatchewan Education. (1991). *Student Evaluation: A Teacher Handbook*. Regina: Author.

Звіт про поступ

Задовільний поступ

- Пильно працює і добре поступає.
- Поважає погляди інших.
- Вчиться ділитися з іншими. Вчиться слухати.
Це важлива частина соціального росту.
- Може дати собі раду у важку хвилину.
- Гарно вчиться бути уважним, дружним і справедливим.
- Гарно бере участь у діяльності.
- Має приємну вдачу.
- Бере активну участь у класних дискусіях.
- Уважно ставиться до вимог учителя.
- Добре бере на себе відповідальність.
Вміє взяти на себе відповідальність.
- Вчиться уважніше слухати вказівок.
- Навички праці поліпшуються.
- Показує постійний поступ.
- Добре читає/пише/працює/слухає/розмовляє.
- Відмінний поступ/розвиток.
- Швидко вивчає мову/слова.
- Ручна праця чудова!
- Дуже добре допомагає прибирати класну кімнату.
- Дуже старається зробити щось приємне.
- Має добрий характер.
- Добре працює.
- Має добрі навички праці.
- Збільшує швидкість читання і розуміння прочитаного.
- Має добрі відносини/стосунки з іншими дітьми.
- Добре годиться/погоджується. Згідливий/Згідлива.

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- Бере активну участь у фізкультурі, дискусіях, . . .
 - Читає/ Працює/ Розмовляє/ Говорить з ентузіазмом.
 - Швидко схоплює нові ідеї/нову науку.
 - Головне зацікавлення у _____.
 - Добра підготовка на _____.
 - Надзвичайно здібний/здібна.
 - Добре вишукує інформацію.
 - Добре шукає додаткової інформації.
 - Має добру організацію думок.
 - Добре знає цю тему.
 - Гарно розширює власний український словник.
 - Добре пише оригінальні оповідання та вірші.
 - Дуже чемний та серйозний учень. Дуже чемна та серйозна учениця.
 - Чемний учень. Чемна учениця.
 - Добре працює з іншими.
 - Весела дитина!
 - Уважно слухає.
 - Дуже хоче догодити і виконати добру роботу.
 - Пишається тим, що допомагає прикрасити нашу кімнату.
 - Поведінка покращилася.
 - Коли заспокоїться, він/вона краще працює.
 - Має веселу вдачу, добре відчуває себе в школі та набуває все більше й більше впевненості у собі.
 - З ним/нею легко спілкуватися.
 - Спостерігається покращення у ставленні до інших.
 - Починає краще ставитися до інших.
 - Починає брати участь у класних дискусіях.
 - Повільно працює, бо хоче, щоб уся робота була виконана добре і правильно.
 - Вже звик/звикла до нашої школи.

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- Добре пристосувався/пристосувалася до нашої школи.
 - Наполегливо працює в усіх ділянках.
 - Я з радістю спостерігав/спостерігала його/її соціальний ріст, і мені було приємно мати його/її в своїй класі.
 - Вона/він гарна/гарний дівчина/хлопець з почуттям відповідальності.
 - Старається виконувати завдання охайно та правильно і пишається цим.
 - Цікавиться будь-якою роботою і охоче працює.
 - Дуже добре ставиться до школи.
 - Має добре товариське ставлення до своїх однокласників.
 - По-товариському ставиться до однокласників.
 - Завжди хоче допомогти виконати будь-який проєкт у класі.
 - По-своєму, не дуже виявляючи цього, є відмінним помічником.
 - Має добру вдачу і демонструє добрий поступ у своїй роботі.
 - Вона/він сумлінна дитина, на яку можна покластися.
 - В роботі спостерігається помітне покращення.
 - Завдяки своїй здатності добре виконувати кожне завдання, він/вона повинен/повинна отримувати задоволення від навчання у школі.
 - Дякуємо за ваше зацікавлення, виявлене до поступу у навчанні.
 - Він/вона зробив/зробила добрий внесок у працю класу і є прикладом для інших.
 - Зі своєю доброзичливою та товариською вдачею, він/вона завжди буде бажаним учнем/ученицею у будь-якій класі.
 - Він/вона доброзичливий/доброзичлива та щирий/щира у ставленні до своїх однокласників.
 - Завжди має час зробити щось приємне для когось.
 - Було приємно мати (ім'я) у класі.
 - (Ім'я) приємна дитина, яка охоче бере участь у всьому.

Зауваги про поступ

- Може краще старатися у Суспільствознавстві/Українській мовній діяльності/Здоров'ї,...
- Може краще старатися говорити по-українському.
- Серйозно ставиться до своєї роботи, але не виконує завдання вчасно.
- Більшість помилок спричиняється через недбайливість.
- Добра думка пару разів перевірити докінчене завдання.
- Потрібно звертати більше уваги на усні вказівки.
- Потрібно звертати більше уваги на письмові вказівки.
- Самостійна робота не завжди закінчена.
- Потрібно розвивати більше зацікавлення до роботи, теми,...
- Може краще старатися самостійно працювати.
- Має здібності, але не розвиває їх.
- Має здібності, але не застосовує їх.
- Виконує роботу квапливо, неуважно.
- Потребує постійного нагляду.
- Потребує заохочення.
- Мусить розвинути відповідальність за свою поведінку.
- Може краще старатися добре використовувати час.
- Часом неспокійний/неспокійна.
- Може краще старатися погоджуватися з іншими.
- Потрібно звертати більше уваги на пояснення під час лекції.
- Потрібно краще поводитися на спортивному майданчику під час перерви.
- Потребує більшої впевненості у собі.
- Потрібно брати участь у діяльності.
- Не відважується попросити допомоги.
- Легко знеохочується.
- Повинен/Повинна зосередити увагу на покращенні мовлення/читання/письма.
- Йому/Їй треба навчитися вчасно зосереджувати увагу на навчання.

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- Любить цікавитися справами друзів під час навчання.
 - Йому/Їй треба навчитися говорити тоді, коли надходить його/її черга.
 - Часто говорить вголос і порушує порядок у класі.
 - Йому/Їй треба більше розвинути упевненість у собі.
 - Йому/Їй треба набути більше соціального досвіду, щоб вільно почувати себе зі своїми шкільними друзями.
 - Занадто спішить.

Expressions, Greetings, Classroom Vocabulary

Absent.
Accurately. Right on.
Activity centre
After breakfast.
After dinner.
After supper.
All together.
Almost
Always.
And you?
Answer.
Are you ill?
Are you not feeling well?
Are you ready?
Ask.
Ask me about . . .
Assembly
Attendance
Attention!
Audio recorder
Audiotape

Backpack
Be careful. Take care.
Before breakfast.
Before dinner.
Before supper.
Begin!
Binder
Board.

Віслови, привітання, шкільне приладдя

Відсутній. Відсутня.
Точно.
Центр діяльностей
Після сніданку.
Після обіду. Пополудні.
Після вечіри.
Усі разом.
Майже.
Завжди.
А ти?/А ви?
Віповідай. Відповідайте.
Чи ти хворий/хвора?
Ти/Ви себе погано почуваш/почуваете?
Чи ти готовий/готова? Чи ви готові?
Питай. Питайте.
Запитай/Запитайте мене про . . .
Шкільне зібрання. Зустріч. Шкільні збори.
Присутність
Увага!
Звукозаписувач
Звукозапис

Торбінка. Наплічник.
Уважно. Обережно.
Перед сніданком.
Перед обідом.
Перед вечерею.
Починай! Починайте!
Тверда обкладинка. Тверда папка.
Дощка. Таблиця.

Board the bus.	Заходь/Заходьте в автобус.
Book	Кніжка
Boot rack	Полиця на чоботи
Boot room	Кімната на чоботи.
Borrow. Lend.	Позич. Позичте.
Boys!	Хлопці!
Bring . . . Bring me . . .	Принеси/Принесіть . . . Принеси/Принесіть мені . . .
Brush	Щітка
Bulletin board	Вівіскова дошка. Дошка оголошень.
Button/Fasten your jacket/jackets.	Защипи/Застібни жакет. Защипіть/Застібніть жакети.
Calculator	Обчислювач. Калькулятор.
Calm down! Settle down!	Спокоїно!
Caretaker	Сторож
Cassette	Касетка
Cassette player/recorder	Магнітофон. Програвач.
Chalk	Крейда
Chalkboard	Дошка. Таблиця.
Change your shoes.	Перевзуйся. Перевзуйтеся.
Cheer up!	Підбадьорся! Підбадьортися! Розвеселіся! Розвеселіться!
Chewing gum	Жувачка
Choose.	Вибери. Виберіть.
Clap your hands.	Плещи/Плещіть в долоні.
Classroom	Класна кімната. Класа.
Clean up your desk.	Упорядкуй/Упорядкуйте речі в/на парті.
Clock	Годинник
Close the door/window/blind.	Зачини/Зачиніть двері/вікно/штори.
Close the door/window.	Зачини/Зачиніть двері/вікно.
Close your notebook/notebooks.	Закрий/Закрийте зошит/зошити.

Closet. In the closet.	Гардерóба. У гардерóбі.
Color.	Розфарбуй. Розфарбуйте. Зафарбуй. Зафарбуйте. Кольору́й. Кольоруйте.
Collect the books.	Позбирай/Позбирайте книжки.
Come here.	Ході/Ходіть сюди.
Come in.	Заходь. Заходьте.
Compact disk (CD)	Компáктний диск
Compact disk player	Програва́ч для компáктних платівок/дісків
Compass	Кóмпас
Complete.	Докінчи. Докінчіть. Закінчуй. Закінчуйте.
Computer	Комп'ютер
Continue.	Продóвжуй. Продóвжуйте.
Copy.	Перепиши. Перепишіть.
Copyright	А́вторське пра́во
Count.	Рахуй. Рахуйте.
Cover your mouth.	Прикрій рот.
Cross out.	Ві́кресли/Ві́кресліть хрестиком.
Cupboard. In the cupboard.	Ша́фа. У ша́фі.
Custodian	Сто́рож
Cut off.	Відрізуй. Відрізуйте.
Cut out.	Витинай. Витинайте. Вирізуй. Вирізуйте.
Danger. Dangerous.	Небезпе́ка. Небезпéчно.
Definitely.	Обов'язко́во.
Describe.	Опиши. Опишіть.
Desk. On the desk. In the desk.	Па́рта. На па́рті. У па́рті.
Dictionary	Словни́к
Do as I do.	Роби/Робіть так, як я роблю́.

Do it this way.	Робі/Робіть ось так.
Don't be late.	Не запізнійся/запізніться. Не запізнюйся/запізнюйтеся.
Don't bother/provoke . . .	Не турбуй/зачіпай . . . /турбуйте/зачіпайте . . .
Don't chew gum!	Не жуй/жуйте жувачки!
Don't eat sunflower seeds!	Не їж/їжте соняшнику!
Don't hurry.	Не спіши/спішіть.
Don't lie.	Не говори/говоріть неправди.
Don't push. Don't shove.	Не штовхайся/штовхайтеся.
Don't repeat.	Не повторай/повторайте.
Don't run.	Не біжи/біжіть!
Don't run around in the room!	Не бігай/бігайте по кімнаті!
Don't speak.	Не говори/говоріть.
Don't tattle.	Не доноси/доносіть.
Don't walk away.	Не відходь/відходьте.
Door	Двері
Do you remember?	Ти пам'ятаєш? Ви пам'ятаєте?
Do you understand?	Ти розумієш? Ви розумієте?
Draw.	Рисуй. Рисуйте. Малюй. Малюйте.
Draw a picture.	Нарисуй/Нарисуйте картину.
Drawer. In the drawer.	Шухляда. У шухляді.
"Duotang"	М'яка обкладинка. Папка.
During the day.	Удень. Під час дня. Протягом дня.
During the night.	Вночі.
Earphones	Навушники
Easel	Мольбért
Electrical cord	Електропрóвід
Encyclopedia	Енциклопéдія
Enter the classroom.	Заходь/Заходьте у клáсу.
Entrance. At the entrance.	Вхід. При вхóді.

Erase.	Зітри. Зітріть.
Eraser	Гумка
Erase the board.	Витри/Вітріть таблицю. Постирай/Постирайте з таблиці.
Example	Приклад. Зразок.
Excellent! Perfect!	Відмінно!
Excuse me.	Вибач. Вибачте. Пробач. Пробачте.
Exercise book	Збішит
Exit	Вихід
Explain.	Пояснй. Поясніть.
Extraordinary!	Надзвичайно!
Facial tissue	Хустиночка
Fasten/Button your jacket.	Заціпі/Застібні жакет.
Felt markers	Суконні/Сукняні пера.
File folder. In the file folder.	Папка. У папці.
Filing cabinet. In the filing cabinet.	Картотека. У картотечі.
Film	Фільм
Film/Filmstrip projector	Висвітлювач. Фільмоскоп.
Filmstrip	Фільмова стрічка. Кінострічка
Find.	Знайди. Знайдіть.
Fine, thank you.	Дякую, дуже добре.
Fire!	Пожежа! Вогонь!
Fire drill	Пожерна вправа
Flannel board	Дощка покрита фланелею
Floor. On the floor.	Підлога. На підлозі.
For example.	Наприклад.
For sure. Of course.	Напевно. Безперечно.
"Funtack"	Пластмаса. Пластмасовий клей.
Garbage	Сміття
Garbage can	Смітник
Get the . . .	Дістань/Дістаньте . . .

Get your lunch.	Діста́ньте полуденок/перéкуску.
Gift	Подару́нок
Girls!	Дівча́та!
Give . . . Give me . . .	Да́й/Да́йте . . . Да́й/Да́йте мені . . .
Give it back.	Відда́й. Відда́йте.
Give me permission.	Дозво́льте мені. Да́йте мені до́звіл.
Give out . . .	Розда́й . . . Розда́йте . . .
Glue	Клей
Glue on.	Накле́й/Накле́йте. Прикле́й/Прикле́йте.
Good bye!	До побáчення!
Good day!	Добри́день!
Good luck.	Бажа́ю/Бажа́ємо щáстя.
Good morning!	До́брого ра́нку!
Good. Very good.	До́бре. Ду́же до́бре.
Go outside.	Вийди/Вийдіть надві́р.
Go there.	Іди́/Ідіть туди́.
Go to play.	Іди́/Ідіть гра́тися/ба́витися.
Go to the board.	Іди́/Ідіть до таблíці.
Go to the door.	Іди́/Ідіть до дверéй.
Go into the gym.	Іди́/Ідіть в спортíвну за́лю.
Go to the gym.	Іди́/Ідіть до спортíвної за́лі.
Go into the library.	Іди́/Ідіть в бібліоте́ку.
Go to the library.	Іди́/Ідіть до бібліоте́ки.
Go to the office.	Іди́/Ідіть до канцеля́рії.
Go to the washroom.	Іди́/Ідіть до вмива́льні/лазні́чки.
Go to the window.	Іди́/Ідіть до вікна́.
Go to your desk.	Іди́/Ідіть до сво́єї па́рти.
Go to your place.	Іди́/Ідіть на сво́є місце.
Greetings!	Віта́ю! Віта́ємо! Приві́т!
Guess.	Вгада́й. Вгада́йте.

Guest. Guests.

Gym

Hand out the . . .

Hang up your coat/coats.

He/She is lying!

He/She is not here.

He/She is tattling.

He/She pinched me!

Help her/him.

Hole punch

Homework

How are you?

How do you say . . . in Ukrainian?

Hurry!

I beg your pardon.

I didn't do it.

I don't know.

I don't remember.

I don't understand.

I have a surprise for you.

I like . . .

I'm going.

I'm thirsty.

I'm tired.

Ink

In the evening.

Гість. Гості.

Спортивна зала. Спортзала.

Роздай/Роздайте . . .

Повісь/повісьте плащ/плащі.

Він/Вона обманює/говорить неправду!

Його/Її немає.

Він відсутній. Вона відсутня.

Він/Вона доносить.

Він/Вона ущипнув/ущипнула мене!

Допоможі/Допоможіть їй/йому.

Компюстер

Домашнє завдання

Як ся маєш? Як ся маєте?

Як поживаєш? Як поживаєте?

Як ти почуваєшся? Як ви почуваєтеся?

Як сказати . . . по-українському?

Спіши! Спішіть!

Пробу.

Я цього не зробив/зробила.

Я не знаю.

Я не пам'ятаю.

Я не розумію.

Я маю несподіванку для вас.

У мене є несподіванка для вас.

Мені подобається . . .

Я люблю . . .

Я йду.

Хочу пити.

Я стомлений/стомлена.

Чорнило

Ввечері.

In the fall.	Восе́ні.
In the morning.	Вра́нці.
In the spring.	Навесні.
In the summer.	Влітку.
In the winter.	Взімку.
Is everybody ready?	Чи всі гото́ві?
Is this for me?	Це мені?
Is this mine?	Це моє?
It doesn't matter.	Нічо́го.
It makes no difference to me.	Мені одна́ково. Мені незале́жить. Мені все одно́.
It's mine. This is mine.	Це моє.
It's too cold.	Захо́лодно. Зана́дто хо́лодно.
It's too warm.	Зате́пло. Зана́дто те́пло.
I was first.	Я був пе́ршим/бу́ла пе́ршою.
I would do it this way.	Я зробі́в би/зробі́ла б ось так.
Janitor	Сто́рож. Прибира́льник/Прибира́льниця
Join.	З'єдна́й. З'єдна́йте.
Just right!	Якра́з до́бре!
Kindergarten	Садóчок
Leave the classroom.	Війди/Війдіть з кла́си.
Leave your shoes at the entrance.	Залиши́/Залишіть чере́віки при вхо́ді.
Lend. Borrow.	Позич. Позичте.
Lesson	Лéкція
Let him/her do it.	Неха́й він/вона́ це ро́бить.
Let them do it.	Неха́й вони́ це ро́блять.
Let me go.	Пусті́/Пустіть мене́.
Let's color.	Розмальо́вуймо. Кольору́ймо. Замальо́вуймо. Малю́ймо.

Let's count.	Рахуймо.
Let's draw.	Рисуймо.
Let's paint.	Малюймо.
Let's pretend.	Удаваймо.
Let's print.	Друкуймо.
Let's read.	Читаймо.
Let's sing.	Співаймо. Заспіваймо.
Let's take a look!	Подивімося!
Let's write.	Пишімо.
Librarian	Бібліотéкар/Бібліотéкарка
Library	Бібліотéка
Lift the blind.	Піднімі/Підніміть штóру/запóну/жалюзі.
Line up!	Стань/Стáньте в ряд/ряді!
Listen!	Слúхай! Слúхайте!
Listen carefully.	Ува́жно слúхай/слúхайте.
Listen carefully to instructions.	Ува́жно слúхай/слúхайте вказівóк.
Listen to the announcement.	Слúхайте оголóшення.
Locker. In the locker.	Шáфа. У шáфі. Комірка. У комірці.
Look and listen.	Дивіться і слúхайте.
Look at the picture.	Розглянь/Розгляньте малюнок/картíну.
Look! Take a look!	Диві́ся! Диві́ться! Подиві́ся! Подиві́ться!
Louder.	Голосні́ше.
Make a recording.	Робі́ти за́пис. Запи́сувати.
Map	Ка́рта
Masking tape.	Самоклéйка
Maybe.	Мóжливо. Ма́буть.
May I leave the room?	Мóжна вийти? Чи я мóжу вийти?
Microphone	Мікрофóн
Miss _____ !	Па́нно _____ !

Mold plasticine, dough, clay . . .	Виробляй/Виробляйте з пластиліни, тіста, глини . . .
Mr. _____ !	Пане _____ !
Mrs. _____ !	Пані _____ !
Never.	Ніколи.
Newsprint	Газетний папір
Notebook	Збішит
Of course. For sure.	Напевно. Безперечно.
Office	Канцелярія
Off switch	Вимикач
O.K.	Гаразд.
On switch	Вмикач
Open the curtains.	Розсунь/Розсуньте фіранки/заслони.
Open the door/window.	Відчинй/Відчиніть двері/вікно.
Open your book/books.	Розгорні/Розгорніть книжку/книжкй. Відкрій/Відкрийте книжку/книжкй.
Ouch!	Ой!
Outline.	Обведй/Обведіть колом.
Overhead projector	Висвітлювач для транспарантів/Проектор
Overhead transparency	Транспарант
Paint.	Малюй. Малюйте.
Paint/Paints	Фарба/Фарби
Paper	Папір
Paper clip	Зажіпка
Pardon?	Прóшу?
Pass . . . /Please pass on . . .	Подáй/Подáйте . . . Прóшу передáти . . . Подáй/Подáйте далі.
Paste. Paste on.	Наклéй. Наклéйте. Приклéй. Приклéйте.

Pen	Перо. Авторучка.
Pencil	Олівець
Pencil case	Пенал
Pencil crayons	Кольорові олівці
Pencil sharpener	Стругачка
Perfect! Excellent!	Відмінно!
Perhaps.	Можливо. Мабуть.
Photocopy. Make a photocopy.	Світлодрук. Зробі/Зробіть світлодрук.
Pick up . . .	Позбирай/Позбирайте . . .
Pin	Шпилька
Place this in . . .	Сховай/Сховайте це в . . .
Plasticine	Пластиліна
Play the role of . . .	Грай/Грайте ролю . . . Зіграй/Зіграйте ролю.
Please. If you please.	Пробшу. Будь ласка.
Pre-school	Садочок. Передшкілля.
Poster	Афіша
Present.	Присутній. Присутня.
Pretend.	Удавай. Удавайте.
Principal	Директор
Projector (overhead, film, filmstrip)	Висвітлювач. Проєктор.
Put away . . .	Сховай . . . Сховайте . . .
Put in the cassette.	Вкладі/Вкладіть касетку.
Put on your mittens.	Одягні/Одягніть рукавиці, . . .
Put your books . . .	Покладі/Покладіть книжки . . .
Put your coat/coats on.	Одягайся. Одягайтеся.
Put your shoes on.	Взійся. Взійтеся.
Puzzle	Складанка
Question	Питання
Quiet! Silence!	Тихо!
Quieter!	Тихіше! Тихше!
Quiz	Опитування

Radio	Ра́діо
Radio program	Радіопередáча
Raise your hand/hands.	Піднімі́/Підніміть ру́ку/ру́ки.
Read.	Чита́й. Чита́йте.
Read aloud.	Прочита́й/Прочита́йте вго́лос.
Read louder.	Чита́й/Чита́йте голосні́ше.
Read silently.	Чита́й/Чита́йте мо́вчки.
Recess	Перéрва
Record (to record)	Робі́ти за́пис. Запи́сувати.
Record player	Програвáч
Remarkable!	Знамені́то!
Remember.	Пам'ята́й. Пам'ята́йте.
Repeat.	Повторі́. Повторі́ть.
Repeat the chorus.	Повторі́/Повторі́ть при́спів.
Repeat the verse.	Повторі́/Повторі́ть ві́рш.
Right on. Accurately.	То́чно.
Ruler	Ліні́йка
Sand (box/table)	Пісо́к
Safety. It is safe.	Безпе́ка. Безпéчно.
Say it.	Скажи́. Скажі́ть.
School assembly	Шкі́льне зібра́ння. Шкі́льна зу́стріч. Шкі́льні збо́ри.
School bag. In the school bag.	Шкі́льна торби́на. У шкі́льній торби́ні. Те́чка. У те́чці.
School patrol	Шкі́льний патру́ль.
Scissors	Но́жиці
Scotch tape	Самокле́йка
Scrapbook	Альбо́м
Screen	Екра́н
Secretary	Секретáр/Секретáрка
See you on Monday, . . .	Побáчимося в понеді́лок, . . .

See you tomorrow!	Побачимось завтра!
Settle down! Calm down!	Спокійно!
Sharpen your pencil/pencils.	Застружй/Застружіть олівець/олівці.
Sheet of paper	Аркуш паперу
Shelf. On the shelf.	Поліця. На поліці.
Show and tell.	Покажй/Покажіть і розкажй/розкажіть.
Show me . . .	Покажй/Покажіть мені . . .
Silence! Quiet!	Тйхо!
Sink	Мийниця. Раковина. Умивальник.
Sit down.	Сідай. Сідайте.
Sit in a circle.	Сідай/Сідайте колом.
Sit in the bus.	Сідай/Сідайте в автобус.
	Сидй/Сидіть в автобусі.
Sit in your desk.	Сідай/Сідайте за парту.
Sit in your desk/desks!	Сидй/Сидіть за партою/партами!
Sit on the floor.	Сядь/Сядьте на підлогу.
Slide	Прозірка. Діапозитів.
Smile.	Усміхніся. Усміхніться.
Speak.	Говорй. Говоріть.
Speaker	Голоснік. Гучномовець.
Speak in a whisper.	Говорй/Говоріть пошепки.
	Шепчй. Шепчіть.
Speak in Ukrainian.	Говорй/Говоріть по-українському.
Speak louder.	Говорй/Говоріть голосніше.
Speak more quickly.	Говорй/Говоріть швидше.
Speak more slowly.	Говорй/Говоріть повільніше.
Stamp	Печатка
Stand up.	Встань. Встаньте.
Staple	Скобка
Stapler	Скобляр
Sticker	Наліпка
Stop!	Перестань! Перестаньте!

Switch off . . .	Вимкні/Вимкніть . . .
Switch on . . .	Ввімкні/Ввімкніть . . .
Tack	Цв'яшок. Кнопка.
Take a look!	Подивіся! Подивіться!
Take care. Be careful.	Уважно. Обережно.
Take off your coats.	Роздягайся. Роздягайтесь.
Take off your shoes.	Роззуйся. Роззуйтесь.
Take this home.	Візьмі/Візьміть це додому.
Take your book/books out.	Візьмі/Візьміть книжку/книжки.
Tape	Тасьма
Tape player/walkman	Програвач
Tape recorder	Магнітофон. Звукозаписувач.
Teacher	Учитель. Учителька.
Teacher planning time	Вікно
Teaching centre	Навчальний центр
Television program	Телепередача. Телевізійна програма.
Television set	Телевізор. Телебачення.
Test	Іспит
Textbook	Підручник
Thank you.	Дякую.
That's the truth.	Правда.
The bus is already here.	Автобус уже тут.
The day after tomorrow.	Післязавтра.
The day before yesterday.	Позавчора.
Thermometer	Термометр
This is better.	Це краще.
This is for me.	Це для мене.
This is mine. It's mine.	Це моє.
Three ring binder	Обкладинка з кільцями Тверда обкладинка

Throw your gum out!	Вікинь/Вікиньте жувачку!
Tidy up your desk.	Упорядкуй речі в/на парті.
Tie up your shoelaces.	Зав'яжі/Зав'яжіть шнурівки.
Tie your scarf.	Зав'яжі шáлик.
Time for lunch.	Час обідати.
	Час на перéкуску/полуденок/обід.
Time for recess.	Час на перéрву.
Time to go home.	Час іти додóму.
Time to play.	Час гратися/бáвитися/на розва́ги.
Today	Сьогóдні
Tomorrow	Зáвтра
Too bad.	Шкодá.
Tracing paper	Кáлька
Transparency	Транспарáнт
Turn around.	Оберні́ся. Оберні́ться.
Typewriter	Друкáрська машинка
Underline.	Підкрéсли/Підкрéсліть лінією.
Valedictory	Прощáльна промóва
Very good!	Дúже дóбре!
Videocassette	Відеокасéтка
Video game	Відеогра
Video player	Відеопрогравáч
Video recorder	Відеозапісувач
Videotape – blank	Відеотáсьма
Videotape – recorded	Відеозáпис
Washroom	Вмивáльня. Лазні́чка.
Water fountain	Фонтáн
Wax crayons	Кре́йди. Воскові кре́йдки.

Weather	Пого́да
Welcome.	Віта́ю. Віта́ємо.
We'll see.	Побачимо.
What are you doing?	Що ти/ви роби́ш/робі́те?
What have you got?	Що ти/ви ма́єш/ма́єте?
What time is it now?	Котра́ тепе́р годі́на?
Where are you going?	Куди́ ти/ви йде́ш/йдете́?
Whisper.	Шепчи́. Шепчи́ть.
Who is absent?	Кого́ нема́є? Хто відсу́тній?
Who knows?	Хто зна́є?
Why are you late?	Чому́ ти запі́знівся/запі́знілася?
	Чому́ ви запі́знілися?
Wipe your nose.	Вітри́ ніс.
Write.	Пиши́. Пиши́ть.
Write neatly.	Пиши́/Пиши́ть старанно́/чітко.
Write out.	Віпиши́. Віпиши́ть.
Yesterday	Учо́ра
You're welcome.	Про́шу.
Zero	Нуль

Greetings for Special Occasions

Вітання в особливих випадках

Happy holidays!

Веселих свят!

Happy New Year!
With the New Year!

Щасливого Нового Рóку!
З Новим Рóком!

Greetings!

Вітаю/Вітаємо. Привіт.

Greetings on your birthday.

Вітаю/Вітаємо тебе/Вас з днем
народження.

Greetings on your name day.

Вітаю/Вітаємо тебе/Вас з днем іменін.

Best wishes for many years to come.

На мно́гі літа́! Мно́гая літа́.

Congratulations!

Поздоровляю! Поздоровляємо!

Sincere wishes.

Найщиріші побажання.

With deep sympathy.

З глибоким співчуттям.

I/We sympathize.

Співчую. Співчуваємо.

Part 3:

Course Overview

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Linguistic Component

The Core Ukrainian curriculum advocates a unit approach to instruction in which the teacher and students focus language and learning activities on a series of themes/topics within each unit.

The instructional content of the Core Ukrainian language curriculum is presented in 40 units. Each unit outlines the following items:

- the themes/topics and related vocabulary, sentence structures and patterns
- the communicative language functions that constitute what the students will understand, internalize and use actively to express themselves in Ukrainian
- the grammatical concepts that assist the students in understanding the structure of the Ukrainian language
- the cultural concepts that provide the awareness required to prepare the students to use the Ukrainian language accurately and with sensitivity

All the themes/topics within each unit are related to and developed under the broader categories or contexts of specific situations. The introduction of new vocabulary and structures is cumulative and spiral in nature. This means that the same theme may be repeated several times, even annually, but with additional material and a new focus each time. This approach allows for reinforcement of what has been previously taught and acquired.

Each learning activity may encompass more than one theme/topic and focus on several concepts simultaneously. Teachers must plan the activities to suit the age, interest and language ability of the students.

The main themes/topics for each unit of study are outlined in this document. Additional themes and topics may be selected by the teacher as part of the Adaptive Dimension.

The number of units introduced and taught per academic year and the duration of each unit will be determined by the following:

- the students' previous knowledge of and experience with the language
- the students' age levels and interests
- the classroom composition in terms of single or multiple grade levels
- the length of each language class period
- the frequency of language classes
- the number of hours of instruction per academic year
- the grade level at which Core Ukrainian language instruction was first introduced

Schematic Course Progression

Core Ukrainian is an elective subject that a student may choose to study at the Kindergarten to Grade 12 levels. The entry levels are flexible from Kindergarten to Grade 8 and are determined by the local school board. The last entry point is at the Grade 9 level. Schools wishing to implement a Ukrainian language program after Grade 9 must obtain approval to do so from the Curriculum and Instruction Branch, Saskatchewan Education.

This curriculum document provides a generic course outline for K-12 Core Ukrainian. Teachers will be required to adapt the outline to meet the varied needs and abilities of the students in their own specific situation.

The schematic course progression identifies the grade levels at which Ukrainian language instruction may be introduced and specifies the corresponding units of study numbered from 1-40 that are recommended for each grade level.

Units of instruction per grade level/levels					
Grade	Type of Ukrainian Program				
	K-12	3/4-12	5/6-12	7/8-12	9-12
K-2	1-2	—	—	—	—
3-4	3-5	1-3	—	—	—
5-6	6-9	4-7	1-5	—	—
7-8	10-15	8-12	6-10	1-7	—
9	16-22	13-20	11-18	8-15	1-8
10	23-30	21-28	19-26	16-22	9-15
11	31-35	29-33	27-31	23-30	16-22
12	36-40	34-38	32-36	31-35	23-30

Thematic Course Outline

This section provides an overview of the themes which comprise the linguistic and cultural content of the entire course of study. The themes form the context for meaningful social interaction using language as the main vehicle in communication. Several themes are introduced in each unit to maintain student interest and to provide varied contexts for the introduction, practice and assimilation of sentence patterns, structures and vocabulary. The specific themes were selected to provide students with a broad and globally beneficial language and cultural experience.

The process of second language acquisition is cumulative in nature. The themes are integrated and combined as instruction and learning progress. This feature of the curriculum allows for reinforcement of previously learned language and expansion of language at the appropriate level of ability and student interest.

The course outline presents an overview of all the themes contained in the units. The sub-themes provide suggestions for thematic expansion. Teachers take into consideration local needs and students' interests and abilities when planning for instruction and make adaptations accordingly.

Some of the themes are general in nature. They include topics such as numbers, colours and clothing. Other themes, which are seasonal or cultural in nature, are introduced at the appropriate time during the school year. Many of the themes and language patterns are ongoing and consist of basic vocabulary and structures which occur naturally in normal communication situations. These include greetings, questioning and answering structures, expressions of courtesy, commands, asking permission, agreeing and disagreeing. They are presented early in the program and expanded throughout the course of study.

The approach to teaching the themes is one that promotes a positive attitude towards learning Ukrainian as a second language. The language is taught and learned in an activity centred atmosphere where learners are continually encouraged to use the language in real life and simulated situations. Complete mastery of all new language concepts is not to be expected the first time a theme is introduced.

The teacher's discretion best determines when and to what extent a theme should be introduced and developed. Themes and sub-themes are reviewed, expanded and/or adapted by teachers on an ongoing basis to meet the needs of individual classrooms. Language needed for classroom interactions is introduced to students at the time it is most appropriate to do so.

In this document, placement of themes into units is based on the language progression used in current recommended instructional materials. For a complete listing of these materials, see "Appendix 6: Resource and Reference Materials", Basic Learning Resources on page 283 of this document.

Greetings, Introductions, Social Conventions	<ul style="list-style-type: none"> • daily • special occasions • holiday
Expressions, Commands, Interjections	<ul style="list-style-type: none"> • meaning • use
Numbers	<ul style="list-style-type: none"> • cardinal • ordinal • age • buying, selling, money/currency • telephone numbers – own • temperature • quantity • time
Calendar Year	<ul style="list-style-type: none"> • seasons • months • days of the week • holidays, special occasions • weather
Colors	<ul style="list-style-type: none"> • primary • secondary
Alphabet	<ul style="list-style-type: none"> • history • print • cursive writing
School Vocabulary	<ul style="list-style-type: none"> • subjects • rooms • sports • cafeteria • yearbook • timetable • progress report • homework • assignment • student exchanges • classroom routine • newspaper • personnel
The Body	<ul style="list-style-type: none"> • parts of the body • health
Animals and Birds	<ul style="list-style-type: none"> • domestic • wild • pets • prehistoric

Привітання, Представлення, Суспільне взаємодіяння	<ul style="list-style-type: none"> • щоденні • на особливі події • на свята
Вислови, Накази, Вигуки	<ul style="list-style-type: none"> • значення • вживання
Числівники	<ul style="list-style-type: none"> • кількісні • порядкові • купівля, продаж, гроші/валюта (скільки коштує?) • час (котра година? о котрій годині?) • число/номер телефону – власний • температура • кількість • вік (скільки років?)
Рік	<ul style="list-style-type: none"> • пори року • місяці • дні тижня • свята, особливі дні/події • погода
Кольори	<ul style="list-style-type: none"> • основні • другорядні
Абетка	<ul style="list-style-type: none"> • історія • друк • рукописний шрифт
Шкільні терміни	<ul style="list-style-type: none"> • предмети • кімнати • спорт • кафетерія • річник • розклад дня • звіт про поступ/успішність • домашнє завдання • завдання • студентські обміни • порядок у класі • газета • персонал
Частини тіла	<ul style="list-style-type: none"> • частини тіла • здоров'я
Звірі і птиці/птахи	<ul style="list-style-type: none"> • домашні/свійські • дикі • пестуни • доісторичні

The Family	<ul style="list-style-type: none"> • members • family tree • ancestors • responsibilities of members • given names • surnames
Friends and Acquaintances	<ul style="list-style-type: none"> • in the neighbourhood • at school • in the Ukrainian community • pen pals • letter writing
Leisure Time	<ul style="list-style-type: none"> • games • movies • reading • sports • music • dances • hobbies • crafts • social events
Traditions, Celebrations, Social Events	<ul style="list-style-type: none"> • wedding • funeral • birthday • school reunion • carnival • name day, Ukrainian names • baptism • anniversary • family reunion • exhibition • family fun night • market • festival
Foods	<ul style="list-style-type: none"> • meals • types • table service • beverages • Ukrainian foods • utensils • preparation • menu • recipes • shopping • likes, dislikes • restaurant • ethnic • table manners • diet
Clothing	<ul style="list-style-type: none"> • names of garments • costumes • national dress • seasonal • shopping
Around the Home	<ul style="list-style-type: none"> • rooms • furnishings • yard • activities

Родина	<ul style="list-style-type: none"> • члени родини • родовід • предки • обов'язки членів 	<ul style="list-style-type: none"> • імена • прізвища
Друзі і знайомі	<ul style="list-style-type: none"> • по сусідству • у школі • в українській громаді • друзі по листуванню/які листуються 	<ul style="list-style-type: none"> • листування
Розваги	<ul style="list-style-type: none"> • ігри • кіно • читання • спорт • музика 	<ul style="list-style-type: none"> • танці • улюблені заняття • ручні заняття • громадські заходи
Обряди, зустрічі, громадські події	<ul style="list-style-type: none"> • весілля • похорон • день народження • шкільна зустріч • карнавал • день іменин/іменини, українські імена 	<ul style="list-style-type: none"> • христини • ювілей • родинна зустріч • вистава • вечір сміху • ярмарок • фестиваль
Їжа	<ul style="list-style-type: none"> • час їжі • види їжі • посуд • напитки/напої • українські страви • кухонне приладдя • готування • меню 	<ul style="list-style-type: none"> • переписи/рецепти • покупки • смак • ресторан • етнічні • поведінка за столом • дієта
Одяг	<ul style="list-style-type: none"> • назви одягу • костюми, маскарада • народний одяг 	<ul style="list-style-type: none"> • пори року • покупки
Навколо дому	<ul style="list-style-type: none"> • кімнати • умеблювання • подвір'я • заняття 	

Transportation/Travel	<ul style="list-style-type: none"> • by land • by water • by air 	<ul style="list-style-type: none"> • vacation • excursion • student exchange • souvenirs
Professions/Community Helpers Career Options	<ul style="list-style-type: none"> • teacher • principal • secretary • caretaker • nurse • librarian 	<ul style="list-style-type: none"> • dentist • butcher • baker • clerk • professor • doctor
Sports	<ul style="list-style-type: none"> • indoor • outdoor • summer 	<ul style="list-style-type: none"> • teams • competitions • winter
Buildings	<ul style="list-style-type: none"> • city 	<ul style="list-style-type: none"> • farm
Music	<ul style="list-style-type: none"> • instruments • Ukrainian songs • singing games 	
Government	<ul style="list-style-type: none"> • elections • federal 	<ul style="list-style-type: none"> • provincial • civic
Multiculturalism	<ul style="list-style-type: none"> • ethnic groups • in Saskatchewan 	<ul style="list-style-type: none"> • in Canada
Ukrainians	<ul style="list-style-type: none"> • in Saskatchewan • in Canada • in Ukraine • in the world • settlement in Canada 	<ul style="list-style-type: none"> • traditions • names • literature • arts
Ukraine	<ul style="list-style-type: none"> • history • geography • contemporary life • map study 	<ul style="list-style-type: none"> • Europe • currency • hymn
Agriculture	<ul style="list-style-type: none"> • farm • poultry • machinery 	<ul style="list-style-type: none"> • building • animals • products

Види транспорту/ Подорожування	<ul style="list-style-type: none"> • наземний транспорт • водний транспорт • повітряний транспорт 	<ul style="list-style-type: none"> • вакації/канікули • екскурсії • студентський обмін • сувеніри
Професії/Громадські помічники Можливості у виборі професії	<ul style="list-style-type: none"> • учитель/ка • директор/ка • секретар/ка • прибиральник/ця • медсестра • бібліотекар/ка 	<ul style="list-style-type: none"> • дантист • м'ясник • пекар • продавець/ниця • професор • лікар
Види спорту	<ul style="list-style-type: none"> • у будинку • надворі • літні 	<ul style="list-style-type: none"> • команди • змагання • зимові
Будинки/Будівлі	<ul style="list-style-type: none"> • у місті 	<ul style="list-style-type: none"> • на фермі
Музика	<ul style="list-style-type: none"> • інструменти • народна музика/українські пісні • пісні-ігри 	
Уряд	<ul style="list-style-type: none"> • вибори • федеральний 	<ul style="list-style-type: none"> • провінційний • міський
Багатокультурність	<ul style="list-style-type: none"> • етнічні групи • в Саскачевані 	<ul style="list-style-type: none"> • в Канаді
Українці	<ul style="list-style-type: none"> • в Саскачевані • в Канаді • в Україні • у світі • поселення в Канаді 	<ul style="list-style-type: none"> • традиції • прізвища • література • мистецтво
Україна	<ul style="list-style-type: none"> • історія • географія • сучасне життя • вивчення карти 	<ul style="list-style-type: none"> • Європа • валюта/гроші • гімн
Сільське господарство	<ul style="list-style-type: none"> • фарма • птиця • машини 	<ul style="list-style-type: none"> • будинки • звірі • продукти

Saskatchewan	<ul style="list-style-type: none"> • history • Ukrainian settlement • geography • city • town • recreational centres • culture • map • flag • emblem
Nature	<ul style="list-style-type: none"> • in space, in the air • on land • in water • weather
Canada	<ul style="list-style-type: none"> • history • Ukrainian settlement • provinces • capital cities • geography • flag, emblems • currency • sports • climate • map
Europe	<ul style="list-style-type: none"> • location • countries • map
Town, City	<ul style="list-style-type: none"> • address • avenue, street • street signs • directions • street map
Environment	<ul style="list-style-type: none"> • description • protection • ecology

Саскачеван	<ul style="list-style-type: none"> • історія • поселення українців • географія • місто • містечко • місця для відпочинку/розваг • культура • карта • прапор • символ
Природа	<ul style="list-style-type: none"> • у просторі, у повітрі • на землі • у воді • погода
Канада	<ul style="list-style-type: none"> • історія • поселення українців • провінції • столиці • географія • прапор, символи/емблеми • валюта/гроші • види спорту • клімат • карта
Європа	<ul style="list-style-type: none"> • місцезнаходження • країни • карта
Містечко, Місто	<ul style="list-style-type: none"> • адреса • вулиця • дорожні знаки • напрями, вказівки • карта міста
Навколишнє середовище	<ul style="list-style-type: none"> • опис • захист, охорона • екологія

Scope and Sequence

The scope and sequence presents the linguistic and cultural content of the K-12 curriculum in 40 units. Each unit is comprised of several themes and sub-themes. The specific objectives, vocabulary, language structures and sentence patterns are identified for each sub-theme. Grammatical concepts are introduced through the thematic content and examples are provided for each new concept. Wherever a question appears, the possible response is also given.

The specific objectives describe the language functions introduced in each theme and present the communicative and structural concepts that are suggested for instruction. The thematic linguistic content identifies the minimum vocabulary, language structures, sentence patterns and changes in word forms that are introduced to students and gradually acquired as they engage in meaningful verbal communication. The vocabulary and structures listed for development of the themes include vocabulary found in recommended instructional resources. Teachers may need to expand or alter these lists to meet local needs and/or students' interests.

The themes, specific objectives and vocabulary, sentence structures and patterns are presented consecutively in three columns within each unit. The numbering is cross-referenced across the columns.

The length of time spent on a theme and the language level used to present the themes depends on the language abilities of the learners. Themes may be integrated within a unit or new themes can be introduced as deemed necessary and relevant by the teacher. The most important aspect of this approach is the established instructional pattern and the commitment to sequential language development on the part of both the teacher and students.

Language is used daily in the classroom for a variety of purposes. Initially, beginning language learners need to understand basic classroom instructions and engage in communication related to classroom activity. When global expressions are introduced, they are maintained from unit to unit and expanded upon as new concepts are introduced.

The themes are presented in a setting or context to which students can relate and in which students actively participate and as much as possible reflect authentic communicative situations. The teacher's role is that of facilitator, instructor and language model.

Sample Page

Unit 8, Page 102

Theme	Specific Objective	Vocabulary, Sentence Structure, Sentence Pattern
<i>A number of themes and sub-themes are presented in each unit.</i>	<i>A description of the language function introduced in the theme/sub-theme.</i>	<i>The minimum linguistic content.</i>
1. Expressions <i>Вислови</i>	1.1 use expression "be quiet/ silence" appropriately according to situation 1.2 use emphatic expression for repeated action	1.1 Тихо! 1.2 Знову!?
2. Home, Family <i>Дім, Родина</i>	2.1 ask location of family member and respond specifying location	2.1 Де Оленка? • Вона при телефоні. • Вона вдома.
3. Language Usage <i>Мовний розвиток</i>	3.1 use of preposition "з" with instrumental case, masculine 3.2 use verb in all persons, singular and plural, present tense 3.3 use preposition "при" to indicate someone is on the telephone	3.1 Роман – з Романом Андрій – з Андрієм Михась – з Михасем пан Козак – з паном Козаком 3.2 розмовляти 3.3 при телефоні

Unit 1

Theme	Specific Objective	Vocabulary, Sentence Structure, Sentence Pattern
1. Greetings <i>Привітання</i>	1.1 extend greeting during the day and respond 1.2 use greeting upon leaving and respond	1.1 Добридень! 1.2 До побачення.
2. Introductions <i>Представлення</i>	2.1 introduce oneself	2.1 Я Роман. Я Оксана.
3. Expressions <i>Вислови</i>	3.1 extend invitation to enter 3.2 respond positively to question 3.3 respond negatively to question	3.1 Прошу ввійти/заходити. 3.2 Так. 3.3 Ні.
4. Family, Friends <i>Родина, Друзі</i>	4.1 address persons appropriately 4.2 identify and name family members 4.3 ask for and provide personal information	4.1 пане Козак, Романе, Тарасе пані Козак, Оксано 4.2 тато, син мама, дочка 4.3 Хто це? • Це Тарас. Це Оксана. • Тарас син. Оксана дочка. • Пан Козак тато. Пані Козак мама.

Unit 1

Theme	Specific Objective	Vocabulary, Sentence Structure, Sentence Pattern
5. Home <i>Дім</i>	<p>5.1 express location</p> <p>5.2 inquire whether someone is home and respond</p> <p>5.3 inquire about someone's location and respond</p> <p>5.4 inform family member of guest's arrival</p> <p>5.5 ask for identity of object and respond</p>	<p>5.1 вдома, тут, там</p> <p>5.2 Чи Тарас удома? • Так, він удома. Чи Оксана вдома? • Так, вона вдома.</p> <p>5.3 Де Тарас? • Він удома. Де Оксана? • Вона вдома.</p> <p>5.4 Тарасе, Роман тут. Оксано, мамо тут.</p> <p>5.5 Що це? • Це дім.</p>
6. School <i>Школа</i>	<p>6.1 ask for and give names of classmates and teacher</p> <p>6.2 recognize and respond to directions given by teacher</p>	<p>6.1 Хто це? • Це Тарас. Це Оксана. • Це пан _____. • Це пані _____. • Це панна.</p> <p>6.2 дай – дайте подай – подайте сідай – сідайте рисуй – рисуйте слухай – слухайте чекай – чекайте пиши – пишть дивися – дивіться встань – встаньте ходи – ходіть тихо час іти (додому)</p>

Unit 1

Theme	Specific Objective	Vocabulary, Sentence Structure, Sentence Pattern
7. Calendar <i>Календар</i>	<p>7.1 indicate a date (with teacher's assistance)</p> <p>7.2 indicate season</p>	<p>7.1 Сьогодні понеділок, дев'ятого квітня.</p> <p>7.2 Тепер . . .</p> <ul style="list-style-type: none"> • осінь • зима • весна • літо
8. Numbers <i>Числівники</i>	<p>8.1 express quantity in cardinal numbers (with teacher's assistance)</p> <p>8.2 express date in ordinal numbers (with teacher's assistance)</p>	<p>8.1 один – тридцять один</p> <p>8.2 першого, другого, третього, . . . тридцять першого</p>
9. Weather <i>Погода</i>	9.1 state and describe weather condition (with teacher's assistance)	<p>9.1 Сьогодні</p> <ul style="list-style-type: none"> • тепло • зимно, холодно • дощ іде • сонце сяє • вітер віє • хмарно • мороз • сніг іде/падає
10. Language Usage <i>Мовний розвиток</i>	10.1 recognize and use masculine and feminine nouns – animate, inanimate	10.1 тато мамо син дочка дім

Unit 1

Theme	Specific Objective	Vocabulary, Sentence Structure, Sentence Pattern
	10.2 recognize and use masculine and feminine forms of address – vocative case	10.2 Роман – Романо! Тарас – Тарасе! пан Козак – пане Козак! Оксана – Оксано! Віра – Віро! пані Козак – пані Козак!
	10.3 recognize and use personal pronouns	10.3 я, ти, він, вона
	10.4 recognize use of verb “є”	10.4 Це (є) дім?
	10.5 understand euphony rule “y/v”	10.5 Тарас удома. Вона вдома.
	10.6 inquire (about location) and respond to inquiry	10.6 Де Тарас? • Він тут. • Він там. • Він удома. Де Оксана? • Вона тут. • Вона там. • Вона удома.
	10.7 recognize and use adverbs of place	10.7 вдома тут там
	10.8 use interrogative to inquire about identity of a person and respond to the inquiry	10.8 Хто це? • Це Тарас. • Тарас. • Це Оксана. • Оксана.
	10.9 use interrogative to inquire about an object and respond to inquiry	10.9 Що це? • Це дім.

Unit 2

Theme	Specific Objective	Vocabulary, Sentence Structure, Sentence Pattern
1. Greetings, Expressions <i>Привітання, Вислови</i>	1.1 extend morning greeting 1.2 respond to morning greeting 1.3 inquire about well-being 1.4 respond to inquiry positively 1.5 use form of politeness to offer invitation or to gain attention 1.6 express thanks	1.1 Доброго ранку! 1.2 Доброго ранку! 1.3 Як ся маєш? Як ся маєте? Як почуваєшся? Як почуваєтеся? 1.4 Добре, дякую. 1.5 прошу 1.6 дякую
2. Friends <i>Друзі</i>	2.1 inquire about action 2.2 respond to inquiry about action 2.3 inquire about specific action 2.4 respond to inquiry and/or express action 2.5 inquire about specific theme 2.6 identify specific theme	2.1 А що ти робиш? 2.2 Я читаю. 2.3 Що ти читаєш? 2.4 Я читаю журнал. 2.5 Про що ти читаєш? 2.6 Я читаю про спорт.
3. Time <i>Час</i>	3.1 express present time 3.2 inquire about state of time 3.3 respond to inquiry about state of time	3.1 тепер 3.2 коли? 3.3 тепер

Unit 2

Theme	Specific Objective	Vocabulary, Sentence Structure, Sentence Pattern
<p>4. Sports, Games <i>Спорт, Ігри</i></p> <div> <p>In the elementary grades, substitute this section with "4. Parts of the Body" – Unit 14, page 112.</p> </div>	<p>4.1 identify names of sports and games</p> <div> <p>Note to teacher: Select only those sports and/or games that are appropriate for the grade level taught.</p> </div>	<p>4.1 теніс бейсбол волейбол/відбиванка гокей кирлінг/кєрлінг футбол баскетбол/кошиківка кеглі/бовлінг лакрєс м'яч шахи шашки карти санки велосипед човєн басейн</p>
<p>5. School <i>Школа</i></p>	<p>5.1 identify basic items that are found and used in school</p> <p>5.2 identify items that can be read</p>	<p>5.1 парта олівець перо/ручка папір крейда таблиця/дошка гумка клей щітка</p> <p>5.2 журнал часопис/газета зошит книжка лист листок словник підручник читанка</p>

Unit 2

Theme	Specific Objective	Vocabulary, Sentence Structure, Sentence Pattern
6. Calendar <i>Календар</i>	6.1 indicate the appropriate days of the week (with teacher's assistance)	6.1 понеділок вівторок середа четвер п'ятниця субота неділя
	6.2 express present day (with teacher's assistance)	6.2 Сьогодні понеділок,...
	6.3 express past and future	6.3 Учора був • понеділок • вівторок • четвер Учора була • середа • п'ятниця • субота • неділя Завтра буде . . .
7. Weather <i>Погода</i>	7.1 state and describe weather conditions (independently)	7.1 Сьогодні • тепло • зимно, холодно • дощ іде • сонце гріє • вітер віє • хмарно • мороз • сніг іде/падає

Unit 2

Theme	Specific Objective	Vocabulary, Sentence Structure, Sentence Pattern
8. Colors Кольори	8.1 identify colors – singular: masculine, feminine, neuter forms	8.1 червоний, -а, -е зелений, -а, -е жовтий, -а, -е чорний, -а, -е білий, -а, -е синій, -я, -є помаранчевий, -а, -е коричневий, -а, -е пурпуровий, -а, -е
9. Alphabet Абетка	9.1 practise the sounds of the alphabet 9.2 recognize the written letters <div>Note to teacher: Introduce the written alphabet only after the students have mastered the sounds orally.</div> 9.3 identify the letters of the alphabet in words	9.1 А а М м Б б Н н В в О о Г г П п Г г Р р Д д С с Е е Т т Є є У у Ж ж Ф ф З з Х х И и Ц ц І і Ч ч Ї ї Ш ш Й й Щ щ К к Ю ю Л л Я я Ь ь

Unit 2

Theme	Specific Objective	Vocabulary, Sentence Structure, Sentence Pattern
10. Language Usage <i>Розвиток мови</i>	10.1 substitute pronoun for name	10.1 А що ти робиш?
	10.2 use conjunction "a" at beginning of sentence	10.2 А хто грає?
	10.3 use action verb in present tense first conjugation – „є-ють“ group – singular	10.3 я читаю ти читаєш він, вона читає
	10.4 use subject + verb	10.4 Я читаю.
	10.5 use subject + verb + adverb of time	10.5 Я читаю тепер.
	10.6 use subject + verb + direct object	10.6 Я читаю журнал.
	10.7 use subject + verb + preposition + object	10.7 Я читаю про спорт.
	10.8 use of apostrophe	10.8 п'ятниця
	10.9 recognize antonyms	10.9 тут – там вчора – завтра тепер – потім
	10.10 use of capital letters for names of people	10.10 Роман Тарас Оксана
	10.11 use of small letters for days of the week	10.11 понеділок вівторок

Unit 3

Theme	Specific Objective	Vocabulary, Sentence Structure, Sentence Pattern
1. Expressions, Commands <i>Вислови, Накази</i> 2. Sports <i>Спорт</i>	1.1 use appropriate form of verb for expressing command in singular and plural	1.1 ходи, ходімо
	1.2 recognize and respond to directions/commands	1.2 грай, грайте читай, читайте
	1.3 use expression to indicate uncertainty	1.3 Справді?
	2.1 extend invitation to sporting event	2.1 Ходімо на . . .
	2.2 use appropriate expression for playing a game	2.2 грати в . . .
	2.3 inquire who is playing a sport	2.3 Хто грає в . . . ?
	2.4 use appropriate expression for going to a sports event	2.4 . . . на футбол
	2.5 inquire whether someone has something and respond to the inquiry	2.5 Ти маєш квитки? • Так, маю.

[illegible]

Unit 3

Theme	Specific Objective	Vocabulary, Sentence Structure, Sentence Pattern
4. Calendar <i>Календар</i>	4.1 name months of the year	4.1 січень лютий березень квітень травень червень липень серпень вересень жовтень листопад грудень
5. School <i>Школа</i>	5.1 give names of principal and staff	5.1 директор – пан/пані учитель – пан _____ учителька – панна _____ – пані _____
6. Language Usage <i>Мовний розвиток</i>	6.1 use conjunction "i" to join nouns 6.2 use verbs in present tense, all persons in singular form and third person in plural form 6.3 use of small letters for months	6.1 Вінніпер і Саскатун 6.2 мати грати читати знати 6.3 січень лютий березень квітень травень червень липень серпень вересень жовтень листопад грудень

Unit 3

Theme	Specific Objective	Vocabulary, Sentence Structure, Sentence Pattern
	<p>6.4 use of capital letters for names of cities</p> <p>6.5 use of preposition "на" with accusative case</p> <p>6.6 recognize alternate order of subject and predicate in sentence to express same meaning</p> <p>6.7 use preposition "у/в" with accusative case</p> <p>6.8 omission of pronoun in subject and predicate structure</p> <p>6.9 use verbs in infinitive form with appropriate sport</p>	<p>6.4 Саскатун Вінніпер</p> <p>6.5 Я йду „на“ футбол.</p> <p>6.6 Грають Вінніпер і Саскатун. Вінніпер і Саскатун грають.</p> <p>6.7 Він грає „в“ теніс.</p> <p>6.8 Я читаю журнал. Читаю журнал.</p> <p>6.9 плавати пірнати ковзатися на ковзанах їздити на лижвах їздити на велосипеді їздити на санках спускатися з гори ловити рибу таборувати</p>

Unit 4

Theme	Specific Objective	Vocabulary, Sentence Structure, Sentence Pattern
1. Expressions <i>Вислови</i>	1.1 express approval 1.2 recognize and respond to commands	1.1 Ну, добре! 1.2 іди – ідять
2. Sports <i>Спорт</i>	2.1 inquire about a current action and express a current action	2.1 Куди ви йдете? • Ми йдемо на футбол.
3. Family, Friends <i>Родина, Друзі</i>	3.1 address persons appropriately	3.1 хлопці тату пане Козак
4. Numbers <i>Числівники</i>	4.1 express quantity in cardinal numbers	4.1 1-31
5. Money, Currency <i>Гроші, Валюта</i>	5.1 identify Canadian monetary system 5.2 express numerical and monetary agreement (1-31)	5.1 гроші цент, центи долар/доляр 5.2 1 цент, долар 2, 3, 4 центи, долари 5-20 центів, доларів
6. School <i>Школа</i>	6.1 name objects that can be read	6.1 журнал зошит підручник словник часопис
7. Language Usage <i>Мовний розвиток</i>	7.1 recognize and use personal pronouns	7.1 ми, ви, вони

Unit 4

Theme	Specific Objective	Vocabulary, Sentence Structure, Sentence Pattern
	7.2 recognize and use plural form of personal pronouns in agreement with verbs	7.2 ми граємо ви граєте вони грають
	7.3 recognize and use plural forms	7.3 хлопець – хлопці дівчина – дівчата
	7.4 understand euphony rule “і/й”	7.4 ідете/йдете
	7.5 use all persons, singular and plural, with verb “іти” in present tense	7.5 іти/йти я йду ти йдеш він іде вона йде ми йдемо ви йдете вони йдуть
	7.6 substitute pronouns for names in plural form	7.6 ми, ви, вони
	7.7 inquire about direction of motion and respond to inquiry	7.7 Куди ти йдеш? • Я йду на теніс.

Unit 5

Theme	Specific Objective	Vocabulary, Sentence Structure, Sentence Pattern
1. Greetings, Introductions <i>Привітання, Представлення</i>	1.1 extend appropriate greeting – honorific form – to inquire about well-being 1.2 introduce parent to friend	1.1 Як ся маєте? 1.2 Мамо, це Оксана/Іван. Тату, це Оксана/Іван.
2. Expressions <i>Вислови</i>	2.1 use emphatic expression to draw one's attention to someone or something 2.2 use expression of disappointment, sympathy 2.3 use expression of negation with verb	2.1 ось 2.2 шкода 2.3 не Я не читаю.
3. Family, Friends <i>Родина, Друзі</i>	3.1 identify and name family members 3.2 address persons appropriately	3.1 мама/тато 3.2 мама – мамо Оленка – Оленко
4. Home <i>Дім</i>	4.1 use appropriate expression to indicate direction	4.1 додому • Я йду додому.
5. Language Usage <i>Мовний розвиток</i>	5.1 use negative particle "не" with verb 5.2 recognize that the form of address "пані" is indeclinable 5.3 recognize that surnames are not declined when used in vocative case	5.1 Я не читаю. 5.2 Добридень, пані Козак. 5.3 Як ся маєте, пане Козак?

Unit 5

Theme	Specific Objective	Vocabulary, Sentence Structure, Sentence Pattern
	5.4 recognize and use the pronoun "ви" in both plural form and in singular (honorific) form	5.4 Хлопці, де ви? Пане Козак, де ви?
	5.5 use feminine names in vocative case	5.5 Оленка – Оленко Марія – Маріє Даруся – Дарусю пані Козак – пані Козак панна Козак – панно Козак
	5.6 use conjunction "а"	5.6 Іван іде додому, а тато йде на гокей.

Unit 6

Theme	Specific Objective	Vocabulary, Sentence Structure, Sentence Pattern
1. Expressions <i>Вислови</i>	1.1 use emphatic expressions	1.1 певно лише так часто
2. Canada <i>Канада</i>	2.1 ask someone where he/she lives and respond when asked the question	2.1 Де ти живеш? • Я живу в Саскатуні/ Ріджайні/Гаффордї, . . .
	2.2 ask where someone else lives and respond to question	2.2 Де Лариса живе? • Вона живе в Манітобі. • Вона живе у Вінніпезі/Вінніпегу.
3. Professions/ Community Helpers <i>Професії/ Громадські помічники</i>	3.1 identify items related to post office	3.1 лист листоноша пакунок картка конверта марка
4. Letter Writing <i>Листування</i>	4.1 ask someone to whom he/she is writing and respond to question	4.1 До кого ти пишеш? • Я пишу до Лариси. Кому ти пишеш? • Я пишу Ларисі.
	4.2 ask what someone is writing and respond to question	4.2 Що ти пишеш? • Я пишу листа.
	4.3 initiate letter writing in Ukrainian to pen pals in Ukraine or Ukrainian language classes in other schools	4.3 писати листи

Unit 6

Theme	Specific Objective	Vocabulary, Sentence Structure, Sentence Pattern
5. Calendar, Time <i>Календар, Час</i>	5.1 identify appropriate term	5.1 день тиждень місяць рік
	5.2 express frequency	5.2 часто щодня щотижня щомісяця щороку
	5.3 ask on what day an event is occurring and respond to the question	5.3 Коли ти . . . ? • Я . . . в середу?
6. Ukraine, Ukrainians <i>Україна, Українці</i>	6.1 identify major cities and locate on map of Ukraine	6.1 Україна: Івано-Франківськ Київ Львів Одеса Полтава Тернопіль Харків Чернівці
	6.2 recognize Ukrainian names	6.2 Тарас, Роман, . . . Оленка, Лариса, . . .
7. Language Usage <i>Мовний розвиток</i>	7.1 use verbs in all persons, present tense	7.1 писати жити
	7.2 use preposition "до" with genitive case, masculine and feminine	7.2 до Лариси до Тараса
	7.3 ask someone to whom he/she is writing and respond when asked the question	7.3 До кого ти пишеш? • Я пишу до Оленки. Кому ти пишеш? • Я пишу Оленці.

Unit 6

Theme	Specific Objective	Vocabulary, Sentence Structure, Sentence Pattern
	<p>7.4 use preposition “у/в” with locative case</p> <p>7.5 use interrogative “де” to ask where someone lives</p> <p>7.6 use singular personal pronouns in genitive case after preposition “до”</p> <p>7.7 use preposition “у/в” in accusative case to express time</p> <p>7.8 inquire about frequency of an action and respond specifying frequency</p> <p>7.9 use sentence pattern: subject + predicate + object</p> <p>7.10 use sentence pattern: subject + verb + object + adverbial phrase</p>	<p>7.4 в Саскатуні в Едмонтоні</p> <p>7.5 Де Іван живе?</p> <p>7.6 я – до мене ти – до тебе він – до нього вона – до неї</p> <p>7.7 Я пишу в понеділок.</p> <p>7.8 Як часто ти граєш в теніс? • Я граю щодня. • Я граю в теніс щодня. • Щодня.</p> <p>7.9 Оленка пише листа. Тарас читає журнал. Я маю гроші.</p> <p>7.10 Оленка пише листа в понеділок.</p>

Unit 7

Theme	Specific Objective	Vocabulary, Sentence Structure, Sentence Pattern
1. Expressions <i>Вислови</i>	1.1 use appropriate expressions to initiate and conduct a telephone conversation	1.1 Галло! Чи це . . . ? Чи можна говорити з . . . ? Хто питає?
2. Home <i>Дім</i>	2.1 use vocabulary related to telephone 2.2 use the telephone to: • answer a call • place a call 2.3 inform a family member of a telephone call 2.4 place a call and ask permission to speak with someone	2.1 телефон число/номер 2.2 Галло! Чи це . . . ? Чи . . . вдома? 2.3 Оленко, це Роман. 2.4 Чи можна говорити з . . . ?
3. Numbers <i>Числівники</i>	3.1 use number to represent "zero" – 0 3.2 know own telephone number in Ukrainian numerals 3.3 read telephone numbers in Ukrainian numerals 3.4 ask for telephone number	3.1 нуль zero 3.2 236-7025: дев'ять, три, шість – сім, нуль/zero, два, п'ять 3.3 3.4 скажи/скажіть число/номер Яке число? Який номер?

Unit 7

Theme	Specific Objective	Vocabulary, Sentence Structure, Sentence Pattern
4. Language Usage <i>Мовний розвиток</i>	4.1 use of interrogative "з ким"	4.1 з ким?
	4.2 use of preposition "з" with instrumental case, feminine names	4.2 Оленка – з Оленкою Даруся – з Дарусею Марія – з Марією пані Козак – з пані Козак панна Козак – з панною Козак
	4.3 use verb in all persons, singular and plural, present tense	4.3 питати відповідати телефонувати
	4.4 use preposition "до" with genitive case	4.4 до кого? • до Оленки • до Тараса (with all known names)
	4.5 use interrogative to ask permission and respond positively or negatively	4.5 Чи можна . . . ? • Так, можна. • Ні, не можна.
	4.6 use verb "говорити" in infinitive form	4.6 Можна говорити з Оленкою.

Unit 8

Theme	Specific Objective	Vocabulary, Sentence Structure, Sentence Pattern
1. Expressions <i>Вислови</i>	1.1 use expression "be quiet/ silence" appropriately according to situation 1.2 use emphatic expression for repeated action	1.1 Тихо! 1.2 Знову!?
2. Home, Family <i>Дім, Родина</i>	2.1 ask location of family member and respond specifying location	2.1 Де Оленка? • Вона при телефоні. • Вона вдома.
3. Language Usage <i>Мовний розвиток</i>	3.1 use of preposition "з" with instrumental case, masculine 3.2 use verb in all persons, singular and plural, present tense 3.3 use preposition "при" to indicate someone is on the telephone	3.1 Роман – з Романом Андрій – з Андрієм Михась – з Михасем пан Козак – з паном Козаком 3.2 розмовляти 3.3 при телефоні

Unit 9

Theme	Specific Objective	Vocabulary, Sentence Structure, Sentence Pattern
1. Expressions <i>Вислови</i>	1.1 express "usually"	1.1 звичайно
2. Family, Friends <i>Родина, Друзі</i>	2.1 identify friends and neighbors	2.1 товариш – товаришка друг – подруга приятель – приятелька сусід – сусідка
	2.2 identify family members and their relationships	2.2 тато – мама син – дочка дід – баба брат – сестра чоловік – жінка хлопець – дівчина
	2.3 ask whether someone is a friend, neighbor, family member and respond	2.3 Чи . . . твій товариш? • Так, він мій товариш. Чи . . . твоя сестра? • Так, вона моя сестра.
3. School <i>Школа</i>	3.1 identify school personnel and their relationships	3.1 учень – учениця студент – студентка учитель – учителька директор – директорка
4. Professions/ Community Helpers <i>Професії/Громадські помічники</i>	4.1 identify common professions in the community/neighborhood	4.1 адвокат дантист – дантистка лікар – лікарка
5. Sports, Games <i>Спорт, Ігри</i>	5.1 ask with whom someone is playing a specific sport and respond	5.1 З ким Іван грає в теніс? • Він грає з Оленою.

Unit 9

Theme	Specific Objective	Vocabulary, Sentence Structure, Sentence Pattern
6. Language Usage <i>Мовний розвиток</i>	6.1 use preposition "про" with accusative case, masculine and feminine, inanimate and animate	6.1 про кого? • про Оксану • про Романа
	6.2 use possessive pronouns, inanimate and animate, in agreement with masculine, feminine nouns, singular and plural forms	6.2 мій/твій дім моя/твоя книжка мої/твої гроші
	6.3 identify antonyms	6.3 товариш - товаришка друг - подруга приятель - приятелька сусід - сусідка тато - мама син - дочка дід - баба брат - сестра чоловік - жінка хлопець - дівчина

Unit 10

Theme	Specific Objective	Vocabulary, Sentence Structure, Sentence Pattern
1. Expressions <i>Вислови</i>	1.1 emphatic expression of approval, encouragement	1.1 дуже добре
2. Home <i>Дім</i>	2.1 identify and discuss possible leisure activities for all members of a family	2.1 писати листи йти надвір грати в теніс читати журнал відпочивати
	2.2 ask someone what leisure activity they wish to engage in and respond to question	2.2 Що ти хочеш робити? Що ви хочете робити? • Я хочу . . .
3. Family <i>Родина</i>	3.1 identify family unit	3.1 родина/сім'я батьки діти
	3.2 identify family members and relationships in form of family tree	3.2 родовід прадід – прабаба дід/дідусь – баба/бабуся тато/батько – мама/мати син – дочка внук – внука/ онук – онука брат – сестра
	3.3 identify nouns depicting humans	3.3 чоловік – жінка хлопець – дівчина дитина – дитина

Unit 10

Theme	Specific Objective	Vocabulary, Sentence Structure, Sentence Pattern
4. Language Usage <i>Мовний розвиток</i>	3.4 name family members	3.4 тато – Іван Козак мама – Марія Козак син – Тарас син – Петрик брат – Тарас брат – Петрик дочка – Оленка сестра – Оленка
	3.5 identify and name own family members	3.5 . . . мій тато. . . . моя мама. . . . мій дід. . . . моя баба. . . . мій брат. . . . моя сестра. . . . мій дід. . . . моя баба. Ось моя родина. Це моя родина.
	4.1 use verb in all persons, singular and plural, present tense	4.1 відпочивати уміти/вміти хотіти
	4.2 use infinitive form of verb with auxiliary verb – “хотіти”	4.2 Що ти хочеш робити? • Я хочу відпочивати. • Я хочу писати. • Я хочу йти. • Я хочу грати. • Я хочу читати.
	4.3 use preposition “до” with personal pronouns “я” and “ти” in genitive case	4.3 до мене до тебе

Unit 11

Theme	Specific Objective	Vocabulary, Sentence Structure, Sentence Pattern
1. Expressions <i>Вислови</i>	1.1 use emphatic expression to indicate approval 1.2 extend evening greeting and respond 1.3 use expression of quantity 1.4 use expression "also"	1.1 Чудово! 1.2 Добрий вечір. 1.3 все 1.4 також
2. Home <i>Дім</i>	2.1 identify rooms 2.2 identify activity in each room 2.3 identify furniture 2.4 ask someone what he/she is doing in a particular room and respond	2.1 дім хата вітальня кухня 2.2 варити вечерю в кухні відпочивати у вітальні читати у вітальні 2.3 стіл крісло 2.4 Що ти робиш у вітальні? • Я читаю.
3. Food, Meals <i>Їжа, Час їжі</i>	3.1 identify morning, noon, evening meals 3.2 identify Ukrainian foods 3.3 identify selected foods and beverages from all food groups	3.1 сніданок обід вечеря 3.2 борщ вареники голубці написники 3.3 їжа банан буряк горох мед перець помідор

Unit 11

Theme	Specific Objective	Vocabulary, Sentence Structure, Sentence Pattern
		<p>сандвіч/канапка сир торт хліб цукор чай булочка вода грушка кава капуста картопля квасоля кукурудза ковбаса морква помаранча риба салата селера сіль сметана цитрина варення масло молоко морозиво м'ясо яблуко яйце</p>
	<p>3.4 discuss likes and dislikes – ask and respond</p>	<p>3.4 Що ти любиш їсти? • Я люблю їсти . . . • Я не люблю їсти . . .</p>
	<p>3.5 ask someone what he/she • is cooking (boiling) • is baking</p>	<p>3.5 Що ти вариш? • Я варю борщ. Що ти печеш? • Я печу хліб.</p>

Unit 11

Theme	Specific Objective	Vocabulary, Sentence Structure, Sentence Pattern
	3.6 identify table service, kitchen utensils	3.6 кухонний посуд: баняк виделка горнятко збанок ложка ложечка миска мисочка ніж перцівничка підставка посуд сільничка тарілка тарілочка цукорниця чайник
4. Time Час	4.1 indicate time of day	4.1 уранці удень увечері уночі пополудні
5. Language Usage Мовний розвиток	5.1 use verb in all persons, singular and plural, present tense	5.1 варити любити пекти
	5.2 use verb in infinitive form	5.2 їсти
	5.3 use adverbs of time	5.3 уранці удень увечері уночі пополудні

Unit 11

Theme	Specific Objective	Vocabulary, Sentence Structure, Sentence Pattern
	5.4 use neuter nouns	5.4 варення масло молоко морозиво м'ясо яблуко яйце
	5.5 use neuter pronoun	5.5 воно
	5.6 use possessive form of neuter personal singular pronouns and in agreement with neuter nouns	5.6 моє – моє крісло

Unit 12

Theme	Specific Objective	Vocabulary, Sentence Structure, Sentence Pattern
1. Expressions <i>Вислови</i>	1.1 use emphatic expression to indicate an activity to the extreme	1.1 Але ж вона любить спати.
2. Home <i>Дім</i>	2.1 identify rooms in house	2.1 кімната – кімнати хата вітальня їдальня комірка коридор кухня лазничка/умивальня спальня
	2.2 identify furniture and appliances, . . . in each room	2.2 меблі диван дзеркало крісло ліжко морозильник пилосос плита радіо стіл телевізор холодильник шафа
	2.3 indicate in which rooms specific furniture and appliances are found	2.3 ліжко в спальні холодильник в кухні
	2.4 identify activities suitable to each room	2.4 спати в спальні їсти в їдальні
3. Food, Meals <i>Їжа, Час їжі</i>	3.1 use appropriate verb for specific meal	3.1 снідати – їсти сніданок обідати – їсти обід вечеряти – їсти вечерю

Unit 12

Theme	Specific Objective	Vocabulary, Sentence Structure, Sentence Pattern
4. School <i>Школа</i>	4.1 identify homework	4.1 домашня робота домашнє завдання
	4.2 inquire about homework and respond	4.2 Чи ти маєш/робиш домашню роботу? • Так, я роблю домашню роботу. • Так, я роблю домашнє завдання.
5. Language Usage <i>Мовний розвиток</i>	5.1 use verbs in all persons, singular and plural, present tense	5.1 снідати обідати вечеряти робити спати
	5.2 use adjective in all genders in agreement with noun, nominative case	5.2 готовий, -а, -е, -і • вечеря готова • обід готовий
	5.3 use masculine name in vocative case	5.3 Петрик – Петрику батько – батьку син – сину тато – тату дід – діду
	5.4 use plural names in vocative case	5.4 діти – діти дівчата – дівчата хлопці – хлопці батьки – батьки
	5.5 use feminine nouns in accusative case	5.5 мама – маму робота – роботу Даруся – Дарусю
	5.6 use preposition "y/v" with locative case, masculine and feminine	5.6 у спальні у кухні у коридорі

Unit 13

Theme	Specific Objective	Vocabulary, Sentence Structure, Sentence Pattern
1. Greetings <i>Привітання</i>	1.1 extend greeting in the morning and respond	1.1 Доброго ранку!
2. Expressions <i>Вислови</i>	2.1 express dissatisfaction/pain/frustration about a particular event	2.1 Ой, як . . .
	2.2 express uncertainty	2.2 здається
	2.3 express need	2.3 треба
3. Time <i>Час</i>	3.1 ask what time it is and respond (hours only, 1-12)	3.1 Котра година? • перша година • друга година
	3.2 ask at what time an event is occurring and respond (hours only, 1-12)	3.2 О котрій годині? • О п'ятій годині.
	3.3 announce that it is time to do something	3.3 час уставати час їсти час спати час читати час йти додому
4. Numbers <i>Числівники</i>	4.1 use ordinal numbers 1 to 12 in telling time (at what time)	4.1 перша – о першій друга – о другій третя – о третій четверта – о четвертій п'ята – о п'ятій шоста – о шостій сьома – о сьомій восьма – о восьмій дев'ята – о дев'ятій десята – о десятій одинадцята – об одинадцятій дванадцята – о дванадцятій

Unit 13

Theme	Specific Objective	Vocabulary, Sentence Structure, Sentence Pattern
5. Language Usage <i>Мовний розвиток</i>	<p>5.1 use verb in all persons, numbers, present tense</p> <p>5.2 use of adverb expressing need with infinitive</p> <p>5.3 use preposition "до" with genitive case, feminine inanimate nouns</p> <p>5.4 review interrogatives and appropriate responses</p>	<p>5.1 казати спішити вставати</p> <p>5.2 треба спішити треба їсти треба читати треба сідати</p> <p>5.3 Куди? • до кухні • до лазнички</p> <p>5.4 чи що хто про що про кого куди де до кого з ким коли у що котра година о котрій годині як часто</p>

Unit 14

Theme	Specific Objective	Vocabulary, Sentence Structure, Sentence Pattern
1. Expressions <i>Вислови</i>	1.1 express disconcern 1.2 express "finally"	1.1 Ну, й що? 1.2 нарешті
2. Home <i>Дім</i>	2.1 state in which room an activity is taking place 2.2 express a reflexive action 2.3 identify items found in bathroom 2.4 express means by which an action takes place	2.1 в лазничці в коридорі 2.2 я вмиваюся я витираюся 2.3 гребінь гребінець рушник вода зубна паста зубна щітка щіточка щітка 2.4 витираюся рушником миюся милом
3. Time <i>Час</i>	3.1 express a definite period of time	3.1 півгодини
4. Parts of the Body <i>Частини тіла</i>	4.1 identify parts of the body	4.1 зуб – зуби ніс палець – пальці нога – ноги рука – руки шия волосся вухо – вуха лице/обличчя око – очі вуса уста

Unit 14

Theme	Specific Objective	Vocabulary, Sentence Structure, Sentence Pattern
5. Colors <i>Кольори</i>	5.1 identify colors, all genders, singular and plural, nominative	5.1 білий, -а, -е, -і чорний, -а, -е, -і синій, -я, -є, -і рожевий, -а, -е, -і пурпуровий, -а, -е, -і коричневий, -а, -е, -і
6. Language Usage <i>Мовний розвиток</i>	6.1 use reflexive verbs in all persons, singular and plural, present tense 6.2 use preposition "з" with instrumental case, animate nouns 6.3 use interrogative "чим" and respond in instrumental case, all genders, singular form	6.1 витиратися вмиватися голитися 6.2 з ким? • з мамою • з татом 6.3 чим? • милом • пастою • рушником

Unit 15

Theme	Specific Objective	Vocabulary, Sentence Structure, Sentence Pattern
1. Buildings <i>Будинки/Будівлі</i>	1.1 identify buildings	1.1 банк кінотеатр музей ресторан театр аптека бібліотека крамниця лікарня пошта фабрика церква школа
	1.2 match professions and buildings, and identify location * exceptions	1.2 учитель у школі лікар у лікарні * на пошті * вдома
2. Clothing <i>Одяг</i>	2.1 identify items of clothing	2.1 жакет капелюх плащ свєтр, свєтер черевик – черевики чобіт – чоботи блюзка панчоха – панчохи рукавиця – рукавиці сорочка спідниця суконка теніска шапка шкарпетка – шкарпетки пальто джінси тенісівки штани

Unit 15

Theme	Specific Objective	Vocabulary, Sentence Structure, Sentence Pattern
	2.2 describe clothing according to color	2.2 чорний жакет зелена сумка
	2.3 indicate what one is putting on	2.3 Я одягаю штани.
3. Time <i>Час</i>	3.1 express lateness	3.1 пізно
	3.2 express "almost"	3.2 майже
	3.3 express "present time"	3.3 зараз
4. Language Usage <i>Мовний розвиток</i>	4.1 use reflexive verb, all persons, present tense	4.1 одягатися зачісуватися
	4.2 use preposition "до" to indicate action in a direction	4.2 до банку до школи
	4.3 use verb in all persons, singular and plural, present tense	4.3 вішати одягати взувати
	4.4 distinguish between use of adverbs "ще", "майже", and "вже/уже"	4.4 Я ще не готова. Я майже готова. Я вже готова.

Unit 16

Theme	Specific Objective	Vocabulary, Sentence Structure, Sentence Pattern
1. Food <i>Їжа</i>	1.1 recall food items previously introduced (see pp. 107-108) 1.2 record a grocery list	1.2 список цукерок/цукерка хліб масло молоко
2. Family <i>Родина</i>	2.1 use correct form of pronoun "you" when addressing parents, adults 2.2 identify duties and chores of family members	2.1 ви 2.2 • іти до крамниці • прибирати в спальні, вітальні, тощо • чистити килим, підлогу • мити посуд, авто • замітати підлогу, хідник, сходи • косити траву • згрібати листя • виносити сміття • поливати город • помагати готувати обід, вечерю, сніданок • копати город • відкидати сніг • фарбувати хату
3. Yard and Garden <i>Подвір'я і город</i>	3.1 identify tools and equipment used for maintenance around the home	3.1 мітла граблі косарка пилосос щітка

Unit 16

Theme	Specific Objective	Vocabulary, Sentence Structure, Sentence Pattern
		<p>молоток цвяхи шуфля лопата відро води сапа снігоочисник смітник шланг бідон фарби календар</p>
4. Commands <i>Накази</i>	4.1 use correct form when speaking to peers, adults	4.1 пиши, пишеть дай, дайте спіши, спішіть купи, купіть зайди, зайдіть
5. Buildings <i>Будинки/Будівлі</i>	5.1 recall names of commercial buildings and establishments	5.1 крамниця аптека книгарня ресторан пошта
	5.2 identify items sold in specific commercial establishments	5.2 харчі ліки, журнали, . . . книжки їжа марки
6. Expressions <i>Вислови</i>	6.1 interrogative: "Why not?" 6.2 express agreement 6.3 express action "on the way"	6.1 Чому ні? 6.2 Гаразд. 6.3 по дорозі

Unit 16

Theme	Specific Objective	Vocabulary, Sentence Structure, Sentence Pattern
7. Language Usage <i>Мовний розвиток</i>	7.1 interrogative with negative 7.2 review neuter nouns 7.3 possessive pronouns 7.4 genitive case: prepositions "до", "для", "у" 7.5 verbs: imperfective perfective	7.1 Чи не купити . . . ? 7.2 7.3 наша, ваша 7.4 до крамниці для Петрика у крамниці 7.5 допомагати зайти, купити, дати, запам'ятати

Unit 17

Theme	Specific Objective	Vocabulary, Sentence Structure, Sentence Pattern
1. School <i>Школа</i>	<p>1.1 discuss an assignment and homework</p> <p>1.2 identify school items</p>	<p>1.1 Де домашнє завдання? Я маю домашнє завдання?</p> <p>1.2 парта стіл крісло дошка/таблиця перо/ручка олівець крейда книжкова шафа книжкова полиця зошит книжка підручник словник лінійка гумка екран</p>
2. Expressions, Interjections <i>Вислови, Вигуки</i>	<p>2.1 form of address</p> <p>2.2 express emphasis</p> <p>2.3 express encouragement</p> <p>2.4 express wonder or surprise</p>	<p>2.1 пан, пані, панна</p> <p>2.2 А де ж воно?</p> <p>2.3 ну</p> <p>2.4 ага</p>
3. Time <i>Час</i>	<p>3.1 express past – yesterday</p> <p>3.2 express future – tomorrow</p> <p>3.3 express then, at that time</p>	<p>3.1 учора/вчора</p> <p>3.2 завтра</p> <p>3.3 тоді</p>

Unit 17

Theme	Specific Objective	Vocabulary, Sentence Structure, Sentence Pattern
4. Greetings <i>Привітання</i>	4.1 express a greeting in the morning	4.1 Доброго ранку!
5. Language Usage <i>Мовний розвиток</i>	5.1 auxiliary verb and infinitive	5.1 прошу показати
	5.2 perfective verbs	5.2 забути залишитися показати
	5.3 reflexive pronouns	5.3 свій, своя, своє, свої
	5.4 verbs: past tense	5.4 забув, -ла, -ли
	5.5 genitive case: preposition "після"	5.5 після обіду
	5.6 reflexive verb: perfective – future tense imperative mood	5.6 залишитися залишися, залишіться
	5.7 pronoun – neuter, singular	5.7 воно
	5.8 conjunction	5.8 та
	5.9 express quantity	5.9 ще

Unit 18

Theme	Specific Objective	Vocabulary, Sentence Structure, Sentence Pattern
1. School <i>Школа</i>	1.1 express reason for not completing an activity or action	1.1 бо . . .
2. Transportation <i>Види транспорту</i>	2.1 identify forms of transportation	2.1 автобус, авто вантажник, літак човен, велосипед
	2.2 identify location	2.2 в автобусі
3. Expressions <i>Вислови</i>	3.1 express frustration	3.1 от тобі
4. Language Usage <i>Мовний розвиток</i>	4.1 interrogative	4.1 Чому . . . ?
	4.2 response to question "чому"	4.2 бо . . .
	4.3 demonstrative pronoun, nominative case	4.3 цей, ця, це, ці
	4.4 verbs: imperfective perfective	4.4 знати, спішити сказати, устати
	4.5 possessive pronoun	4.5 твій, твоя, твоє, твої
	4.6 expression of curiosity	4.6 цікаво

Unit 19

Theme	Specific Objective	Vocabulary, Sentence Structure, Sentence Pattern
1. Transportation <i>Види транспорту</i>	1.1 discuss means of transportation and travel	1.1 їхати мотоциклом іти пішки
2. Friends <i>Друзі</i>	2.1 discuss activities friends may engage in	2.1
3. Expressions <i>Вислови</i>	3.1 express disappointment	3.1 на жаль
4. Language Usage <i>Мовний розвиток</i>	4.1 dative case: pronouns "я", "ти"	4.1 мені, тобі
	4.2 express need	4.2 мені треба
	4.3 verbs – using form without subject	4.3 хочеш піти
	4.4 instrumental case: preposition "зі" with personal pronouns	4.4 зі мною ...
	4.5 adverb – expressing immediate action	4.5 негайно
	4.6 give or ask permission	4.6 тобі можна
	4.7 express reason for action	4.7 тому
	4.8 use adjective in all genders	4.8 щасливий, щаслива, щасливе, щасливі
	4.9 verbs: perfective imperfective	4.9 піти, дозволити могти, брати

Unit 20

Theme	Specific Objective	Vocabulary, Sentence Structure, Sentence Pattern
1. Shopping <i>Покупки</i>	1.1 make purchases at a store	1.1 Я хочу купити . . .
	1.2 inquire about prices in a store	1.2 Скільки коштує . . . ? Скільки коштують . . . ?
	1.3 name personnel and items related to shopping	1.3 продавець, продавниця торба вага каса гроші рахунок візок
	1.4 review food vocabulary	1.4 булочки варення ковбаса масло молоко морква м'ясо салата сир сметана торт чай
2. Quantity <i>Кількість</i>	2.1 express solid weight measure	2.1 кілограм
	2.2 express liquid measure	2.2 літр
	2.3 inquire about quantity	2.3 скільки
	2.4 indicate "more" is needed and ask whether more is required	2.4 ще
3. Money <i>Гроші</i>	3.1 use numeric expressions appropriate to buying and selling	3.1 Скільки коштує хліб? Хліб коштує вісімдесят центів.

Unit 20

Theme	Specific Objective	Vocabulary, Sentence Structure, Sentence Pattern
4. Colors <i>Кольори</i>	4.1 identify colors: all genders and plural	4.1 білий, -а, -е, -і чорний, -а, -е, -і жовтий, -а, -е, -і синій, -я, -є, -і зелений, -а, -е, -і пурпуровий, -а, -е, -і помаранчевий, -а, -е, -і сірий, -а, -е, -і золотий, -а, -е, -і голубий, -а, -е, -і
5. Numbers <i>Числівники</i>	5.1 express quantity in cardinal numbers	5.1 1-50
6. Expressions <i>Вислови</i>	6.1 express gratitude	6.1 будь ласка дякую
7. Buildings, Professions <i>Будинки, Професії</i>	7.1 identify profession and location of workplace	7.1 • школа – учитель/учителька • бібліотека – бібліотекар/ бібліотекарка • лікарня – лікар/лікарка медсестра • крамниця – продавець/ продавниця • банк – банкір • пошта – листоноша • аптека – аптекарь/аптекарька • ресторан – кухар/кухарка • суд – адвокат суддя • канцелярія – секретар/секретарка • церква – священник

Unit 20

Theme	Specific Objective	Vocabulary, Sentence Structure, Sentence Pattern
8. Commands <i>Накази</i>	8.1 recognize and respond to command	8.1 купи́й, купи́ть
9. Language Usage <i>Мовний розвиток</i>	9.1 demonstrative pronoun	9.1 той, та, те, ті
	9.2 accusative case: preposition "за"	9.2 за кілограм
	9.3 verbs – imperfective	9.3 купувати коштувати дякувати
	9.4 agreement of nouns and cardinal numbers: masculine, feminine and neuter	9.4 1 2, 3, 4 5-20 21 22-24 25-30

Unit 21

Theme	Specific Objective	Vocabulary, Sentence Structure, Sentence Pattern
1. Friends <i>Друзі</i>	1.1 identify unknown persons	1.1 нова дівчина новий хлопець нові дівчата нові хлопці
	1.2 comment on general appearance of an individual	1.2 вона гарна він гарний вони гарні
2. Professions <i>Професії</i>	2.1 recall titles of persons engaged in specific professions in both singular and plural forms	2.1 учитель – учителі учителька – учительки дідусь – дідуся бабуся – бабусі тато – тати мама – мами продавець – продавці продавниця – продавниці адвокат – адвокати товариш – товариші товаришка – товаришки учень – учні учениця – учениці
3. Expressions <i>Вислови</i>	3.1 express opportunity to engage in an action	3.1 нагода
	3.2 express possibility in engaging in an action – perhaps	3.2 мабуть
4. Language Usage <i>Мовний розвиток</i>	4.1 use indefinite pronoun, masculine and feminine gender, nominative case, singular	4.1 якась, якийсь

Unit 21

Theme	Specific Objective	Vocabulary, Sentence Structure, Sentence Pattern
	4.2 use personal pronouns, third person singular, dative case	4.2 їй, йому
	4.3 use new verbs: imperfective perfective	4.3 дивитися виглядати познайомитися допомогти спитати
	4.4 understand that some verbs are followed by nouns in the dative case	4.4 допомагати допомогти
	4.5 understand that some verbs are followed by nouns in accusative case	4.5 питати спитати
	4.6 understand that some verbs are followed by a preposition and the accusative case	4.6 дивитися на
	4.7 use adjectives in all genders in singular and plural forms	4.7 добрий, -а, -е, -і новий, -а, -е, -і

Unit 22

Theme	Specific Objective	Vocabulary, Sentence Structure, Sentence Pattern
1. On the Street <i>На вулиці</i>	<p>1.1 ask whether someone needs assistance</p> <p>1.2 name streets, avenues</p> <p>1.3 identify signs, objects</p>	<p>1.1 Кому треба/можна допомогти? Чи треба/можна допомогти?</p> <p>1.2 вулиця Смит авеню Портедж бульвар Інкстер проспект</p> <p>1.3 світлофор лічильник лампа/світильник ліхтар світла перехрестя дорожній знак „Стоп“ хідник дорожні сигнальні знаки</p>
2. Location <i>Місцезнаходження</i>	2.1 express distance – far, near	2.1 далеко близько
3. Directions <i>Напрями, Вказівки</i>	3.1 ask for and give directions	3.1 Куди? • ліворуч, праворуч • прямо • сюди, туди
4. Greetings <i>Привітання</i>	4.1 extend a greeting upon meeting someone at anytime during the day	4.1 Привіт.
5. Expressions <i>Вислови</i>	5.1 respond to expression of thanks	5.1 Нема за що.

Unit 22

Theme	Specific Objective	Vocabulary, Sentence Structure, Sentence Pattern
6. School <i>Школа</i>	6.1 recognize and identify type of school	6.1 середня школа
7. Language Usage <i>Мовний розвиток</i>	7.1 use preposition "по" with locative case	7.1 по чому? куди? • по правому боці
	7.2 use preposition "біля" with genitive case	7.2 біля чого? • біля парку біля кого? • біля хлопця
	7.3 use preposition "з" with personal pronouns	7.3 з ким? • з нами
	7.4 use verbs in all persons: imperfective perfective	7.4 ходити повернути
	7.5 use adjectives in all genders, singular and plural	7.5 правий, -а, -е, -і середній, -я, -є, -і
	7.6 review use of preposition "до"	7.6 до чого? • до світлофору

Unit 23

Theme	Specific Objective	Vocabulary, Sentence Structure, Sentence Pattern
1. Introductions <i>Привітання</i>	<p>1.1 introduce oneself and friend to someone</p> <p>1.2 express pleasure when meeting someone, respond to an introduction</p>	<p>1.1 Я – . . . Це мій товариш . . . Це моя товаришка . . . Це мої товариші . . .</p> <p>1.2 Приємно познайомитися.</p>
2. Names <i>Імена, Прізвища</i>	2.1 identify Ukrainian given names and surnames	2.1 Василь Жук Леся Новак . . .
3. Canada <i>Канада</i>	<p>3.1 name Canadian cities</p> <p>3.2 recognize cities in Canada by their symbols</p> <p>3.3 name place of residence of relatives and friends</p>	<p>3.1 Вінніпег Торонто Калгарі/Келгері Монреал/Монреаль Гамільтон Саскатун Ріджайна Едмонтон Оттава Ванкувер Галіфакс</p> <p>3.2</p> <p>3.3</p>
4. Time <i>Час</i>	<p>4.1 express "for the time being"</p> <p>4.2 express "at the present time"</p>	<p>4.1 поки що</p> <p>4.2 зараз</p>

Unit 23

Theme	Specific Objective	Vocabulary, Sentence Structure, Sentence Pattern
5. Family <i>Родина</i>	5.1 inquire about family members and friends	5.1 У тебе є брат? • сестра • вуйко, тітка • товариші, . . .
6. Numbers <i>Числівники</i>	6.1 use agreement of cardinal numbers 1 and 2 with nouns in nominative case, singular and plural	6.1 один брат одна сестра два брати дві сестри
7. Language Usage <i>Мовний розвиток</i>	7.1 use of verb "бути" for emphasis	7.1 Чи є в тебе . . . ?
	7.2 use of adjectives	7.2 гарний, -а, -е, -і великий, -а, -е, -і
	7.3 use preposition "у" with nouns and personal pronouns – genitive case	7.3 У кого? • у мене • у тебе
	7.4 use possessive pronoun	7.4 наш, -а, -е, -і ваш, -а, -е, -і твій, твоя, твоє, твої мій, моя, моє, мої
	7.5 use adverb to intensify adjective	7.5 справді велика
	7.6 express emphasis	7.6 Певно, що є.
	7.7 ask from where someone is	7.7 Звідки? • З Саскатуну.
		7.8 Де? • У Саскатуні.

Unit 24

Theme	Specific Objective	Vocabulary, Sentence Structure, Sentence Pattern
1. School <i>Школа</i>	1.1 identify and name school personnel 1.2 identify school facilities 1.3 identify location of school personnel 1.4 identify homework, assignment 1.5 identify school subjects	1.1 директор сторож 1.2 канцелярія кафетерія лабораторія фонотека плян школи 1.3 бібліотекар у бібліотеці директор у канцелярії 1.4 домашнє завдання 1.5 курс – курси мовна діяльність суспільствознавство здоров'я фізкультура музика мистецтво мистецтвознавство природознавство математика ...
2. Social Conventions <i>Суспільне взаємодіяння</i>	2.1 extend an invitation 2.2 refuse an invitation and give reason 2.3 ask for advice	2.1 Ходи з нами. Зайди до ... 2.2 На жаль, не можу. • Мені треба поговорити з директором. • Бо я йду до товаришки. 2.3 Я хочу порадитися.

Unit 24

Theme	Specific Objective	Vocabulary, Sentence Structure, Sentence Pattern
3. Expressions <i>Вислови</i>	3.1 express a casual good-bye – “see you”	3.1 Побачимось!
	3.2 express need	3.2 мені треба
	3.3 express “perhaps”	3.3 може
	3.4 express “perhaps” with days of the week	3.4 Мабуть, у понеділок ...
4. Language Usage <i>Мовний розвиток</i>	4.1 use perfective verbs in all forms	4.1 поговорити порадитися скінчити побачитися
	4.2 use verbs in imperative mood	4.2 поговори, -іть, -ім скінчи, -іть, -імо порадься, -адьтеся, -адьмося побачся, -ачтеся, -ачмося
	4.3 use preposition “з” with verb “порадитися” and with instrumental case	4.3 порадитися з ким? • з директором
	4.4 recognize comparative degree of adverb	4.4 пізно-пізніше
	4.5 use preposition “про” with accusative case	4.5 хочу порадитися про курси
	4.6 use preposition “у” with locative case	4.6 де? • у канцелярії
	4.7 use preposition “з” with personal pronouns	4.7 з ким? • з тобою • з нами • з вами

Unit 25

Theme	Specific Objective	Vocabulary, Sentence Structure, Sentence Pattern
1. Food <i>Їжа</i>	<p>1.1 identify lunch foods and drinks</p> <p>1.2 identify and name cafeteria/restaurant personnel</p> <p>1.3 design a menu</p> <p>1.4 place an order in a cafeteria/restaurant</p> <p>1.5 ask for customer order in a cafeteria/restaurant</p>	<p>1.1 меню булочка ковбаска піца сік сандвіч січенийк содова вода смажена картопля ковбаска на булочці вареники голубці налисники</p> <p>1.2 кухар – кухарка офіціант – офіціантка</p> <p>1.3</p> <p>1.4 Будь ласка, дайте молока! Я замовляю піцу.</p> <p>1.5 Що ви замовляєте? Чого ви бажаєте?</p>
2. Greetings <i>Привітання</i>	2.1 review greetings for use in student prepared dialogues	2.1 Привіт! Доброго ранку!
3. Expressions <i>Вислови</i>	<p>3.1 extend wishes for a pleasant meal</p> <p>3.2 ask what is new</p> <ul style="list-style-type: none"> • respond with positive answer • respond with negative answer 	<p>3.1 Смачного!</p> <p>3.2 Що нового?</p> <ul style="list-style-type: none"> • Я йду до . . . • Немає/Нема нічого нового.

Unit 25

Theme	Specific Objective	Vocabulary, Sentence Structure, Sentence Pattern
4. Language Usage <i>Мовний розвиток</i>	3.3 express "as always"	3.3 Як завжди.
	3.4 review expressions for use in student prepared dialogues	3.4 Справді? Цікаво. Гаразд. Ходімо.
	4.1 use verbs in all persons, past, present and future imperfective	4.1 бачити пити думати замовити
	4.2 use verbs in imperative mood	4.2
	4.3 recognize difference in meaning of verbs	4.3 бачити дивитися
	4.4 use nouns, all genders, in accusative case	4.4
	4.5 use personal pronouns in accusative cases	4.5
	• direct object • after preposition "у", genitive case	• Я бачу . . . • У кого? – у мене, тебе, . . .
	4.6 use adjectives, all genders in nominative, genitive and accusative cases	4.6 смачний, -а, -е, -і новий, -а, -е, -і
	4.7 use preposition "на" with locative case	4.7 на столі на булочці . . .

Unit 26

Theme	Specific Objective	Vocabulary, Sentence Structure, Sentence Pattern
1. Leisure Time <i>Розваги</i>	1.1 identify activities 1.2 design an invitation 1.3 identify guests on invitation list	1.1 вечірка забава концерт кіно спорт слухати музику 1.2 запрошення на вечірку 1.3 гість – гості
2. Friends <i>Друзі</i>	2.1 name friends 2.2 extend invitation to attend social	2.1 товариш – товаришка товариші 2.2 запрошую на вечірку
3. Expressions <i>Вислови</i>	3.1 express "that means" 3.2 express "definitely" 3.3 review "too bad"	3.1 значить 3.2 певно 3.3 шкода
4. Numbers <i>Числівники</i>	4.1 review numbers 1-50 4.2 inquire about quantity	4.1 4.2 скільки . . . ?
5. Language Usage <i>Мовний розвиток</i>	5.1 use irregular nouns in all cases, singular and plural 5.2 review numerals and noun agreement for all genders	5.1 гість – гості 5.2 1 2, 3, 4 5-20 21 22-24 25-30 ...

Unit 26

Theme	Specific Objective	Vocabulary, Sentence Structure, Sentence Pattern
	5.3 express ownership by using personal pronoun with preposition "у"	5.3 у мене . . . у тебе . . . у нього, неї . . . у нас . . . у вас . . . у них . . .
	5.4 use verbs in all persons, future and past	5.4 запросити прийти
	5.5 use verb "to be" in future and past	5.5 бути
	5.6 use imperative mood of verbs	5.6 запроси, -іть, -імо прийди, -іть, -імо будь, -те, -мо
	5.7 review vocative case of names	5.7
	5.8 use nouns in locative case after preposition "на"	5.8 на вечірці
	5.9 use noun representing activity in accusative case after preposition "на"	5.9 на вечірку на футбол
	5.10 review possessive pronoun	5.10 мій, моя, моє, мої твій, твоя, твоє, твої його, її наш, наша, наше, наші ваш, ваша, ваше, ваші їхній, їхня, їхнє, їхні
	5.11 review personal nouns and names in accusative case – direct object of verb "запросити"	5.11 запросити брата, товариша, дівчину . . .

Unit 27

Theme	Specific Objective	Vocabulary, Sentence Structure, Sentence Pattern
1. Clothing <i>Одяг</i>	1.1 review articles of clothing and footwear 1.2 discuss and identify suitable attire for special occasions 1.3 discuss purchasing clothing 1.4 discuss borrowing clothing	1.1 (див. стор. 117) 1.2 Що ти думаєш одягнути/надівати на вечірку? 1.3 Що ти думаєш купити? Я думаю купити . . . 1.4 Чи можеш позичити мені . . . ?
2. Colors <i>Кольори</i>	2.1 review colors 2.2 describe color of clothing	2.1 (див. стор. 127) 2.2 чорний светер чорні черевики
3. Days of the Week <i>Дні тижня</i>	3.1 review days of the week in nominative case 3.2 use days of the week in accusative case	3.1 понеділок вівторок середа четвер п'ятниця субота неділя 3.2 в понеділок, . . .
4. Expressions <i>Вислови</i>	4.1 express firm intent 4.2 express "becoming to you" 4.3 respond to expression "becoming to you"	4.1 обов'язково 4.2 дуже до лиця 4.3 Справді? Дякую.

Unit 27

Theme	Specific Objective	Vocabulary, Sentence Structure, Sentence Pattern
5. Introductions <i>Представлення</i> <i>Познайомлення</i>	5.1 introduce friends	5.1 Лесю, прошу познайомитися з Іваном.
	5.2 respond when introduced	5.2 Дуже приємно!
6. Language Usage <i>Мовний розвиток</i>	6.1 use verbs in all persons imperfective perfective	6.1 надівати піти вирішити позичити взяти
	6.2 use verbs in imperative mood	6.2 надівай, -айте, -аймо піді, -іть, -імо виріш, -іть, -імо позич, -чте, -чмо візьми, -іть, -імо
	6.3 use nouns in instrumental case	6.3 з ким?
	6.4 use adjectives in agreement with nouns in nominative, accusative cases, all genders, singular and plural	6.4
	6.5 use conjunctions	6.5 чи . . . чи

Unit 28

Theme	Specific Objective	Vocabulary, Sentence Structure, Sentence Pattern
1. Furniture <i>Меблі</i>	<p>1.1 identify furniture in home – review known vocabulary</p> <p>1.2 identify audio equipment</p>	<p>1.1 (див. стор. 111)</p> <p>1.2 касетка – касетки відеокасетка – відеокасетки платівка – платівки диск – диски телевізор радіо стерео голосник – голосники програвач відеопрогравач</p>
2. Foods <i>Їжа</i>	<p>2.1 review known food vocabulary</p> <p>2.2 identify foods and drinks</p> <p>2.3 identify meals</p>	<p>2.1 (див. стор. 107-108)</p> <p>2.2 хрустики пампушки пиріг пиріжки медівник кока кола пепсі какао сік – помаранчевий – яблучний</p> <p>2.3 перекуса сніданок обід вечеря</p>

Unit 28

Theme	Specific Objective	Vocabulary, Sentence Structure, Sentence Pattern
3. Expressions <i>Вислови</i>	3.1 gain attention	3.1 Увага!
4. Language Usage <i>Мовний розвиток</i>	4.1 use verbs in all persons, present and past • imperfective	4.1 співати їсти брати казати доглядати подобатися
	4.2 use verbs in imperfective mood	4.2 їж, -те, -мо кажи, -іть, -імо доглядай, -айте, -аймо бери, -іть, -імо
	4.3 use adverb of quantity with genitive case	4.3 багато
	4.4 use adverb of quantity, superlative form	4.4 забагато
	4.5 use adjectives in genitive case, plural	4.5 гарних нових
	4.6 use names and personal pronouns in dative case with verb "подобатися"	4.6 Іванові подобається . . . Мамі подобається . . . Мені подобається

Unit 29

Theme	Specific Objective	Vocabulary, Sentence Structure, Sentence Pattern
1. Leisure Activity: Casual House Party <i>Розвага: Вечірка</i>	1.1 discuss various aspects of house party	1.1 вечірка Хто присутній? Хто прийшов? Хто є? Де вечірка? У кого вечірка? Як забавлятися? Про що говорити? ...
	1.2 describe activities and entertainment	1.2 забавлятися їсти пити танцювати співати говорити сміятися
	1.3 identify and select appropriate foods for social	1.3 перекуса напитки солодке горіхи сир сухарики городина ...
2. Social Conventions <i>Суспільне взаємодіяння</i>	2.1 express thanks and respond to others' expression of thanks	2.1 Нам приємно бути у вас. • Радію, що ви всі гарно забавляєтеся.
	2.2 use appropriate expressions at meal times	2.2 Ось тобі перекуса, Орисю.
	2.3 express interest in "well-being" of others	2.3 Як забавляєшся?

Unit 29

Theme	Specific Objective	Vocabulary, Sentence Structure, Sentence Pattern
3. Language Usage <i>Мовний розвиток</i>	3.1 use verbs in all persons, all tenses and in imperative mood	3.1 забавлятися радіти танцювати піти принести
	3.2 use adverb to express pleasure	3.2 приємно
	3.3 practice dative case of nouns and pronouns	3.3 мені тобі Романові/йому Оксані/їй нам вам їм

Unit 30

Theme	Specific Objective	Vocabulary, Sentence Structure, Sentence Pattern
1. Travel <i>Подорожування</i>	1.1 review means of transportation – private and public	1.1 авто автобус літак поїзд таксі
	1.2 gather information on types of travel tickets	1.2 квиток зворотний в одну сторону/в один кінець дорогий дешевий
	1.3 discuss pros and cons of various means of transportation for short and long trips	1.3 Автом вигідно, але довго. Літаком швидко, але дорого.
	1.4 select appropriate means of transportation for a specific trip between two locations	1.4 З Саскатуну до Едмонтону можна їхати автом, літаком, поїздом або автобусом.
	1.5 review names of cities	
2. Currency, Numbers <i>Валюта, Числівники</i>	2.1 review noun agreement with cardinal numbers	2.1 1 доляр 2-4 долари 5-20 доларів ...
	2.2 inquire about the cost of a ticket	2.2 Скільки коштує квиток з ... до ... ?
	2.3 provide information on cost of a ticket	2.3 Квиток на автобус з Саскатуну до Едмонтону коштує \$55.00 (п'ятдесят п'ять доларів).
	2.4 sell a ticket and handle cash – determine and give correct change	2.4 здача

Unit 30

Theme	Specific Objective	Vocabulary, Sentence Structure, Sentence Pattern
	2.5 compare cost of tickets for various means of transportation	2.5 Квиток на автобус (літак, . . .) коштує . . .
	2.6 ask for and express distance	2.6 кілометр 1 кілометр 2, 3, 4 кілометри 5-20 кілометрів . . .
3. Expressions <i>Вислови</i>	3.1 express an intention	3.1 поїдемо в гості підемо в гості
4. Language Usage <i>Мовний розвиток</i>	4.1 use verbs in all persons and tenses: imperfective perfective	4.1 сподіватися летіти потелефонувати/ зателефонувати поїхати довідатися
	4.2 use verbs in imperative mood	4.2 потелефонуй/ зателефонуй, -ймо, -йте
	4.3 use nouns in instrumental case with verbs їхати/поїхати without preposition	4.3 чим? • автом • автобусом • літаком • поїздом
	4.4 use adverbs appropriately and recognize opposites	4.4 вигідно – невигідно швидко – поволі дорого – дешево довго – скоро зовсім – трохи

Unit 31

Theme	Specific Objective	Vocabulary, Sentence Structure, Sentence Pattern
1. Numbers <i>Числівники</i>	<p>1.1 review cardinal numbers</p> <p>1.2 express age</p> <p>1.3 inquire about and give someone's age</p> <p>1.4 express distance from one location to another in kilometers</p>	<p>1.1 1-100+</p> <p>1.2 1 рік 2, 3, 4 роки 5-20 років</p> <p>1.3 Скільки дідові років? • Йому сімдесят один (71) рік.</p> <p>1.4 Від Саскатуну до Веревілю 399 кілометрів. Від Едмонтону до Вінніпегу 1,321 кілометр.</p>
2. Calendar <i>Рік</i>	<p>2.1 review months</p> <p>2.2 ask and indicate a date</p>	<p>2.1</p> <p>2.2 Котрого дня і місяця ви їдете? • У четвер дванадцятого лютого. Коли тобі буде 16 років? • Двадцять першого травня.</p>
3. Location, Buildings <i>Місцезнаходження, Будинки</i>	<p>3.1 identify locations and buildings related to means of transportation</p>	<p>3.1 аеропорт станція/вокзал гараж стоянка</p>

Unit 31

Theme	Specific Objective	Vocabulary, Sentence Structure, Sentence Pattern
4. Travel <i>Подорожування</i>	4.1 identify items related to travelling in an airplane	4.1 валізка зустріч пілот кабіна політ вихід місце пасажери багаж сидіння пояс
	4.2 review means of transportation	4.2
5. Expressions <i>Вислови</i>	5.1 express "Let it be."	5.1 Нехай буде й так!
	5.2 express excessive quantity	5.2 Ой, багато!
	5.3 express "How tall you have grown!"	5.3 Який великий ти виріс! Яка велика ти виросла!
	5.4 express "What do you mean?"	5.4 Що ти?
6. Cities, Towns <i>Міста, Села</i>	6.1 name cities and towns	6.1 Ванкувер Саскатун Геффорд ...
7. The Farm <i>Фарма</i>	7.1 identify buildings, tools	7.1 стайня знаряддя

Unit 31

Theme	Specific Objective	Vocabulary, Sentence Structure, Sentence Pattern
8. Early Settlement <i>Поселення</i>	8.1 identify items brought from Ukraine by early immigrants	8.1 дерев'яна скриня вишивані блюзки сорочки обриси
	8.2 name family members who immigrated to Canada	8.2 баба дід прабаба прадід
	8.3 discuss life to early settlers as retold by grandparents or captured on photographs	8.3 життя оповідання альбом фотографії
9. Vacation <i>Вакація</i>	9.1 name common vacation spots outside Saskatchewan	9.1 Гаваї Мексіко/Мексика Каліфорнія Бенф Торонто ...
	9.2 name vacation spots in Saskatchewan	9.2 парк озеро табір
10. Weather <i>Погода</i>	10.1 review types of weather	10.1
	10.2 identify weather conditions in various parts of the world	10.2 буря хмара повітря
11. Expressions <i>Вислови</i>	11.1 gain attention	11.1 Просимо уваги!
	11.2 extend wishes for a pleasant and safe flight	11.2 Щасливого польоту!

Unit 31

Theme	Specific Objective	Vocabulary, Sentence Structure, Sentence Pattern
12. Language Usage <i>Мовний розвиток</i>	11.3 express "to provide information"	11.3 до відома
	11.4 express "during a specific period"	11.4 під час
	11.5 express "in the event of"	11.5 у разі
	12.1 use nouns in <ul style="list-style-type: none"> • nominative case • genitive case • dative case • accusative case • vocative case • instrumental case • locative case 	12.1 жінки скажуть до авта Тарасові 15 років. берімо валізки Петрику перед аеропортом на стоянці, у липні
	12.2 use personal pronouns in dative case	12.2 мені тобі йому, їй нам вам їм
	12.3 use adjectives in all genders	12.3 великий, -а, -е, -і гордий, -а, -е, -і старий, -а, -е, -і дерев'яний, -а, -е, -і молодий, -а, -е, -і цікавий, -а, -е, -і минулий, -а, -е, -і піонерський, -а, -е, -і вишиваний, -а, -е, -і український, -а, -е, -і давній, давня, давнє, давні фармерський, -а, -е, -і

Unit 31

Theme	Specific Objective	Vocabulary, Sentence Structure, Sentence Pattern
	<p>12.4 use verbs</p> <p>imperfective</p> <p>perfective</p>	<p>12.4</p> <p>відвідувати вітати дихати думати зберігати знаходитися знямати зустрічати літати минати підносити пояснювати продовжувати рекомендувати розглядати розказувати стояти турбуватися чути</p> <p>вибігти виникнути доглянути додати застебнути злякатися отримати підніматися побігати погасити подарувати подати полетіти попросити попрощатися послухати потішити пригадати</p>

Unit 31

Theme	Specific Objective	Vocabulary, Sentence Structure, Sentence Pattern
	<p>12.5 use adverbs, identify antonyms</p> <p>12.6 use adverbs, identify synonyms</p> <p>12.7 use adverbs, comparative degree</p> <p>12.8 use adverbs</p>	<p>приземлятися пристебнути притулити спуститися статися усміхнутися</p> <p>12.5 скоро – поволі далеко – близько</p> <p>12.6 недалеко – близько минулі – давні оповідати – розказувати дивитися – розглядати казати – говорити ...</p> <p>12.7 пізно – пізніше високо – вище швидко – швидше багато – більше</p> <p>12.8 ніколи страшно відразу небезпечно</p>

Unit 32

Theme	Specific Objective	Vocabulary, Sentence Structure, Sentence Pattern
1. Agriculture <i>Сільське господарство</i>	1.1 describe a typical mixed farming operation	1.1 поле город пасовисько подвір'я ліс
	1.2 identify products/grains grown in Western Canada	1.2 збіжжя пшениця жито овес ячмінь городина садовина ...
	1.3 identify farm animals and poultry	1.3 кури качки індики гуси худоба корови свині поросята коти
	1.4 identify farm machinery, equipment and tools	1.4 машина трактор комбайн вила тачка знаряддя ...
	1.5 identify farm buildings	1.5 хата стайня гараж курник дашок комірка

Unit 32

Theme	Specific Objective	Vocabulary, Sentence Structure, Sentence Pattern
2. Food <i>Їжа</i>	1.6 discuss farm chores	1.6 годувати курей годувати поросят порозкидати соломі подоїти корів напоїти корів викидати гній кидати гній на тачку налити молока котам позбирати яйця
	2.1 identify meals and foods	2.1 сніданок перекуска страва їжа яєшня бекон каша шоколядне молоко булочки ...
	2.2 discuss food preparation	2.2 запах сковорода піч апетит ...
3. Numbers <i>Числівники</i>	3.1 use land measures to describe size of farm or portion thereof	3.1 акр гектар гектар = 2.47 акрів
4. Expressions <i>Вислови</i>	4.1 "How can one forget this!"	4.1 Як можна це забути!

Unit 32

Theme	Specific Objective	Vocabulary, Sentence Structure, Sentence Pattern
5. Language Usage <i>Мовний розвиток</i>	5.1 use of nouns in genitive case	5.1 У кого? • У баби. Чого не хочеш? • Не хочу хліба.
	5.2 use of personal and possessive pronouns in genitive case, plural	5.2 У кого? • у нас, вас, них • у нашого/вашого діда • у нашої/вашої баби
	5.3 use of verbs imperfective, perfective, all tenses	5.3
	5.4 use of adjectives, comparative	5.4 гарний – кращий
	5.5 use of adverbs	5.5 менше – більше правильно нема поруч досить сердито спокійно рано-вранці тихо видно будь-коли насухо спершу десь задоволено тихенько якраз рано

Unit 33

Theme	Specific Objective	Vocabulary, Sentence Structure, Sentence Pattern
1. Ukrainians in Canada <i>Українці в Канаді</i>	1.1 compare the way of life of Ukrainians in Ukraine and Canada at the turn of the 20th century with the present	1.1 життя альбом фотографії війна військо
	1.2 recognize and identify changes in lifestyle of Ukrainians in Canada during the last century	1.2 колись тепер дім робота/праця
	1.3 record family history from information gathered from parents and grandparents	1.3 рідне село
	1.4 compare lifestyle of seniors then and now	1.4
2. Ukrainian Traditions <i>Українські обряди</i>	2.1 compare a Ukrainian wedding in the early days with a present day Ukrainian wedding	2.1 весілля молодий – молода дружба – дружка сват – сваха зять – невістка свекор – свекруха священик церква гості весільний одяг весільна сукня весільний костюм
3. Expressions <i>Вислови</i>	3.1 express “upside down” or “topsy turvey”	3.1 Догори ногами.
	3.2 express uncertainty	3.2 А хто його знає.
	3.3 express surprise	3.3 Невже.

Unit 33

Theme	Specific Objective	Vocabulary, Sentence Structure, Sentence Pattern
4. Language Usage <i>Мовний розвиток</i>	4.1 use of nouns, all genders, all cases	4.1
	4.2 use of verbs: imperfective and perfective	4.2
	4.3 use of pronouns	4.3 такий, -а, -е, -і
	4.4 use of possessive adjectives	4.4 дідів брат дідова сестра дідове поле бабин брат бабина сестра бабине поле
	4.5 use of adverbs	4.5 відразу спочатку інколи уздовж майже

Unit 34

Theme	Specific Objective	Vocabulary, Sentence Structure, Sentence Pattern
1. Ukraine <i>Україна</i>	1.1 identify capital city and major cities	1.1 Київ Харків Дніпропетровськ Одеса Донецьк Львів Полтава Ужгород Чернівці Івано-Франківськ ...
	1.2 recognize regions/oblasts	1.2 Вінницька Волинська Ворошиловградська Дніпропетровська Донецька Житомирська Закарпатська Запорізька Івано-Франківська Київська Кіровоградська Кримська Львівська Миколаївська Одеська Полтавська Ровенська Сумська Тернопільська Харківська Херсонська Хмельницька Черкаська Чернівецька Чернігівська

Unit 34

Theme	Specific Objective	Vocabulary, Sentence Structure, Sentence Pattern
2. Ukrainian Settlement in Canada <i>Українське поселення в Канаді</i>	1.3 identify major rivers	1.3 Дніпро Дністер Десна Прип'ять Буг Черемош Прут
	1.4 identify mountain ranges	1.4 Карпати Кавказ
	1.5 identify seas bordering Ukraine	1.5 Чорне море Азовське море
	1.6 identify countries bordering Ukraine	1.6 Росія Польща Угорщина Чехія Словаччина Румунія Молдова
	2.1 identify major centres of Ukrainian settlement in Western Canada	2.1 Fish Creek Canora
	2.2 identify Ukrainian place names in North America	2.2 Kyiv – Київ Ternopil – Тернопіль Odesa – Одеса Sniatyn – Снятин Dnipro – Дніпро Vilna – Вільна Bukovyna – Буковина Zhoda – Згода
	2.3 identify regions/oblasts in Ukraine from where first immigration settlers arrived	2.3 Львівська обл. Чернівецька обл. Тернопільська обл.

Unit 34

Theme	Specific Objective	Vocabulary, Sentence Structure, Sentence Pattern
3. Family, Ancestors <i>Родина, Предки</i>	2.4 identify city/village from where own ancestors came to Canada	2.4 Ужгород Гусятин Репужинці Стоянів Чернятин ...
	2.5 compare lifestyles of Ukrainians from the first, second and third immigrations	2.5 їжа житло робота транспорт наука одяг ...
	3.1 recognize contributions of Ukrainian ancestors to cultural retention	3.1 історія обряди святкування традиції піонери, поселенці іміграція
	3.2 describe relationships between family members	3.2 прадід прабаба правнук правнука ...
4. Family Tree <i>Родовід</i>	4.1 name own ancestors	4.1 родовід
	4.2 research dates of birth (and death) of ancestors	4.2 місяці роки сторіччя

Unit 34

Theme	Specific Objective	Vocabulary, Sentence Structure, Sentence Pattern
5. Map Study <i>Вивчення карти</i>	5.1 locate major cities, rivers, ... in Ukraine	5.1 карта
	5.2 determine distance between centres	5.2 кілометр
6. Expressions <i>Вислови</i>	6.1 express request	6.1 Ану, давай сюди.
7. Language Usage <i>Мовний розвиток</i>	7.1 inquire where someone is from and respond to inquiry	7.1 Звідки ... ? • Я з ...
	7.2 review perfective verbs in past tense	7.2 народитися знайти подивитися
	7.3 review nouns • vocative case	7.3 Бабусю! Діти!
	7.4 review adjectives • nominative case	7.4 романтичний, -а, -е, -і цікавий, -а, -е, -і рідний, -а, -е, -і
	7.5 review prepositions "з" and "від" in genitive case	7.5 Звідки? • З Ужгороду
	7.6 use preposition "у/в" in locative case	7.6 Де? • У місті.
	7.7 review preposition "з" in instrumental case	7.7 З ким? • з дідом

Unit 35

Theme	Specific Objective	Vocabulary, Sentence Structure, Sentence Pattern
1. Student Exchange with Ukraine <i>Студентський обмін з Україною</i>	1.1 establish ties with school in Ukraine	1.1 зв'язки
	1.2 plan details of an exchange	1.2 обмін інформація З ким обмін? Як довго триватиме? Скільки коштуватиме? Чого/Що потрібно? Хто поїде? Коли?
2. School <i>Школа</i>	2.1 recall and name school personnel	2.1 директор учителі
	2.2 describe own school facility	2.2 школа кляса умивальня коридор канцелярія учительська кімната спортзал авдиторія кафетерія
	2.3 recall school subjects	2.3 предмет мовна діяльність суспільствознавство математика фізика хемія/хімія біологія музика мистецтво фізкультура
	2.4 recall school activities	2.4 спорт карнавал концерт ...

Unit 35

Theme	Specific Objective	Vocabulary, Sentence Structure, Sentence Pattern
3. Letter Writing <i>Листування</i>	2.5 prepare and make school announcements	2.5 лист оголошення повідомлення
	2.6 design a poster to advertise a school event	2.6 афіша повідомлення • хто? • що? • де? • хто? • адреса • коли? • о котрій годині? • ким організовано? • хто запрошений?
	2.7 compare your school with a school in Ukraine	2.7 (див. Читання 11, 12, і 13, <i>Мова і розмова III, Студентський зошит</i>)
	3.1 discuss letter types and determine necessary format	3.1 лист запрошення подяки повідомлення дружній лист
	3.2 compare types of envelopes used and addresses written in Ukraine and Canada	3.2 конверта адреса
	3.3 compare postage rates for various destinations in Canada, the United States, Ukraine, . . .	3.3 марка ціна Канада Північна Америка Україна . . .
	3.4 collect stamps from various countries	3.4 філіателія збірка/колекція

Unit 35

Theme	Specific Objective	Vocabulary, Sentence Structure, Sentence Pattern
4. Language Usage <i>Мовний розвиток</i>	4.1 use nouns in instrumental case	4.1 Між ким? • між Україною і Канадою З ким? • з батьками
	4.2 use pronouns in instrumental case	4.2 Між нашого школою і вашою школою
	4.3 use adjectives in instrumental case	4.3 З ким? • з веселими батьками
	4.4 use verbs in future	4.4 тривати • буде тривати • триватиме
	4.5 use interrogatives and appropriate responses	4.5 Як довго? • Три тижні. Скільки? • Сорок п'ять доларів. Куди? • До Вінніпегу.

Unit 36

Theme	Specific Objective	Vocabulary, Sentence Structure, Sentence Pattern
1. Student Exchange <i>Студентський обмін</i>	1.1 read information sheet on an exchange	1.1 лист
	1.2 discuss and record pros and cons of participation in an exchange	1.2 їхати чи не їхати
	1.3 complete an application form	1.3 анкета ім'я, прізвище адреса поштовий індекс ліки пашпорт/паспорт віза предки
	1.4 design an application form	1.4
	1.5 compare Canadian, Ukrainian and American currency and exchange value	1.5 гроші цент долар гривня
2. Expressions <i>Вислови</i>	2.1 express "in that case"	2.1 У такому разі
3. Language Usage <i>Мовний розвиток</i>	3.1 use verbs, imperfective	3.1 залежати тривати
	perfective	подумати
	3.2 use adverbs, comparative	3.2 головно головніше найголовніше
	3.3 use adverbs	3.3 насамперед далі негайно

Unit 37

Theme	Specific Objective	Vocabulary, Sentence Structure, Sentence Pattern
1. School <i>Школа</i>	<p>1.1 conduct discussion on student exchange</p> <p>1.2 write a research paper on a city in Ukraine</p> <p>1.3 use materials for research purposes</p> <p>1.4 research and record information on a city</p> <p>1.5 participate in decision making process to select destinations to visit in Ukraine</p> <p>1.6 participate in voting process</p>	<p>1.1 розмовляти про обмін плян справа група – групи</p> <p>1.2 завдання письмова робота есей/твір довідатися про місто описати місто</p> <p>1.3 книжка енциклопедія підручник географії підручник історії атлас журнал ...</p> <p>1.4 • Де знаходиться? • Скільки жителів/ мешканців? • Коли засновано? • історичні місця • освіта • музеї, театри, університет, школи • спорт • розваги • ...</p> <p>1.5 вибір голосувати</p> <p>1.6 голосування</p>

Unit 37

Theme	Specific Objective	Vocabulary, Sentence Structure, Sentence Pattern
2. Ukraine <i>Україна</i>	2.1 review cities in Ukraine	2.1 Київ Львів Чернівці Ужгород Полтава Одеса Тернопіль
	2.2 read historical overview on Ukraine	2.2 (див. стор. 406-413, <i>Мова і розмова III, Учительський посібник</i>)
3. Europe <i>Європа</i>	3.1 identify countries in Europe and locate map	3.1 Україна Франція Німеччина Англія Шотландія Ірландія Іспанія Австрія Чехія Словаччина Угорщина Польща Росія Білорусь Італія Греція Румунія Норвегія Литва Латвія

Unit 37

Theme	Specific Objective	Vocabulary, Sentence Structure, Sentence Pattern
	3.2 name ethnic origin of people who originate in each European country	3.2 українці французи німці англійці шотландці ірландці іспанці австрійці чехи словаки угорці поляки росіяни білоруси італійці греки румун норвежці литовці латвійці
	3.3 name the language spoken by people of each ethnic origin	3.3 українська французька німецька англійська шотландська ірландська іспанська угорська польська російська білоруська італійська грецька румунська литовська естонська фінська шведська болгарська голандська

Unit 37

Theme	Specific Objective	Vocabulary, Sentence Structure, Sentence Pattern
4. Time Час	4.1 review measures of time	4.1 година день тиждень місяць рік
5. Expressions Вислови	5.1 express "how can this be?"	5.1 Як це так?
	5.2 express "Oh, now it is clear!"	5.2 О, тепер ясно!
	5.3 recall previously introduced expressions	5.3
6. Language Usage Мовний розвиток	6.1 use nouns, note "i – o" change in masculine genitive case	6.1 вибір – вибору
	6.2 use verbs imperfective perfective	6.2 вивчати голосувати зголоситися пояснити розділити здати описати
	6.3 use adjective	6.3 названий, -а, -е, -і
	6.4 use pronoun	6.4 сам сама саме самі
	6.5 use adverbs	6.5 передусім опісля

Unit 37

Theme	Specific Objective	Vocabulary, Sentence Structure, Sentence Pattern
	<p>6.6 use preposition “за” + accusative case</p> <p>use preposition “з” + genitive case</p> <p>use preposition “про” + accusative case</p> <p>use preposition “у/в” + locative case</p> <p>use preposition “в/у” + genitive case</p> <p>use preposition “до” + genitive case</p> <p>6.7 use conjunction to express condition</p> <p>6.8 identify English – Ukrainian cognates</p>	<p>6.6 за тиждень</p> <p>з названих міст</p> <p>про обмін</p> <p>у листі</p> <p>в нас</p> <p>до якого міста</p> <p>6.7 якщо Якщо тато дозволить, поїду на обмін.</p> <p>6.8 аеропорт альбом акр банан бейсбол баскетбол вальс волейбол гокей географія гектар група десерт доляр історія інформація інтерв'ю календар кафетерія кілограм кілометр</p>

Unit 37

Theme	Specific Objective	Vocabulary, Sentence Structure, Sentence Pattern
		<p>кляса коридор курс лекція література літр лампа математика меню музей парк піца плян проект програма радіо світло спорт студент театр телефон теніс фарма фасон фотографія футбол центр</p>

Unit 38

Theme	Specific Objective	Vocabulary, Sentence Structure, Sentence Pattern
1. School <i>Школа</i>	1.1 plan fundraising projects	1.1 пропозиція продавати шоколаду мити авто зорганізувати український день продавати українське печиво проект
	1.2 accept responsibility for overseeing a project, supervise a fundraising project	1.2 Я догляну продаж шоколяди. Я зорганізую миття авто. Ми влаштуємо український день!
	1.3 prepare for and conduct a fundraising project, discuss results	1.3 продаж шоколяди пригоди питання вдалий день задоволення
2. Food Preparation <i>Готування їжі</i>	2.1 select and complete a cooking project	2.1 рецепт/перепис медівник цукор мед масло ваніля яйця жовтки білки сода до печива цинамон/кориця піна маса горіх дактиль піч хрустики

Unit 38

Theme	Specific Objective	Vocabulary, Sentence Structure, Sentence Pattern
		цукор – мучка рум/ром олія тісто пасок/смуга пластик . . .
	2.2 read a recipe	2.2 пересіяти вимішати додати збити домішати пекти замісити вимісити розкачати покряяти виробляти сохнути саджати посипати
3. Temperature <i>Температура</i>	3.1 read and compare Celsius and Fahrenheit temperatures	3.1 градус термометр Цельсія Фаренгейта
4. Expressions <i>Вислови</i>	4.1 Oh, no!	4.1 Та де!
5. Language Usage <i>Мовний розвиток</i>	5.1 use nouns in all genders and cases	5.1

Unit 38

Theme	Specific Objective	Vocabulary, Sentence Structure, Sentence Pattern
	<p>5.2 use verbs imperfective</p> <p>perfective</p> <p>5.3 use adjectives</p> <p>5.4 use adverbs</p> <p>5.5 use reflexive possessive pronouns in agreement with nouns</p> <p>5.6 identify nouns and verbs that are formed from the same root</p>	<p>5.2</p> <p>пропонувати фінансувати мити продавати</p> <p>скористати спекти попросити доглянути влаштувати дістати</p> <p>5.3 успішний, -а, -е, -і</p> <p>5.4 чомно видно рум'яно тонко приблизно</p> <p>5.5 свій, своя, своє, свої</p> <p>5.6 мити – миття (с)пекти – печиво продавати – продавець, продавниця пропонувати – пропозиція фінансувати – фінанси голосувати – голос, оголошення коштувати – кошт, кошти читати – читання, читанка порадитися – порада</p>

Unit 38

Theme	Specific Objective	Vocabulary, Sentence Structure, Sentence Pattern
		<p>листуватися – лист, листоноша</p> <p>думати – думка</p> <p>фотографувати – фотографія</p> <p>фармувати – фарма</p> <p>стояти – стоянка</p> <p>варити – вареники</p> <p>вечеряти – вечір, вечеря, вечірка</p> <p>втиратися – витирач</p> <p>відповідати – відповідь</p> <p>гостити – гість, гості</p> <p>робити – робота, робітник, робітниця</p> <p>замітати – мітла</p> <p>косити – косарка</p> <p>летіти – політ</p> <p>обідати – обід</p> <p>телефонувати – телефон</p> <p>рахувати – рахунок</p> <p>розмовляти – розмова</p> <p>снідати – сніданок</p> <p>спати – спальня</p> <p>танцювати – танець, танці, танцюрист/ка</p> <p>фарбувати – фарба</p> <p>чистити – чистка</p> <p>...</p>

Unit 39

Theme	Specific Objective	Vocabulary, Sentence Structure, Sentence Pattern
1. Travel <i>Подорожування</i>	1.1 recall means of transportation	1.1
	1.2 discuss travel plans	1.2 інформаційний лист обмін анкета рішення група квитки опікуни батьки
	1.3 compare most common means of transportation in Ukraine and Canada	1.3 Канада: авто, автобус, літак Україна: автобус, поїзд
	1.4 identify professions related to transportation	1.4 водій пілот кондуктор стюард/стюардеса ...
	1.5 discuss cost of travel to Ukraine	1.5 три тисячі доларів
2. Student Exchange <i>Студентський обмін</i>	2.1 complete application form	2.1 анкета ім'я, прізвище адреса телефон поштовий код
	2.2 plan itinerary for travel in Ukraine	2.2 маршрут рейс Коли? Куди? екскурсія відвідини

Unit 39

Theme	Specific Objective	Vocabulary, Sentence Structure, Sentence Pattern
	2.3 ask for and give permission to travel	2.3 Чи ви дозволяєте мені їхати? Ми дозволяємо тобі їхати.
	2.4 select points of interest in major cities in Ukraine and conduct research on one specific point of interest	2.4
	2.5 state and ask for preferences	2.5
	2.6 ask for and provide reasons	2.6 причина
	2.7 formulate rules and regulations	2.7 правила
	2.8 <ul style="list-style-type: none"> • express differences of opinion • express a desire to undertake an action • make a decision • express a joint action • solve a problem • identify part-time job opportunities for high school students 	2.8 <ul style="list-style-type: none"> • Мені було б цікаво подивитися Ужгород. • Квитки задорогі, щоб їхати. • Ми з мамою прочитали листа. • розв'язати проблему розв'язка, розв'язання • косити траву сусідам працювати в ресторані • ...

Unit 39

Theme	Specific Objective	Vocabulary, Sentence Structure, Sentence Pattern
	<ul style="list-style-type: none"> • discuss salaries 	<ul style="list-style-type: none"> • Скільки заробляєш <ul style="list-style-type: none"> – на годину? – на день? – на тиждень? – на місяць? – на рік?
3. Expressions <i>Вислови</i>	3.1 express pleasure (cheer) 3.2 express "to tell the truth" 3.3 absolute agreement	3.1 Ура! 3.2 сказати правду 3.3 Обов'язково!
4. Language Usage <i>Мовний розвиток</i>	4.1 reinforce verbs 4.2 use verb, neuter singular form, with quantity 4.3 reinforce nouns and pronouns in genitive, dative and instrumental cases 4.4 use adverbs	4.1 4.2 Скільки зголосилося? <ul style="list-style-type: none"> • 30 зголосилося • багато зголосилося 4.3 4.4 докладніше покищо

Unit 40

Theme	Specific Objective	Vocabulary, Sentence Structure, Sentence Pattern
1. Travel <i>Подорожування</i>	1.1 identify documents required for overseas travel	1.1 паспорт/паспорт віза документи амбасада уряд
	1.2 purchase airline travel ticket	1.2 квиток • на літак • на автобус • ... на поїзд Саскатун/Ріджайна
	1.3 discuss possible routes from Canada to Ukraine	1.3 Торонто Франкфурт Відень Київ/Львів ... Канада Німеччина Австрія Україна ...
2. Currency <i>Валюта</i>	2.1 identify Canadian currency	2.1 цент долар монета
	2.2 identify Ukrainian currency	2.2 карбованець гривня
	2.3 research current exchange rates	2.3 курс грошей

Unit 40

Theme	Specific Objective	Vocabulary, Sentence Structure, Sentence Pattern
3. Canada <i>Канада</i>	3.1 identify Ukrainian cultural and historical points of interest in Western Canada	3.1 Село Спадщини Української Культури велика писанка пам'ятники: • Тарасу Шевченкові • Лесі Українці • Жертвам голоду в Україні українські музеї українські церкви українські фестивалі українські культурно-освітні доми ...
	3.2 prepare a brochure, highlight and describe all the points of interest	3.2 брошура
4. Ukrainian Literature <i>Українська література</i>	4.1 read and discuss importance of selected works	4.1 Тарас Шевченко Іван Франко Леся Українка
5. Ukrainian Canadians <i>Українські канадці</i>	5.1 identify achievements of Ukrainians in various areas	5.1 видатні чоловіки/жінки адвокат суддя генерал – губернатор професор прем'єр сенатор лікар учитель/учителька політик організатор письменник/ письменниця редактор/редакторка ...

Unit 40

Theme	Specific Objective	Vocabulary, Sentence Structure, Sentence Pattern
6. Souvenirs <i>Сувеніри</i>	<p>6.1 identify and recommend suitable Canadian souvenirs to share with Ukrainian guests</p> <p>6.2 become familiar with Ukrainian souvenirs</p>	<p>6.1 книжки про Канаду картини</p> <p>6.2 різьба вишивка дерев'яні писанки календарі книжки ...</p>
7. Expressions <i>Вислови</i>	7.1 recall previously introduced expressions	7.1 Справді! Скажіть, будь ласка.
8. Language Usage <i>Мовний розвиток</i>	<p>8.1 use verbs imperfective perfective</p> <p>8.2 review nouns, all cases</p> <p>8.3 review pronouns</p> <p>8.4 use adverbs</p> <p>8.5 use adjectives</p>	<p>8.1 висловлювати подорожувати закупити приготувати подорожувати</p> <p>8.2</p> <p>8.3</p> <p>8.4 завдяки наприклад</p> <p>8.5 степовий, -а, -е, -і збудований, -а, -е, -і славний, -а, -е, -і корисний, -а, -е, -і західний, -а, -е, -і</p>

Cultural Component

The cultural component is organized into three sections.

1. Content Overview for K-12

The cultural content at each grade level is not prescribed. The outline has been designed to permit teachers a high degree of flexibility in preparing this component of the course at a specific grade and/or language level. Teachers may select from among the topics to provide their students with a selection of cultural experiences that relate to each other and to the course of study.

This section presents eleven topics:

- Social Interaction
- Family
- Food and Drink
- Personal Appearances and Possessions
- Geography of Ukraine
- Ukrainians
- History and Civics
- Education
- Institutions in Ukraine
- Ukrainian Arts
- Ukrainian Media

2. Cultural Activities

The second section presents twelve instructional objectives and suggested activities that will introduce the students to Ukrainian culture and allow them to experience its varied aspects.

3. Calendar Year: Holidays, Commemorations, Special Occasions

This section identifies specific cultural events that occur in the same time period of the year.

Students in Ukrainian language classes come from a variety of backgrounds. Some live in an environment that exposes them to the language and culture almost constantly; for others, exposure may be occasional; still others may be learning the language for the first time and have limited or no knowledge of the culture. Where the background and milieu of the students permit, the cultural activities and the discussion of cultural topics should draw on the students' previous experience and general knowledge. Cultural understanding, like language learning, is cumulative in nature.

Content Overview for K-12

Theme: Social Interaction

Topic	Focus	Teaching Notes
1. Patterns of politeness and respect	<p>1.1 Expressions and gestures used to address</p> <ul style="list-style-type: none">• an older/younger acquaintance• an older/younger stranger• a close friend• parents• brothers/sisters• grandparents• aunts/uncles• cousins• clergy <p>1.2 Expressions and gestures used when</p> <ul style="list-style-type: none">• greeting• introducing• taking leave of the people listed above in 1.1 <p>1.3 Expressions used to</p> <ul style="list-style-type: none">• interrupt• apologize• thank• congratulate the people listed above in 1.1 <p>1.4 Gestures and expressions used to express emotions such as</p> <ul style="list-style-type: none">• surprise• anger• fear• sympathy• disappointment• enthusiasm• annoyance• delight	

Theme: Social Interaction

Topic	Focus	Teaching Notes
	1.5 Idiomatic expressions, sayings, and proverbs used in the Ukrainian language <ul style="list-style-type: none">• meaning• appropriate use	
2. Communication by telephone in Canada, in Ukraine	2.1 Importance of the telephone 2.2 Telephone etiquette 2.3 Availability of telephone to every household 2.4 Steps in making a telephone call <ul style="list-style-type: none">• local• long distance• overseas 2.5 Steps in making a telephone call from Canada to Ukraine <ul style="list-style-type: none">• time zones• country code• region code• city code	
3. Communication by mail in Canada, in Ukraine	3.1 Type of mail service 3.2 Services offered at the post office 3.3 Addressing mail in Ukraine <ul style="list-style-type: none">• for delivery in Ukraine• for delivery in Canada 3.4 Addressing mail from Canada to Ukraine	

Theme: Social Interaction

Topic	Focus	Teaching Notes
4. Patterns of civilization in Canada, in Ukraine	<p>4.1 Common after-school activities for children and youth in Ukraine</p> <ul style="list-style-type: none">• meeting with friends• sports• homework• hobbies• jobs• helping at home• lessons – music, dance• movies• video arcades <p>4.2 Sports and traditional games played in Ukraine</p> <p>4.3 Community cultural and recreational centres in Ukraine, in Canada</p> <ul style="list-style-type: none">• activities offered for children and youth	

Theme: Family

Topic	Focus	Teaching Notes
1. Organization and structure of family unit	<p>1.1 General patterns of family organization:</p> <ul style="list-style-type: none"> • of Ukrainians in Ukraine • of Ukrainians in Canada • nuclear family • extended family <p>1.2 Functions and responsibilities of family members within the household in Ukraine, in Canada:</p> <ul style="list-style-type: none"> • father • mother • older children • younger children • males/men/boys • females/women/girls <p>1.3 Family decision-making</p> <p>1.4 Major responsibility for child care</p> <p>1.5 Lifestyles of older and younger generations in the family</p> <p>1.6 Status of grandparents and older relatives</p>	
2. Traditions and rituals	<p>2.1 Traditions and rituals related to observances of holy days and significant occasions</p> <p>2.2 Customs and rituals connected with engagement and marriage</p> <ul style="list-style-type: none"> • in Ukraine • in Canada 	
3. Role of significant points in the life cycle	<p>3.1 Significant events and how they are observed in the life of an individual</p> <ul style="list-style-type: none"> • birthday • graduation 	

Theme: Food and Drink

Topic	Focus	Teaching Notes
1. Meal patterns	<p>1.1 Meals</p> <ul style="list-style-type: none">• time eaten• preparation <p>1.2 Foods served</p> <ul style="list-style-type: none">• in Canada• in Ukraine	
2. Traditions and rituals related to food	<p>2.1 Traditional Ukrainian festive meals and foods</p> <ul style="list-style-type: none">• religious events• special occasions <p>2.2 Traditional Ukrainian foods</p> <ul style="list-style-type: none">• significance• preparation <p>2.3 Rituals at festive occasions</p> <ul style="list-style-type: none">• toasts• blessings, prayers• special songs	

Theme: Personal Appearance and Possessions

Topic	Focus	Teaching Notes
1. Mode of dress	<p>1.1 Traditional Ukrainian dress</p> <ul style="list-style-type: none">• regional differences• significance• origin• function of various parts• dress for special occasions <p>1.2 Traditional Ukrainian dress today</p> <ul style="list-style-type: none">• in Canada• in Ukraine <p>1.3 Modern dress</p> <ul style="list-style-type: none">• in Canada• in Ukraine	
2. Prized possessions	<p>2.1 Heirlooms handed down in family</p> <ul style="list-style-type: none">• symbolism• significance <p>2.2 Artifacts</p> <ul style="list-style-type: none">• preservation• museums• public display• value	

Theme: Geography of Ukraine

Topic	Focus	Teaching Notes
1. Topography	1.1 Geographic features <ul style="list-style-type: none">• lakes• mountains• rivers• regions• major cities	
2. Climate	2.1 Climate <ul style="list-style-type: none">• regional differences 2.2 Weather <ul style="list-style-type: none">• regional differences	
3. Transportation	3.1 Main travel routes in Ukraine 3.2 Travel routes from Ukraine to other locations 3.3 Modes of transportation <ul style="list-style-type: none">• urban• rural	
4. Economy	4.1 Organization of economic activity in Ukraine <ul style="list-style-type: none">• free enterprise• state control• market economy• currency 4.2 Major industries <ul style="list-style-type: none">• type• location 4.3 Agriculture <ul style="list-style-type: none">• type• location	

Theme: Geography of Ukraine

Topic	Focus	Teaching Notes
5. Relationship to environment	4.4 Export-Import <ul style="list-style-type: none">• products• partners	
	4.5 Employment <ul style="list-style-type: none">• job availability• job training• changes in employment	
	5.1 Attitude to land, natural resources, conservation <ul style="list-style-type: none">• by population• by government	

Theme: Ukrainians

Topic	Focus	Teaching Notes
1. Ukrainians in Canada <ul style="list-style-type: none">• origin	1.1 Immigration patterns <ul style="list-style-type: none">• First wave• Second wave• Third wave• Current activity	
2. A comparative study of Ukrainians <ul style="list-style-type: none">• in Canada• in Ukraine• in other countries	2.1 Lifestyles <ul style="list-style-type: none">• urban• rural 2.2 Organization of the Ukrainian community <ul style="list-style-type: none">• in urban centres• in rural areas 2.3 Types of buildings <ul style="list-style-type: none">• homes• churches 2.4 Daily routines of <ul style="list-style-type: none">• adults• youths• children 2.5 Population of Ukrainians <ul style="list-style-type: none">• in the world• in Ukraine• in Canada• in Saskatchewan• in students' community 2.6 Cultural activities of Ukrainians <ul style="list-style-type: none">• in Ukraine• in Canada• in Saskatchewan• in students' community	

Theme: Ukrainians

Topic	Focus	Teaching Notes
	<p>2.7 Ukrainian language usage</p> <ul style="list-style-type: none">• in Ukraine• in Canada• in Saskatchewan• in students' community• in students' home• by age group <p>2.8 Ukrainian language education</p> <ul style="list-style-type: none">• in Ukraine• in Canada• in Saskatchewan <p>2.9 Contributions of Ukrainians in Canada to</p> <ul style="list-style-type: none">• development of Canada• government• the arts• sports <p>2.10 Communication of Ukrainians</p> <ul style="list-style-type: none">• within Canada• within Saskatchewan• with Ukraine• with Ukrainians in other countries <p>2.11 Communication of Ukrainians with other ethnic groups</p> <ul style="list-style-type: none">• in Canada• in Ukraine	

Theme: History and Civics

Topic	Focus	Teaching Notes
1. Major historical events in Ukraine	1.1 Historical overview <ul style="list-style-type: none">• key figures• significant events• recognition of key figures and significant events in Canada, in Ukraine	
2. Government and society in Ukraine	2.1 Major government structure <ul style="list-style-type: none">• past• present	
3. Comparative study of history and civics in Canada, in Ukraine	3.1 Historical overview <ul style="list-style-type: none">• key figures• significant events• recognition of key figures and significant events in Canada, in Ukraine 3.2 Major government structure <ul style="list-style-type: none">• past• present	

Theme: Education

Topic	Focus	Teaching Notes
1. General organization in Ukraine	<p data-bbox="500 348 1073 1083">1.1 Schools:</p> <ul data-bbox="570 390 1057 1083" style="list-style-type: none">• starting age• length of school day• length of school year• grades taught• subjects taught• second language instruction• organization of school day• types and features of each type<ul data-bbox="602 726 805 915" style="list-style-type: none">◦ elementary◦ secondary◦ academic◦ vocational◦ technical• buildings• location• travel to and from school• playground <p data-bbox="500 1125 1073 1283">1.2 Day care, Pre-school, Kindergarten</p> <ul data-bbox="570 1167 959 1283" style="list-style-type: none">• organization• location• age of children attending <p data-bbox="500 1325 943 1360">1.3 Teacher-Pupil relationship</p> <p data-bbox="500 1402 967 1438">1.4 Teacher-Parent relationship</p> <p data-bbox="500 1480 951 1516">1.5 Attitude towards education</p>	

Theme: Education

Topic	Focus	Teaching Notes
2. Comparative study of education in Ukraine and Canada/ Saskatchewan	<p>2.1 Schools:</p> <ul style="list-style-type: none">• starting age• length of school day• length of school year• grades taught• subjects taught• second language instruction• organization of school day• types and features of each type<ul style="list-style-type: none">◦ elementary◦ secondary◦ academic◦ vocational◦ technical• buildings• location• travel to and from school• playground <p>2.2 Day care, Pre-school, Kindergarten</p> <ul style="list-style-type: none">• organization• location• age of children attending <p>2.3 Teacher-Pupil relationship</p> <p>2.4 Teacher-Parent relationship</p> <p>2.5 Attitude towards education</p>	

Theme: Institutions in Ukraine

Topic	Focus	Teaching Notes
1. Social institutions	1.1 Main institutions <ul style="list-style-type: none">• purpose• membership	
2. Financial institutions	2.1 Main institutions <ul style="list-style-type: none">• purpose	
3. Political institutions	3.1 Main institutions <ul style="list-style-type: none">• purpose• relationship with community• role of labour	
4. Religious institutions	4.1 Places of worship 4.2 Architecture <ul style="list-style-type: none">• exterior• interior 4.3 Religious observances <ul style="list-style-type: none">• holy days/feast days• worship• special occasions 4.4 Religious articles and their significance <ul style="list-style-type: none">• icon• cross 4.5 Traditional religious practices	

Theme: Institutions In Ukraine

Topic	Focus	Teaching Notes
5. Comparative study of institutions in Canada and Ukraine	<p>5.1 Social institutions</p> <ul style="list-style-type: none">• purpose• membership <p>5.2 Financial institutions</p> <ul style="list-style-type: none">• purpose <p>5.3 Political institutions</p> <ul style="list-style-type: none">• purpose• relationship with community• role of labour <p>5.4 Religious institutions</p> <ul style="list-style-type: none">• Architecture<ul style="list-style-type: none">◦ exterior◦ interior• Religious observances<ul style="list-style-type: none">◦ holy days/feast days◦ worship◦ special occasions• Religious articles and their significance<ul style="list-style-type: none">◦ icon◦ cross• Traditional religious practices	

Theme: Ukrainian Arts

Topic	Focus	Teaching Notes
1. Classical arts	<p>1.1 Examples and major characteristics of Ukrainian</p> <ul style="list-style-type: none">• classical music• art• drama• dance <p>1.2 Names, contributions and biographies of Ukrainian</p> <ul style="list-style-type: none">• composers• artists• dramatists• dancers• writers• architects	
2. Folk and popular arts	<p>2.1 Ukrainian folk culture and its characteristics</p> <ul style="list-style-type: none">• folk music• folk dance• folk tales• folk drama• folk heroes• folk art• handicrafts• popular theatre• popular music• popular art	
3. General significance of the arts	<p>3.1 Symbolism and its significance in Ukrainian folk culture e.g. birds, animals, . . .</p> <p>3.2 Ukrainian folk arts in Canada</p> <ul style="list-style-type: none">• artists• displays• festivals <p>3.3 Importance of Ukrainian arts to</p> <ul style="list-style-type: none">• the Ukrainian community• the general community	

Theme: Ukrainian Media

Topic	Focus	Teaching Notes
1. Resources	1.1 Types available <ul style="list-style-type: none">• target audience• content• viewpoint• layout, format• language used	
2. Print media	2.1 Major publications <ul style="list-style-type: none">• newspapers• journals	
3. Radio, Television	3.1 Programming 3.2 Personnel	
4. Videotapes	4.1 Availability 4.2 System for recording	
5. Computer games	5.1 Availability	
6. Internet	6.1 Availability 6.2 Function	

Theme: Ukrainian Media

Topic	Focus	Teaching Notes
7. Comparative study of media in Canada, in Ukraine	<p>7.1 Types available</p> <ul style="list-style-type: none">• target audience• content• viewpoint• layout, format• language used <p>7.2 Major publications</p> <ul style="list-style-type: none">• newspapers• journals <p>7.3 Radio, Television</p> <ul style="list-style-type: none">• programming• personnel <p>7.4 Videotapes</p> <ul style="list-style-type: none">• availability• system for recording <p>7.5 Computer games</p> <p>7.6 Internet</p> <ul style="list-style-type: none">• availability• function	

Cultural Activities

Instructional Objectives	Student Activities	Teaching Notes
<p>1. Students will have opportunities to experience elements of Ukrainian culture in which Ukrainian language is spoken or presented in print form.</p>	<p>1.1 Collect postcards, greeting cards, stamps, currency</p> <p>1.2 Visit another Ukrainian class</p> <p>1.3 Prepare/sample Ukrainian foods</p> <p>1.4 Visit Ukrainian bookstore, museum, church, restaurant</p> <p>1.5 Visit Ukrainian seniors' home</p> <p>1.6 Dramatize Ukrainian folktales, festive events (Christmas pageant, Malanka, Kupalo, . . .)</p> <p>1.7 Prepare and dramatize skits, short plays</p> <p>1.8 Stage Ukrainian concerts</p> <p>1.9 Participate in speech arts festivals</p> <p>1.10 Stage simulations of Ukrainian historical events, current events</p> <p>1.11 Visit Ukraine</p>	

Instructional Objectives	Student Activities	Teaching Notes
<p>2. Students will have opportunities to experience Ukrainian music, drama and other art forms.</p>	<p>2.1 Listen to Ukrainian folk and popular songs</p> <p>2.2 Listen to Ukrainian classical and traditional music</p> <p>2.3 Listen to Ukrainian church music</p> <p>2.4 Become familiar with current popular Ukrainian music groups</p> <p>2.5 Prepare a broadcast of Ukrainian music (disc jockey)</p> <p>2.6 Participate in Ukrainian music festival (choral, instrumental)</p> <p>2.7 Attend performances by Ukrainian artists, musical and folk dance ensembles</p> <p>2.8 Participate in Ukrainian folk dancing following instructions in Ukrainian</p> <p>2.9 View Ukrainian language films, videos, television programs</p> <p>2.10 Invite guest artist to school to perform for students</p>	

Instructional Objectives	Student Activities	Teaching Notes
3. Students will have contact with Ukrainian speakers.	3.1 Invite guests to the school as resource people for story telling, presentations or workshops on Ukrainian themes	
	3.2 Organize an exchange with a school in Ukraine	
	3.3 Organize an educational excursion to locations in the community where Ukrainian is spoken – museums, banks, commercial outlets, . . .	
	3.4 Exchange letters, tapes, or scrapbooks with pen pals in Ukraine or other locations	
4. Students will acquire knowledge about Ukrainian culture.	4.1 Participate when a speaker of Ukrainian demonstrates a Ukrainian tradition, craft, recipe, or speaks on a Ukrainian topic	
	4.2 View Ukrainian films, videotapes and television programs appropriate to age skills in Ukrainian language	
	4.3 Visit displays that present authentic examples of Ukrainian culture	
	4.4 Attend Ukrainian theatrical performances by local or visiting groups that present authentic examples of the culture	

Instructional Objectives	Student Activities	Teaching Notes
<p>5. Students will acquire knowledge about the geographical areas where Ukrainians reside.</p>	<p>5.1 On a map of the world indicate where Ukrainians reside</p> <p>5.2 On a map of Canada indicate cities and areas of significance to Ukrainian culture</p> <p>5.3 On a map of Saskatchewan/Canada identify the locations where your Ukrainian ancestors settled when they first came to Canada</p>	
<p>6. Students will understand cultural components of the Ukrainian language.</p>	<p>6.1 Recognize and interpret common Ukrainian expressions, interjections and exclamations, and learn to use them appropriately</p>	
<p>7. Students will recognize and learn to use body language that is appropriate to Ukrainian speakers.</p>	<p>7.1 Learn to recognize, interpret and imitate gestures commonly used to convey or reinforce meaning</p>	
<p>8. Students will become aware of Ukrainian cultural and historical references and what they mean to Ukrainians.</p>	<p>8.1 Research, study, and discuss cultural and historical events and dates in Ukraine that parallel similar events in Canada</p> <p>e.g. Mother's Day Thanksgiving Day</p>	

Instructional Objectives	Student Activities	Teaching Notes
9. Students will develop an awareness of their own cultural identity.	9.1 Compare and contrast features of own culture that is important to the respective age group with similar features in culture of Ukrainians in Ukraine and culture of Ukrainians in Canada	
10. Students will develop pride in the traditions and background of their own culture.	<p>10.1 Create, with photographs, sketches, magazine illustrations, a picture history of own family with special focus on culture</p> <p>10.2 Bring to class an object treasured by own family and explain its significance to the class</p>	
11. Students will develop an awareness and sensitivity to similarities and differences between the Ukrainian culture and other cultures in Canada.	<p>11.1 Prepare, for exchange with a class of students studying a language other than Ukrainian, a scrapbook, audio tape or videotape about own Ukrainian language classroom, a special Ukrainian school event or celebration</p> <p>11.2 Compare Ukrainian advertisements with some in other languages advertising the same product</p>	

Instructional Objectives	Student Activities	Teaching Notes
12. Students will develop an appreciation of the transformation that can occur when a culture is transplanted, or when it changes over generations.	11.3 Make a list of word cognates – Ukrainian and English, French, German, . . .	
	11.4 Make an inventory of the surnames in the class and, by discussion with fellow students, trace the origin of these names	
	11.5 Make a master calendar showing days in the year that are significant for all cultural groups represented in the classroom or school	
	12.1 Tape an interview with an older speaker of Ukrainian about his/her educational background, birthday or name day celebration, special occasions, responsibilities at home, dominant language spoken in the home, . . .	
	12.2 Compare and contrast ways young Ukrainian people met and socialized fifty years ago with the ways they socialize today	

Calendar Year: Holidays, Commemorations, Special Occasions

August/September	National Ukrainian Festival (Dauphin) Folkfest (Saskatoon) Art Showcase (STU) Folklorama (Winnipeg) Ukrainian Independence Day Ivan Franko	
October	Obzhynky Thanksgiving	Halloween Sviato knyzhky
November	Remembrance Day	
December	Carol Festival St. Nicholas Day Christmas Program Christmas Eve, Christmas Day (Gregorian)	
January	New Year (Gregorian, Julian) Malanka Christmas Eve, Christmas Day (Julian) Epiphany (Gregorian, Julian)	
February	Lesya Ukrayinka Valentine's Day Winter Festival	
March	Taras Shevchenko Education Week St. Patrick's Day	
April	Willow Sunday Chernobyl Commemoration	Easter Music Festival
May	Vesna Festival (Saskatoon) Ukrainian Dance Recitals	Mother's Day Ukrainian Arts Festival
June/July	Mosaic (Regina) Canada Day Pysanka Festival (Vegreville)	Father's Day Summer Vacation

Part 4:

Planning for Instruction

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Unit Planning Guide

The unit approach outlined in this guide focuses language and learning activities on specific themes and topics which provide the purpose for language use and development. Students listen, speak, read, write and learn within a particular context. Language is used and language processes are developed as content and culture are explored.

Teachers can organize their school year into manageable and cohesive units by using the suggested themes and topics presented in each unit and the appropriate foundational objectives as guides for preliminary planning.

Involving students in planning ensures their interest and participation in units of study. Themes and learning experiences that are collaboratively chosen and planned will be relevant to students. Their self-esteem increases when they are acknowledged as true participants or partners in the classroom community of learners.

The time allotment for Core Ukrainian at the K-8 levels is determined by the local school division. A minimum of thirty minutes a day four times a week is recommended.

Suggestions for Planning a Unit of Study

1. Consider the language learning needs, the abilities, and the interests of all the students.
 - Review curriculum requirements and grade specific expectations
 - Identify students' cultural and experiential backgrounds
2. Choose a context and narrow the unit focus to a specific theme.
 - Determine a rationale and the general objectives for the unit
3. Select appropriate foundational and learning objectives.
 - Identify the specific language abilities and understandings which can be developed or reinforced during the unit
 - Adapt objectives to meet the needs of individual students
 - Identify a number of language activities and the purposes for language use throughout the unit
 - Identify the instructional strategies, the vocabulary and specific language activities which will develop students' thinking and language abilities and their knowledge of the theme
 - Identify the daily assessment strategies and record-keeping procedures which are consistent with the learning objectives and the planned activities

-
4. Gather related resources.
 - Consider classroom displays and facilities
 - Determine necessary teacher and student materials
 - Gather appropriate literature for independent and shared reading
 - Enlist the assistance of students, teacher-librarian and other colleagues in collecting resources
 - Consider school and community resources – print materials, audio-visual, human resources
 5. Plan an initial sequence of lessons.
 - Match resources with language processes, activities and instructional strategies
 - Identify particular concepts and vocabulary to be developed in the lessons
 - Incorporate appropriate record-keeping, observation and assessment techniques
 6. List possible unit adaptations and modifications to accommodate individuals' language needs and abilities, student interests and community events.
 7. Plan a tentative unit time frame. Sequence lessons, learning experiences and culminating activities into this time frame.
 8. Determine appropriate culminating activities.
 9. Identify and prepare evaluation instruments which will determine the degree to which the foundational objectives were achieved. Record students' language growth and development over the course of the unit.
 10. Consider ways students might apply and extend the listening, speaking, reading, writing and thinking skills developed during the unit and the understandings and knowledge of the theme attained during the unit.

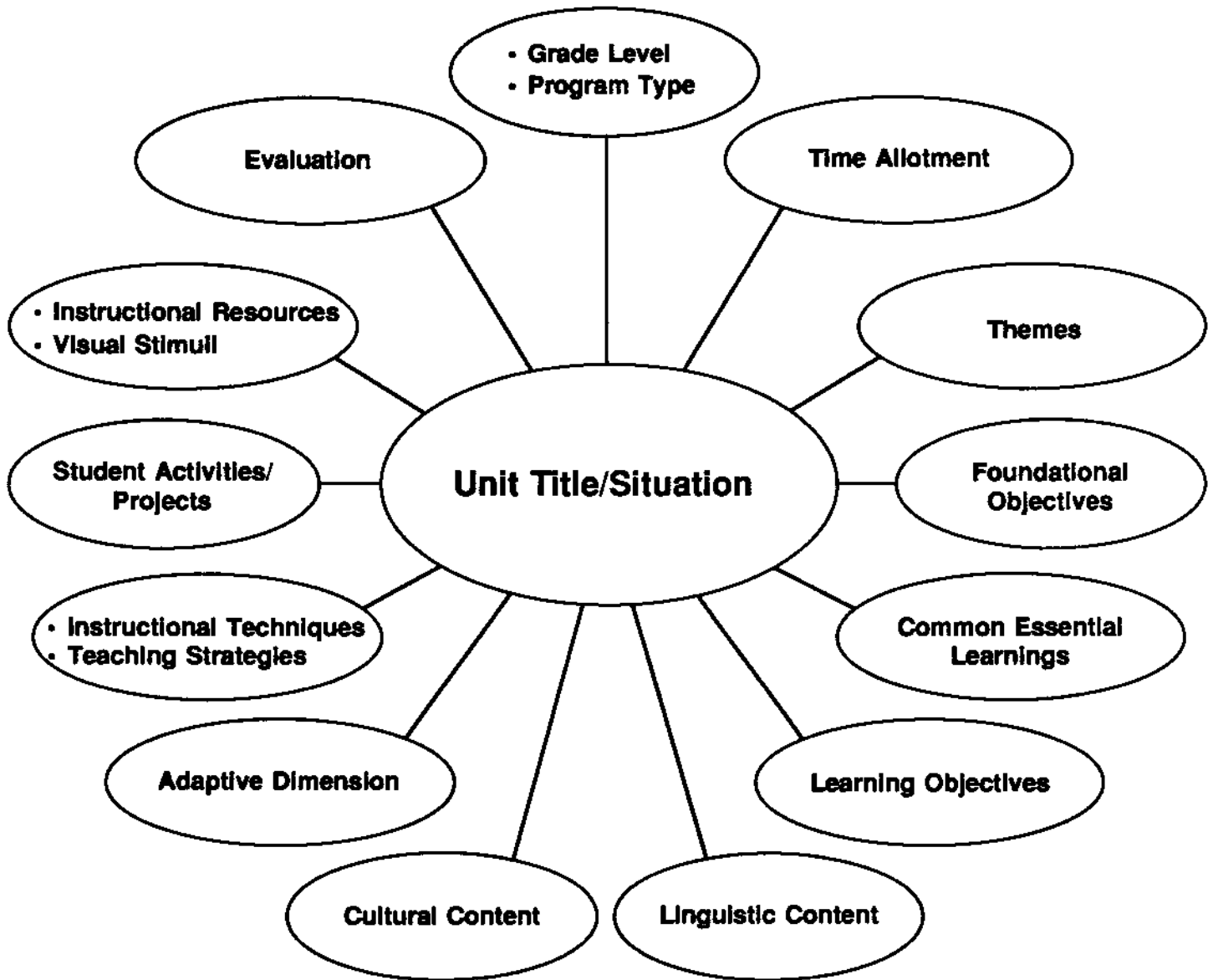
Source: Saskatchewan Education. (1992). *English Language Arts. A Curriculum Guide for the Elementary Level.* (pp. 72-73). Regina: Author.

Unit Planning Checklist

- ☐ Have you reviewed curriculum expectations?
- ☐ Have you considered student needs, interests and abilities and incorporated students' input?
- Have you considered the relevance of this unit to
 - ☐ • students' lives outside of the school context?
 - ☐ • students' language and learning experiences in other subjects?
 - ☐ • students' continued language development?
- ☐ Have you selected appropriate Ukrainian language learning objectives?
- ☐ Can you identify the major language skills and the main content or concepts students will attain?
- ☐ Have you incorporated appropriate Ukrainian cultural elements and content into the unit?
- ☐ Can you identify the cultural elements present in the linguistic content of the unit?
- ☐ Can you provide a rationale for the unit?
- ☐ Have you selected interesting, useful and varied resources to accompany the unit?
- ☐ Have you included a variety of instructional strategies, language experiences and activities?
- ☐ Does the unit plan incorporate the daily language routine advocated in this curriculum?
- ☐ Have you provided opportunities for students to use listening, speaking, reading and writing for various purposes?
- ☐ Does the unit plan allow for flexibility and adaptation?
- ☐ Have you provided opportunities for student input and collaborative decision-making?
- ☐ Have you determined appropriate assessment and evaluation techniques?
- ☐ Have you considered possible unit extensions and applications?
- ☐ Have you provided opportunities for students to use listening, speaking, reading and writing for various purposes?
- ☐ Does the unit plan allow for flexibility and adaptation?
- ☐ Have you provided opportunities for student input and collaborative decision-making?
- ☐ Have you determined appropriate assessment and evaluation techniques?
- ☐ Have you considered possible unit extensions and applications?

Source: Saskatchewan Education. (1992). *English Language Arts. A Curriculum Guide for the Elementary Level*. (p. 74)
Regina: Author.

Unit Components



Unit Plan Outline	
Unit No.: _____	Title: _____
Level: _____	Program Type: _____
Time Allotment	
Themes	
Foundational Objectives	
Common Essential Learnings	
Learning Objectives	
Linguistic Content	
Cultural Content	
Adaptive Dimension	
Instructional Strategies/ Teaching Techniques	
Student Activities/ Projects	
Instructional Resources	
Evaluation	

Sample Unit Unit 6: Letter Writing	
Level	<ul style="list-style-type: none"> • Grade 5 (K-12 program) • Grade 6 (3-12 program) • Grade 7 (5-12 program) • Grade 8 (7-12 program) • Grade 9 (9-12 program) (See "Schematic Course Progression", p. 68)
Time Allotment	<ul style="list-style-type: none"> • 8 hours (5-6 weeks = approx. 16 class periods at ½ hour each) • Allowances must be made for special occasions, current events and other activities that may interrupt the proposed schedule.
Theme, Sub-Themes	Letter Writing <ul style="list-style-type: none"> • Expressions, Greetings • Family, Friends • Saskatchewan, Canada, Ukraine • Writing a Letter • Pen Pals
Foundational Objectives	Students will demonstrate <ul style="list-style-type: none"> • confidence in using oral Ukrainian language to bring meaning to what they observe, feel, hear and read through questioning and discussion • respect for the ideas, language and communication style of others • ability to read orally and silently for meaning by integrating all cueing systems • curiosity about and interest in written Ukrainian by participating in independent and shared reading and writing activities • recognition that writing is a process focused upon conveying meaning to self and others

Common Essential Learnings	<ul style="list-style-type: none"> • identified in "General Guidelines for Incorporating the Common Essential Learnings" (pp. 10-11)
Learning Objectives (Functions) <ul style="list-style-type: none"> • achievable • measurable 	<ul style="list-style-type: none"> • Linguistic <ul style="list-style-type: none"> ◦ practise pronunciation, intonation, stress and expression in new dialogue ◦ ask someone where he/she lives and respond when asked the same question ◦ identify vocabulary and structures related to writing and mailing a letter ◦ identify provinces, major cities, relevant centres in Canada ◦ use grammatical structures related to the themes in the unit • Cultural <ul style="list-style-type: none"> ◦ recognize the differences in addressing a letter for delivery in Canada and in Ukraine ◦ identify major centres in Ukraine and locate them on a map of Ukraine • Attitudinal <ul style="list-style-type: none"> ◦ develop confidence in using the Ukrainian language in correspondence
Adaptive Dimension	<ul style="list-style-type: none"> • recognize students' differing interests and abilities in written Ukrainian and adapt pen pals project accordingly

Instructional Strategies/ Teaching Techniques	<ul style="list-style-type: none"> • Present Audio-Visual Dialogue – Lesson 6 • Discussions – whole class/small groups • Role Playing • Brainstorming – pertinent thematic vocabulary • Categorization – resulting from brainstorming activity • Webbing – Canadian provinces and cities, Ukrainian cities • Journal Writing – record daily activities • Cloze Procedure – complete descriptive paragraph related to lesson dialogue • Creating Text – letter content • Letter Writing – format of letter, addressing envelope • Map Study – Canada, Ukraine • Language Games – unscrambling names (provinces, cities), matching pronouns and verb conjugation forms
Student Activities/Projects	<ul style="list-style-type: none"> • Write a letter and address an envelope in Ukrainian to a friend in a Ukrainian class or to a pen pal in Ukraine • Record address to which letter was sent • Record date the first letter was sent and record all correspondence
Instructional Resources	<ul style="list-style-type: none"> • <i>Mova i rozmova, Level I: Lesson Six</i> – all teacher and student components • Globe • Maps of Canada, Saskatchewan, Ukraine • Calendar – current • Writing paper and envelopes – letter size, air mail • Original letter and envelope received – from Canada, from Ukraine • <i>Klyasa</i> (p. 14 only) – reading in <i>Druzi, Tut i tam Reading Series</i> • <i>Lystivka</i> (pp. 8, 18, 136, 167) – postcards in <i>Khodit' zi mnoyu, Tut i tam Reading Series</i> • <i>Lystuvannya</i> – Zirka Publishers

Evaluation	<ul style="list-style-type: none">• Use checklists/anecdotal records to assess students' oral skills• Use quizzes to assess vocabulary retention• Use cloze procedure to assess students' ability to write a letter relating personal information
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Suggested Daily Schedule

The suggested duration for this unit is 16 one-half hour class periods. However, the students' interests and enthusiasm as well as their language skills and abilities will determine the necessary adaptations to this unit plan.

Day	Instruction	Teaching Notes
Day 1	<ul style="list-style-type: none">• Review days of the week, months• Present and explain Lesson 6 dialogue [1] – [4]• Practise new vocabulary and structures presented in dialogue• Activity: Journal entry	
Day 2	<ul style="list-style-type: none">• Review and repeat dialogue [1] – [4]• Role-play dialogue [1] – [4]• Present and explain dialogue [5] – [9]• Practise new vocabulary and structures presented in dialogue• Activity: Journal entry• Evaluation	
Day 3	<ul style="list-style-type: none">• Review and repeat dialogue [1] – [9]• Role-play dialogue [1] – [9]• Discuss events in dialogue• Brainstorm, record dialogue/new vocabulary, structures on experience charts and display in classrooms• Evaluate oral skills during repetition, role-playing, discussion	
Day 4	<ul style="list-style-type: none">• Read recorded dialogue, vocabulary, structures (whole class and then in small groups or pairs) from experience charts• Oral questions on dialogue• Practise new verb using manipulation technique (oral, whole class)• Activity: Match pronouns with verb forms	

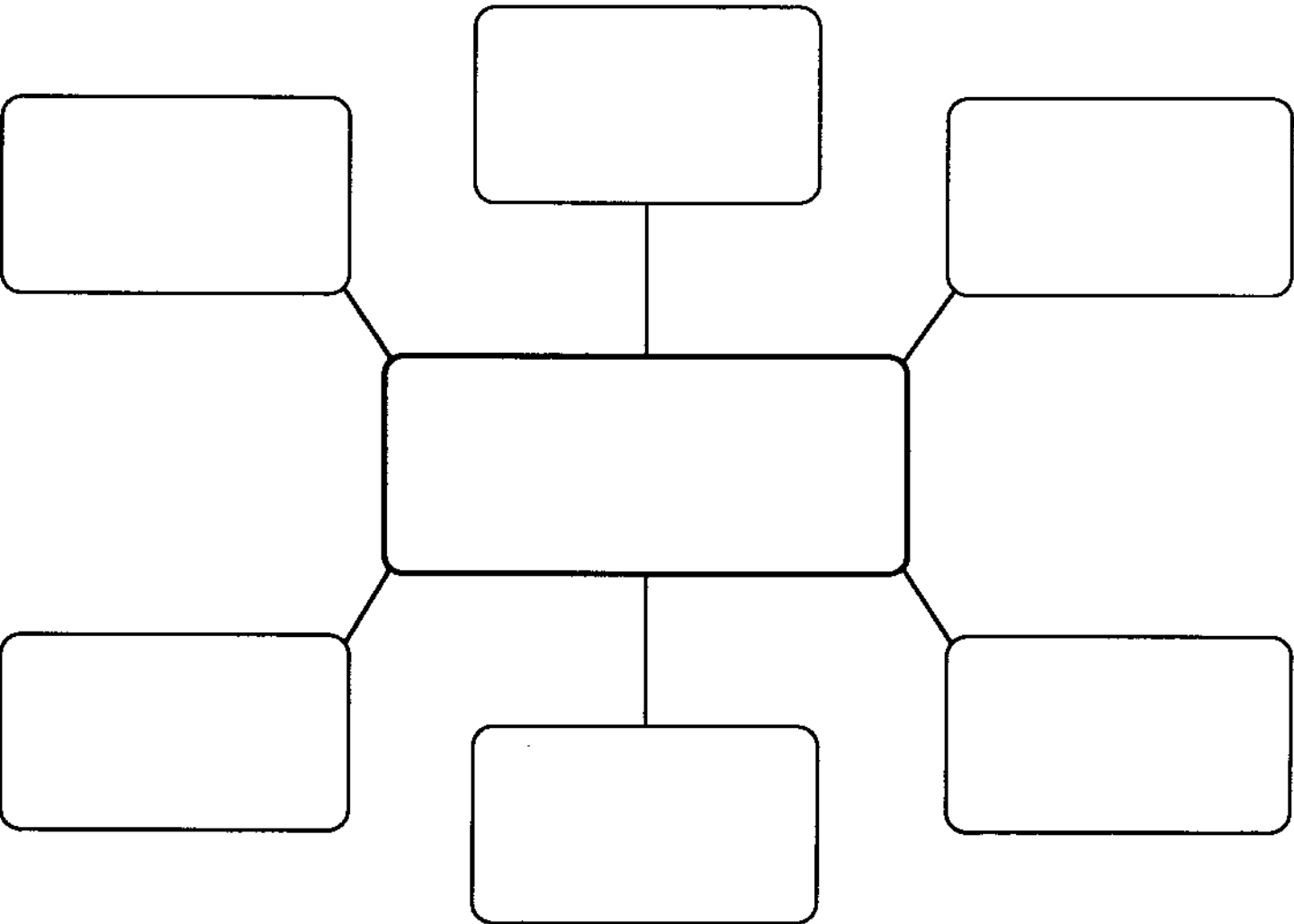
Day	Instruction	Teaching Notes
Day 5	<ul style="list-style-type: none"> • Use previously learned and newly acquired language to compose conversations relevant to students' lives – teacher led • Present dialogues to class • Evaluate oral skills, language usage • Display map of Canada in classroom 	
Day 6	<ul style="list-style-type: none"> • Identify provinces on map of Canada • Record names of provinces • Name famous people or friends and relatives and identify where they live in Canada (province, city, town) 	
Day 7	<ul style="list-style-type: none"> • Review locations in Canada • Activity: Plot locations identified on an outline map of Canada and display in classroom 	
Day 8	<ul style="list-style-type: none"> • Compose dialogues (in pairs) using newly acquired vocabulary • Present dialogues to entire class • Evaluate oral skills and content 	
Day 9	<ul style="list-style-type: none"> • Locate Ukraine on globe (location in relation to Canada) • Identify key cities or geographical locations in Ukraine on map • Record new vocabulary on experience charts and display in classroom 	
Day 10	<ul style="list-style-type: none"> • Review locations in Ukraine • Plot locations identified on an outline map of Ukraine and display in classroom • Activity: Game – spell names of locations in Ukraine using cut up letters • Ask students to bring letters and envelopes from Ukraine to next class 	

Day	Instruction	Teaching Notes
Day 11	<ul style="list-style-type: none"> • Present and review resources to introduce letter writing • Discuss letters – content, format, types • Evaluation: Spelling quiz – locations in Canada and Ukraine 	
Day 12	<ul style="list-style-type: none"> • Present and discuss letter format – greeting, opening, body, closing • Compose letter, record first draft on experience chart, display • Read letter orally 	
Day 13	<ul style="list-style-type: none"> • Complete letter – first draft • Edit, revise, prepare final draft of letter • Read letter orally • Introduce envelope (use resources) – format of address to Ukraine • Ask students to bring envelope, postage stamps, postcards, own photo, . . . 	
Day 14	<ul style="list-style-type: none"> • Read letter • Write own letter based on model on experience chart • Address envelope • Mail letter 	
Day 15	<ul style="list-style-type: none"> • Review • Activity 	
Day 16	<ul style="list-style-type: none"> • Summative evaluation – oral and written 	

Sample Unit Content Outline

Grade: _____	Type of Program: _____	Duration: _____ hrs	Date: _____
Situation: _____			
Teaching Notes: _____			

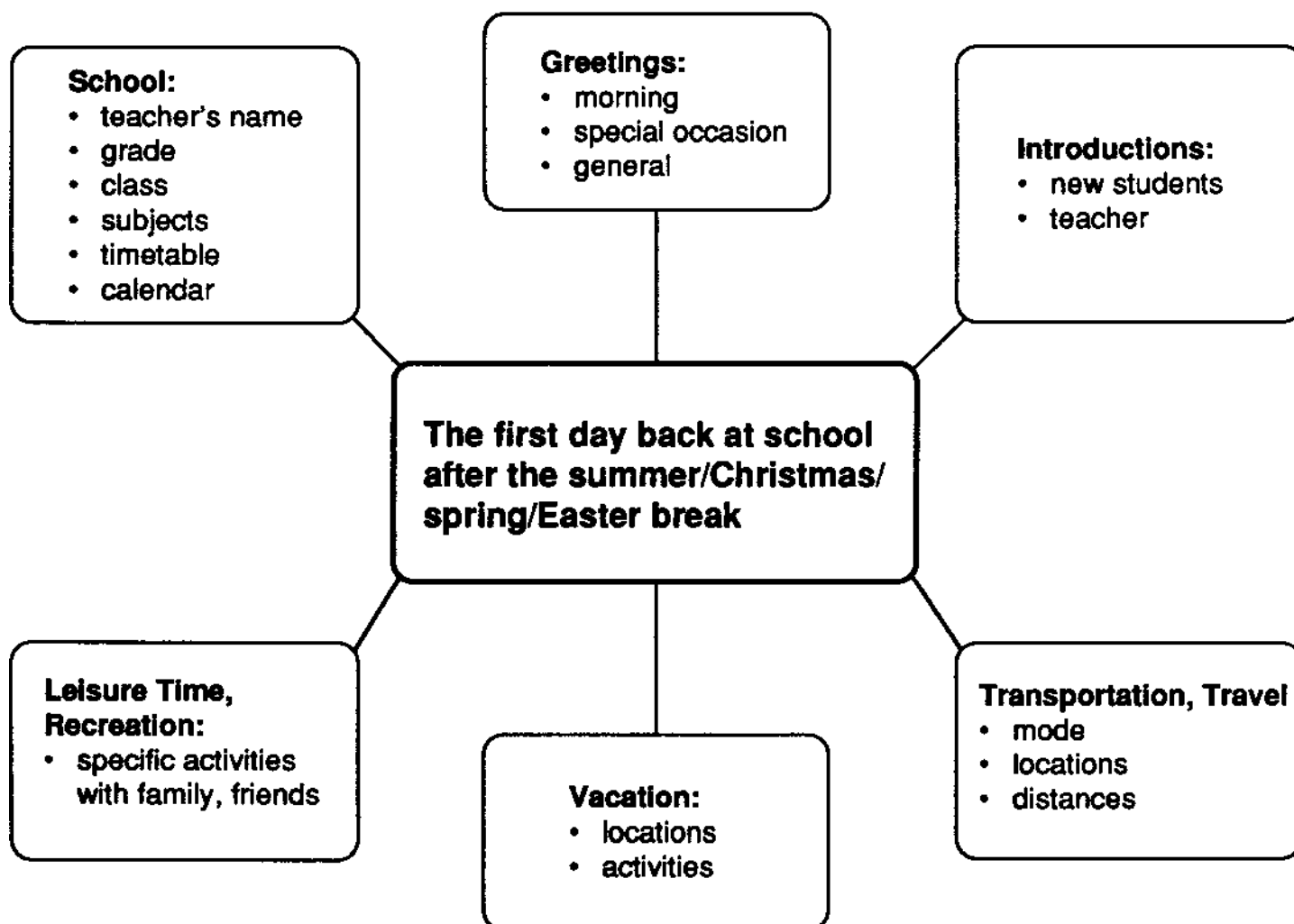
Themes and Topics



Sample Unit Content Outline No. 1

Grade: _____	Type of Program: _____	Duration: _____ hrs	Date: _____
Situation: The first day/week back at school after summer/Christmas/spring/Easter break			
Teaching Notes: _____ _____ _____			

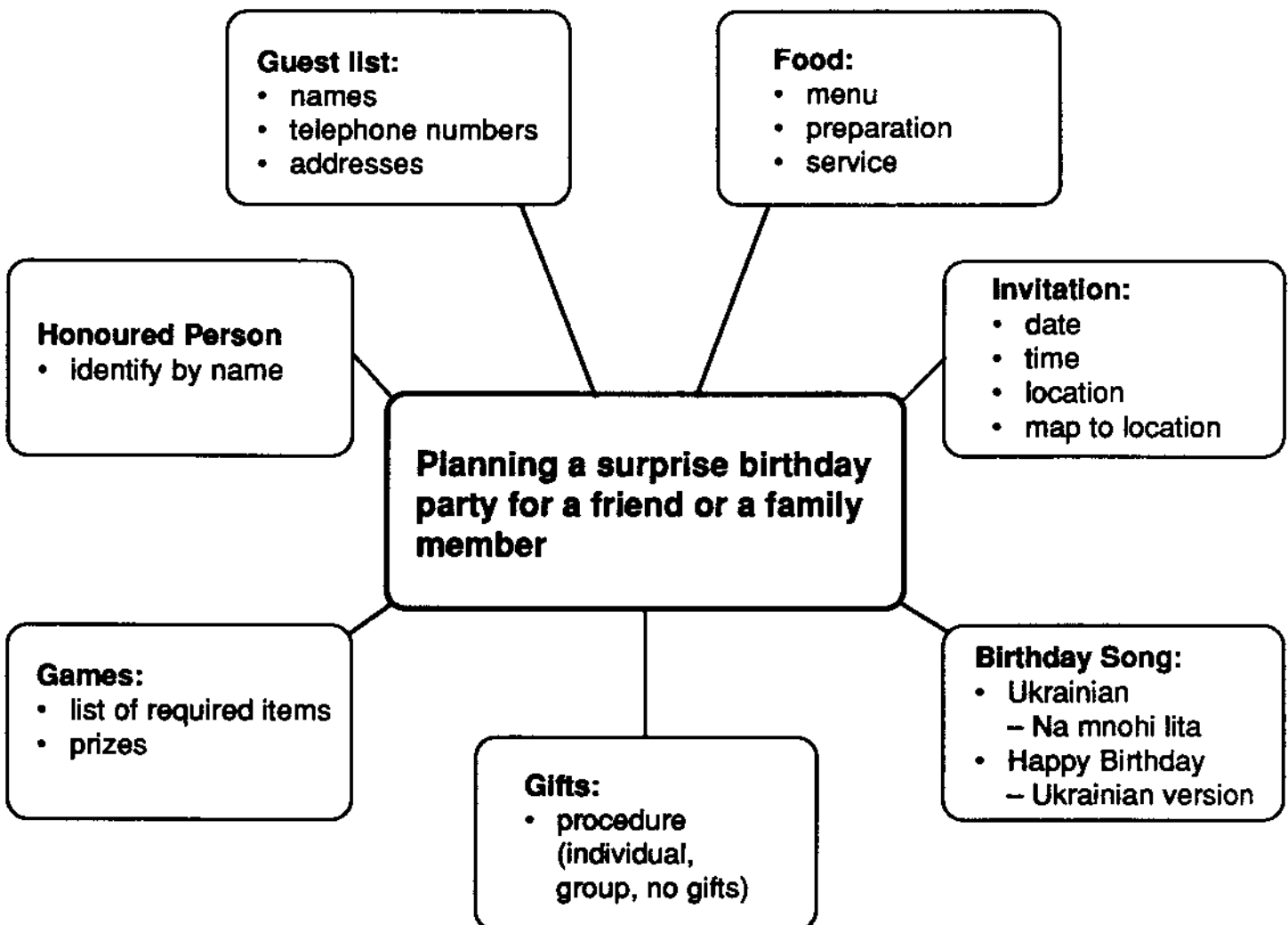
Themes and Topics



Sample Unit Content Outline No. 2

Grade: _____	Type of Program: _____	Duration: _____ hrs	Date: _____
Situation: Planning a surprise birthday party for a friend or a family member			
Teaching Notes: _____ _____ _____			

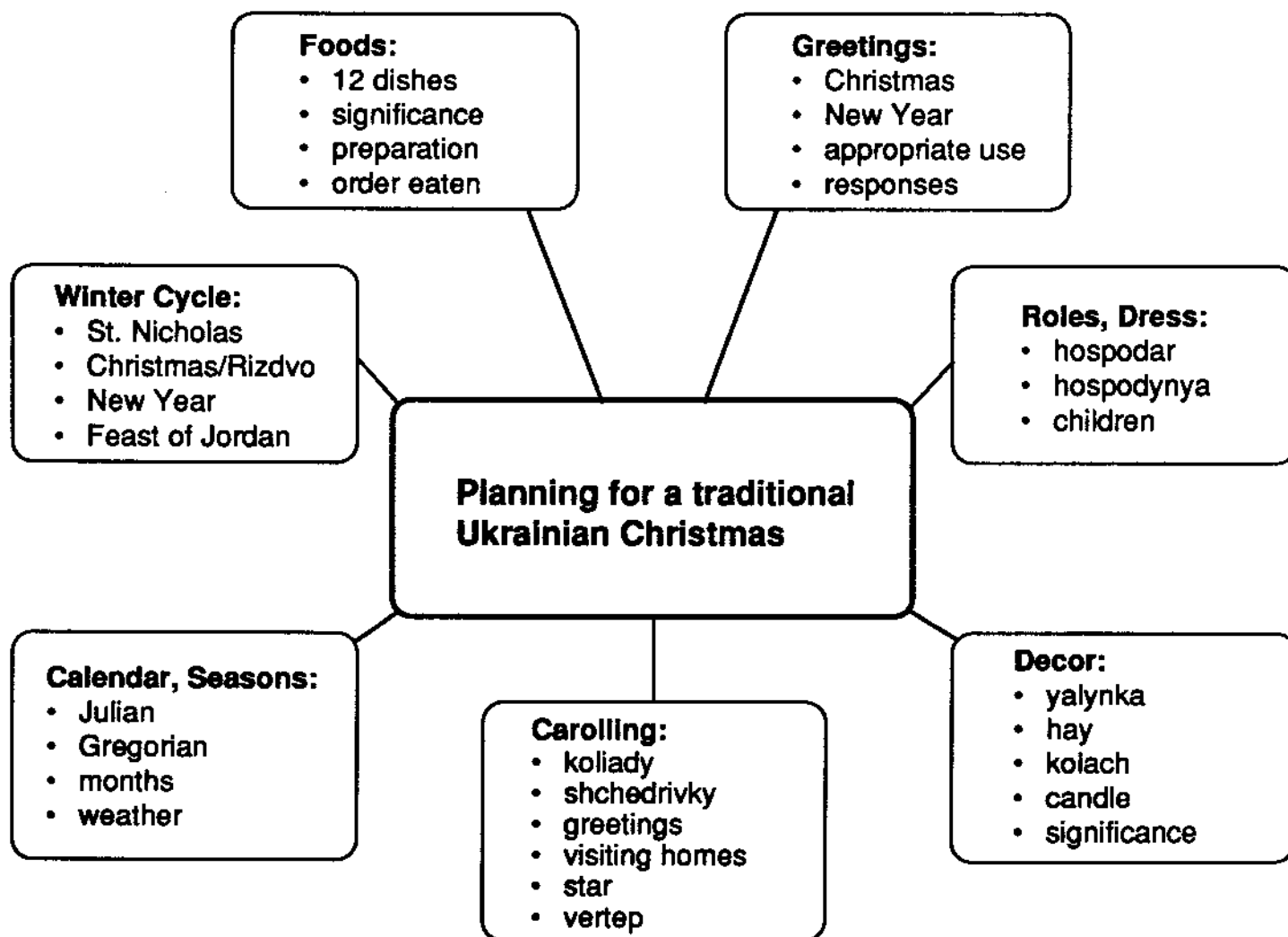
Themes and Topics



Sample Unit Content Outline No. 3

Grade: _____	Type of Program: _____	Duration: _____ hrs	Date: _____
Situation: Planning for a traditional Ukrainian Christmas			
Teaching Notes: _____ _____ _____			

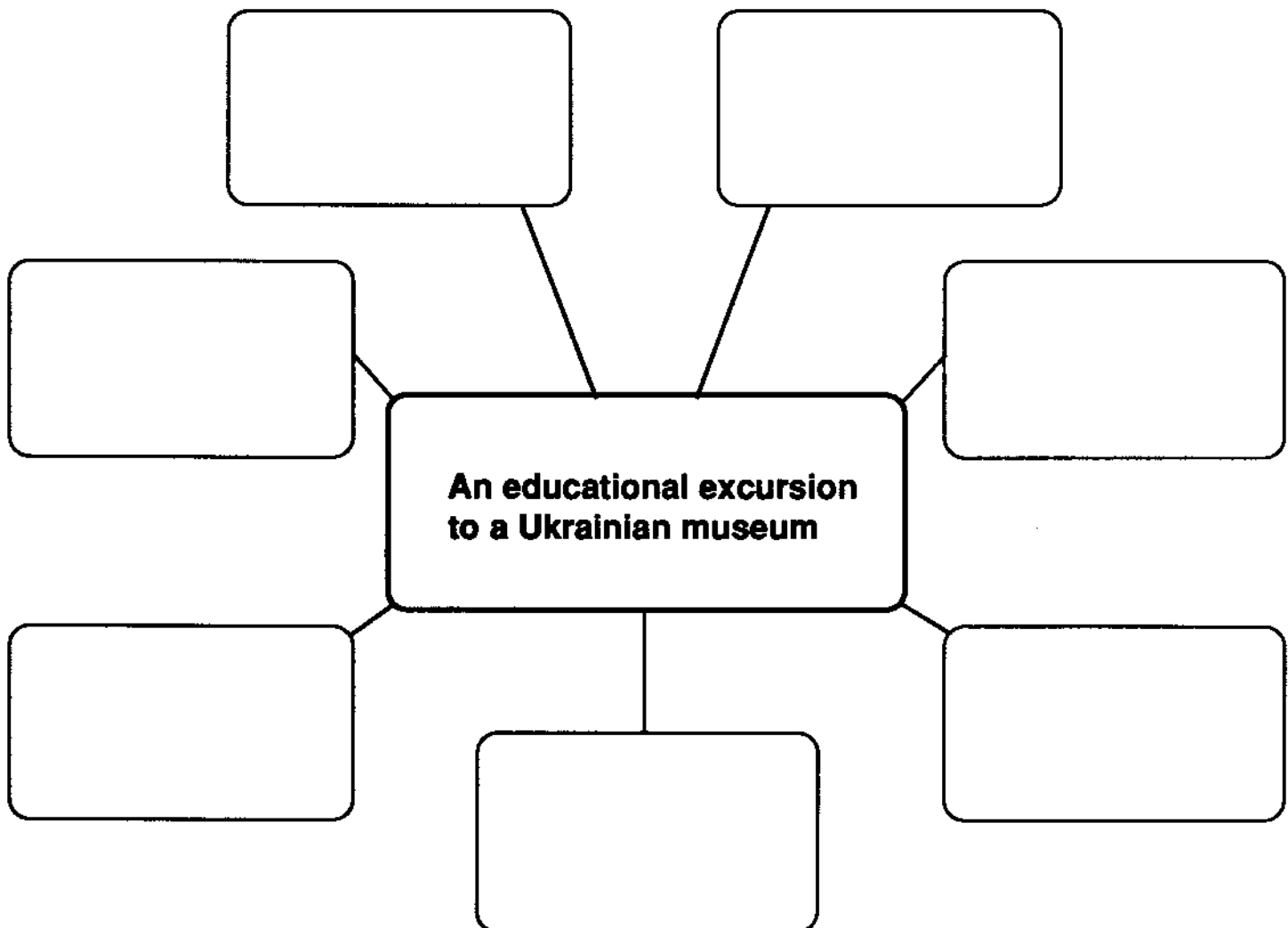
Themes and Topics



Sample Unit Content Outline No. 4

Grade: _____	Type of Program: _____	Duration: _____ hrs	Date: _____
Situation: An educational excursion to a Ukrainian museum			
Teaching Notes: _____			

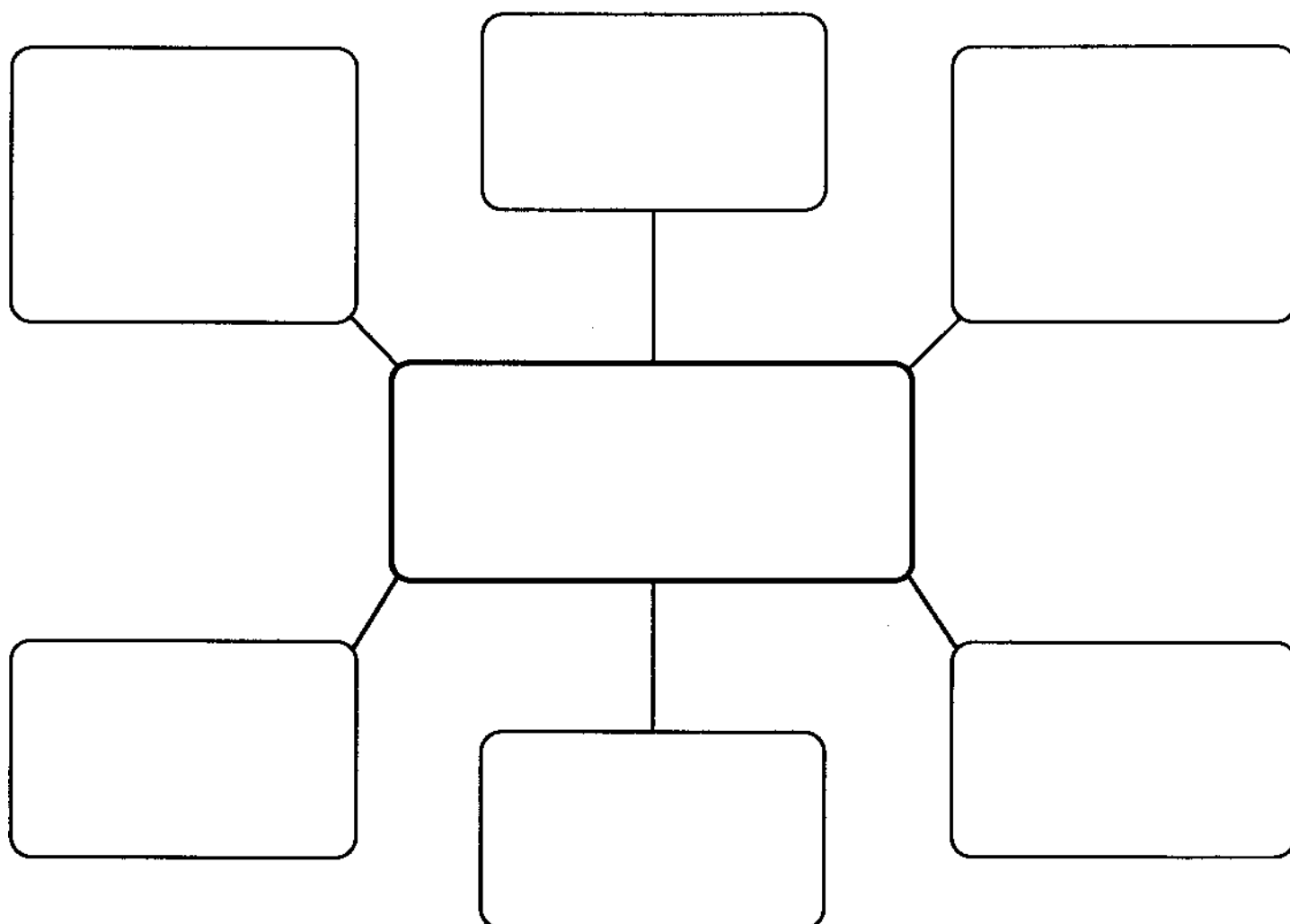
Themes and Topics



Зразок навчального розділу

Кляса: _____	Вид програми: _____	Тривалість: _____ год.	Дата: _____
Ситуація: _____			
Підхожа інформація: _____			

Теми, під-теми



Sample Unit Plan Outline					
Topics and Contents	Day	Objectives/Main Understandings	Methods/Procedures/Evaluation	Materials	CELEs

Lesson Planning Guide

Effective teachers know they are teaching students as well as content. The language and content which arises from the interests and needs of the students to facilitate communication is what dictates the language and content to be taught. There will be variations in the linguistic and cultural content selected by individual teachers and their students. Keeping in mind the spiral and cumulative approach, linguistic and cultural material should be presented at the appropriate level. Provisions should be made for re-entry and review. Teachers must be aware of the program objectives and ensure that these are being met. Instruction and evaluation must reflect these objectives.

Lessons need to be structured in such a way that students will receive optimal exposure to important Ukrainian linguistic and cultural concepts. Instruction must be well organized and contain familiar routines which will serve as vehicles for introduction of new concepts. The teaching techniques must incorporate ways of continually reinforcing the previously and newly introduced language and concepts.

Components of a Lesson Plan	
1. Warm-up Activity	<ul style="list-style-type: none"> • alerts students that Ukrainian is now the language used • serves to review vocabulary and structures • serves to motivate students
2. Review	<ul style="list-style-type: none"> • serves to review and consolidate material previously mastered but in a new context • allows for integration of several topics or concepts in a new context • serves as an introduction into the new lesson
3. Introduction of New Material	<ul style="list-style-type: none"> • students acquire new language material through listening, imitation, repetition, and question and answer patterns • method of presentation will depend upon the age and language fluency of the students, and the interests and needs of the students • translation and presentation of vocabulary lists should be avoided
4. Instruction	<ul style="list-style-type: none"> • serves to reinforce new lesson material presented • encourages students to use the new material in as meaningful a way as possible • employs a variety of teaching strategies to add interest to the lesson
5. Conclusion	<ul style="list-style-type: none"> • summarizes lesson • serves to return to a single class focus • gives students a good feeling as the Ukrainian language class ends
6. Assignment	<ul style="list-style-type: none"> • focuses on the learning objectives presented in the lesson • strengthens acquisition of newly learned content
7. Evaluation	<ul style="list-style-type: none"> • focuses on specific objectives • individual and/or group • oral and/or written • all major tests should be announced in advance
8. Resources	<ul style="list-style-type: none"> • print, non-print, human • teacher • student

Sample Lesson Plan Outline No. 1			
Grade: _____	Unit No.: _____	Day/Lesson No.: _____	Date: _____
Program: _____		Theme/Topic: _____	
1. Warm-up Activity			
2. Review			
3. Introduction of New Material <ul style="list-style-type: none"> • Stimulation • Lead into Instruction 			
4. Instruction <ul style="list-style-type: none"> • Strategies/Techniques • Activity 			
5. Conclusion <ul style="list-style-type: none"> • Summary of Lesson • Activity 			
6. Assignment			
7. Evaluation <ul style="list-style-type: none"> • Individual • Group 			
8. Resources			

Sample Lesson Plan Outline No. 2

Grade: _____

Unit No.: _____

Day/Lesson No.: _____

Date: _____

Program: _____

Theme/Topic: _____

Time

Objectives

Activities

Sample Lesson Plan Outline No. 3			
Grade: _____	Unit No.: _____	Day/Lesson No.: _____	Date: _____
Program: _____		Theme/Topic: _____	
Morning		Noon Hour	
		Reflection	
Afternoon		After School	
Professional Development Opportunities	CELs	Notes on Students	

Appendix 1: Ukrainian Alphabet

Українська абетка

Аа Бб Вв Гг Ґґ Дд Ее
Аа Бб Вв Гг Ґґ Дд Ее

Єє Жж Зз Ии Іі Її
Єє Жж Зз, з Ии Іі Її

Йй Кк Лл Мм Нн Оо
Йй Кк Лл Мм Нн Оо

Пп Рр Сс Тт Уу Фф
Пп Рр Сс Тт Уу Фф

Хх Цц Чч Шш Щщ
Хх Цц Чч Шш Щщ

Юю Яя Її
Юю Яя Її

Appendix 2: Summary of Course Content

Twelve-Year Core Ukrainian Language Program

Summary of Course Content: Checklist

Unit 1	.1	.2	.3	.4	.5	.6	.7	.8	.9	.10	.11	.12	.13	.14	.15
1. Greetings															
2. Introductions															
3. Expressions															
4. Family, Friends															
5. Home															
6. School															
7. Calendar															
8. Numbers															
9. Weather															
10. Language Usage															
Unit 2															
1. Greetings, Expressions															
2. Friends															
3. Time															
4. Sports, Games															
5. School															
6. Calendar															
7. Weather															
8. Colors															
9. Alphabet															
10. Language Usage															
Unit 3															
1. Expressions, Commands															
2. Sports															
3. Canada															
4. Calendar															
5. School															
6. Language Usage															

Unit 4	.1	.2	.3	.4	.5	.6	.7	.8	.9	.10	.11	.12	.13	.14	.15
1. Expressions															
2. Sports															
3. Family, Friends															
4. Numbers															
5. Money, Currency															
6. School															
7. Language Usage															
Unit 5															
1. Greetings, Introductions															
2. Expressions															
3. Family, Friends															
4. Home															
5. Language Usage															
Unit 6															
1. Expressions															
2. Canada															
3. Professions/ Community Helpers															
4. Letter Writing															
5. Calendar, Time															
6. Ukraine, Ukrainians															
7. Language Usage															
Unit 7															
1. Expressions															
2. Home															
3. Numbers															
4. Language Usage															

Unit 8	.1	.2	.3	.4	.5	.6	.7	.8	.9	.10	.11	.12	.13	.14	.15
1. Expressions															
2. Home, Family															
3. Language Usage															
Unit 9															
1. Expressions															
2. Family, Friends															
3. School															
4. Professions/ Community Helpers															
5. Sports, Games															
6. Language Usage															
Unit 10															
1. Expressions															
2. Home															
3. Family															
4. Language Usage															
Unit 11															
1. Expressions															
2. Home															
3. Food, Meals															
4. Time															
5. Language Usage															
Unit 12															
1. Expressions															
2. Home															
3. Food, Meals															
4. School															
5. Language Usage															

Unit 13	.1	.2	.3	.4	.5	.6	.7	.8	.9	.10	.11	.12	.13	.14	.15
1. Greetings															
2. Expressions															
3. Time															
4. Numbers															
5. Language Usage															
Unit 14															
1. Expressions															
2. Home															
3. Time															
4. Parts of the Body															
5. Colors															
6. Language Usage															
Unit 15															
1. Buildings															
2. Clothing															
3. Time															
4. Language Usage															
Unit 16															
1. Food															
2. Family															
3. Yard and Garden															
4. Commands															
5. Buildings															
6. Expressions															
7. Language Usage															

Unit 17	.1	.2	.3	.4	.5	.6	.7	.8	.9	.10	.11	.12	.13	.14	.15
1. School															
2. Expressions, Interjections															
3. Time															
4. Greetings															
5. Language Usage															
Unit 18															
1. School															
2. Transportation															
3. Expressions															
4. Language Usage															
Unit 19															
1. Transportation															
2. Friends															
3. Expressions															
4. Language Usage															
Unit 20															
1. Shopping															
2. Quantity															
3. Money															
4. Colors															
5. Numbers															
6. Expressions															
7. Buildings, Professions															
8. Commands															
9. Language Usage															

Unit 21	.1	.2	.3	.4	.5	.6	.7	.8	.9	.10	.11	.12	.13	.14	.15
1. Friends															
2. Professions															
3. Expressions															
4. Language Usage															
Unit 22															
1. On the Street															
2. Location															
3. Directions															
4. Greetings															
5. Expressions															
6. School															
7. Language Usage															
Unit 23															
1. Introductions															
2. Names															
3. Canada															
4. Time															
5. Family															
6. Numbers															
7. Language Usage															
Unit 24															
1. School															
2. Social Conventions															
3. Expressions															
4. Language Usage															

Unit 25	.1	.2	.3	.4	.5	.6	.7	.8	.9	.10	.11	.12	.13	.14	.15
1. Food															
2. Greetings															
3. Expressions															
4. Language Usage															
Unit 26															
1. Leisure Time															
2. Friends															
3. Expressions															
4. Numbers															
5. Language Usage															
Unit 27															
1. Clothing															
2. Colors															
3. Days of the Week															
4. Expressions															
5. Introductions															
6. Language Usage															
Unit 28															
1. Furniture															
2. Foods															
3. Expressions															
4. Language Usage															
Unit 29															
1. Leisure Activity: Casual House Party															
2. Social Conventions															
3. Language Usage															

Unit 30	.1	.2	.3	.4	.5	.6	.7	.8	.9	.10	.11	.12	.13	.14	.15
1. Travel															
2. Currency, Numbers															
3. Expressions															
4. Language Usage															
Unit 31															
1. Numbers															
2. Calendar															
3. Location, Buildings															
4. Travel															
5. Expressions															
6. Cities, Towns															
7. The Farm															
8. Early Settlement															
9. Vacation															
10. Weather															
11. Expressions															
12. Language Usage															
Unit 32															
1. Agriculture															
2. Food															
3. Numbers															
4. Expressions															
5. Language Usage															
Unit 33															
1. Ukrainians in Canada															
2. Ukrainian Traditions															
3. Expressions															
4. Language Usage															

Unit 34	.1	.2	.3	.4	.5	.6	.7	.8	.9	.10	.11	.12	.13	.14	.15
1. Ukraine															
2. Ukrainian Settlement in Canada															
3. Family, Ancestors															
4. Family Tree															
5. Map Study															
6. Expressions															
7. Language Usage															
Unit 35															
1. Student Exchange with Ukraine															
2. School															
3. Letter Writing															
4. Language Usage															
Unit 36															
1. Student Exchange															
2. Expressions															
3. Language Usage															
Unit 37															
1. School															
2. Ukraine															
3. Europe															
4. Time															
5. Expressions															
6. Language Usage															

[illegible]

Appendix 3: Thematic Progression

Checklist	Units														
Themes/Topics	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Greetings, Introductions															
Expressions, Commands															
Numbers, Currency															
Calendar Year															
Colors															
School Vocabulary															
The Body															
Animals and Birds															
The Family, Names															
Friends and Acquaintances															
Leisure Time															
Traditions, Celebrations, Social Events															
Foods															
Clothing															
Around the Home															
Transportation/Travel															
Professions/Community Helpers, Career Options															
Sports, Games															
Buildings															
Music															
Government															
Multiculturalism															
Ukrainians															
Ukraine															
Saskatchewan															
Canada															
Europe															
Nature, Environment															
Agriculture															
Town, City															

Checklist	Units														
Themes/Topics	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
Greetings, Introductions															
Expressions, Commands															
Numbers, Currency															
Calendar Year															
Colors															
School Vocabulary															
The Body															
Animals and Birds															
The Family, Names															
Friends and Acquaintances															
Leisure Time															
Traditions, Celebrations, Social Events															
Foods															
Clothing															
Around the Home															
Transportation/Travel															
Professions/Community Helpers, Career Options															
Sports, Games															
Buildings															
Music															
Government															
Multiculturalism															
Ukrainians															
Ukraine															
Saskatchewan															
Canada															
Europe															
Nature, Environment															
Agriculture															
Town, City															

Checklist	Units														
Themes/Topics	31	32	33	34	35	36	37	38	39	40					
Greetings, Introductions															
Expressions, Commands															
Numbers, Currency															
Calendar Year															
Colors															
School Vocabulary															
The Body															
Animals and Birds															
The Family, Names															
Friends and Acquaintances															
Leisure Time															
Traditions, Celebrations, Social Events															
Foods															
Clothing															
Around the Home															
Transportation/Travel															
Professions/Community Helpers, Career Options															
Sports, Games															
Buildings															
Music															
Government															
Multiculturalism															
Ukrainians															
Ukraine															
Saskatchewan															
Canada															
Europe															
Nature, Environment															
Agriculture															
Town, City															

Appendix 4:

Ukrainian Grammar Outline

Схе́ма розви́тку мо́вних умі́нь і на́вичок

Фонéтика	Учительські нотатки
Абéтка • б́укви • на́вички відшу́кування сло́ва в словнику́	
Зв́уки • го́лосні: – наго́лошені/прóсті (а, е, и, і, о, у) – йотóвані/складні (є, ї, ю, я) • при́голосні: – тверді́ (б, в, г, ґ, 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) – подвійні́ (дд, тт, зз, жж, сс, чч, нн, лл) (воло́сся, варéння)	
Сполу́чення • йо́ (йод, райо́н) • ьо́ (сього́дні, трéтього) • й після́ 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 (шко́-ла, чи́-тан-ка, му-ка́, му́-ка)	
Чергува́ння (у – в)	
Чергува́ння (і – й)	

Лéксика	Учительські нотатки
Слова́ • значення • однозна́чні	
Омо́німи (метéлик – метéлик, коса́ – коса́)	
Сино́німи (ба́тько – та́то, білка – вівірка, ма́ма – ма́ти – не́нька)	
Анто́німи (вели́кий – мали́й, син – дочка́)	
Діалéктні слова́/Діалекти́зми	
Запозиче́ні слова́/Іншомовні слова́ (парасо́ля, таксі)	
Застари́лі слова́/Анахроні́зми	
Будова слова́ * значима части́на: осно́ва, закінчення (ко́рінь, пре́фікс, су́фікс) • осно́ва (мал-ий літа́к, мал-і літак-й) • закінчення (мал-ий літа́к, мал-і літак-й) • ко́рінь (ка́ч-ка, кач-еня́, кач-ур) • пре́фікс (з-робити, на-робити, пере-робити) .. • су́фікс (чита́-ю, чита́-ємо, чита́-ють)	
Чергува́ння голосних зву́ків у ко́ренях слів • е-і (селó – сіл; несú – ніс) • о, е-і (бджола́ – бджі́л; ко́лесо – колі́с)	
Чергува́ння при́голосних зву́ків у ко́ренях слів • г-з, ж (кни́га – кни́зі; друг – дру́зі – дру́же) • к-ц, ч (рука́ – руці́ – ру́ченька) • х-с, ш (му́ха – му́сі – му́шин)	

Правопис	Учительські нотатки
Перенесення частин/складів слів у письмі (áv – то, кнїж – ка, жит – тї)	
Пунктуація <ul style="list-style-type: none"> • кра́пка (.) • знак пита́ння (?) • знак о́клику (!) • ко́ма (,) • лапки („ “, « ») • апóстроф (') • дефі́с (-) • тире (–) • кра́пка з ко́мою (;) • двокра́пка (:) • крапки (. . .) • ду́жки [() / /] 	
Ужи́ток вели́кої б́укви <ul style="list-style-type: none"> • пе́рше сло́во в ре́ченні • іме́на, прізви́ща • на́зви: <ul style="list-style-type: none"> – особисті – держа́в – географі́чні • поче́сні на́зви 	
Ужи́ток мало́ї б́укви <ul style="list-style-type: none"> • на́зви днів тї́жня • на́зви міся́ців • поче́сні на́зви • на́зви мов • на́зви люде́й за націо́нальністю • на́зви за місце́м похо́дження 	

Правопис	Учительські нотатки
<p>Вживання великої і малих букв (Перше слово пишеться з великої букви.)</p> <ul style="list-style-type: none"> • назви творів, газет • назви готелів, кораблів • назви свят • назви міністерств • у географічних назвах 	
<p>Словосполучення</p> <ul style="list-style-type: none"> • складні слова (хлібороб, світло-синій) • складні прислівники: <ul style="list-style-type: none"> – приймєнник з прислівником (забагато) – приймєнник з імєнником (навесні, щодня) • складені слова (двадцять один, буду читати) 	
<p>Скорочення слів</p> <ul style="list-style-type: none"> • година год. • дивіся/дивіться див. • доктор д-р • і так далі і т.д. • і такє 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. 	

Морфоло́гія	Учительські нотатки
<p>Ім́енники</p> <ul style="list-style-type: none"> • значення • на́зви істо́т • на́зви неі́стот • за́гальні на́зви • вла́сні на́зви • рід: <ul style="list-style-type: none"> – чоловічий – жіно́чий – се́редній – спі́льний • гру́па: <ul style="list-style-type: none"> – тверда́ – м'яка́ – мі́шана • число́: <ul style="list-style-type: none"> – однина́ – мно́жина 	
<p>Ві́дмі́нки Іме́нників</p> <ul style="list-style-type: none"> • називний ві́дмі́нок (Хто? Що?) <ul style="list-style-type: none"> – хто – що • родовий ві́дмі́нок (Ко́го? Чо́го?) <ul style="list-style-type: none"> – ко́го/чо́го не́ма – без ко́го/чо́го – бі́ля – блі́зько – ві́д – для – до 	

Морфологія	Учительські нотатки
<ul style="list-style-type: none"> - з чо́го - замі́сть - ко́ло - крі́м - не́дале́ко - пі́сля - се́ред - у, в - скі́льки - бага́то, ма́ло - до́сить - звідки, з - чо́го хоті́ти, бажáти • дава́льний відмі́нок (Ко́му? Чо́му?) <ul style="list-style-type: none"> - ко́му - чо́му • знахі́дний відмі́нок (Ко́го? Що́?) <ul style="list-style-type: none"> - ко́го - що - за ко́го/що - між - на - над - пе́ред - під - по - по́при - про - у, в - че́рез 	

Морфологія	Учительські нотатки
<ul style="list-style-type: none"> • клічний відмінок • орудний відмінок (Ким? Чим?) <ul style="list-style-type: none"> – ким – чим – з ким/чим – за – між – над – перед – під • місцевий відмінок (На ко́му? На чо́му?) <ul style="list-style-type: none"> – на ко́му/чо́му – по ко́му/чо́му – при ко́му/чо́му – у, в ко́му/чо́му 	

Морфоло́гія	Учительські нотатки
<p>Прикме́тники</p> <ul style="list-style-type: none"> • значення • присвійні <ul style="list-style-type: none"> – чий (бра́тів дім, сестри́н дім) – чия́ (бра́това ха́та, сестринá ха́та) – чие́ (бра́тове перо́, сестринé перо́) – чий (бра́тові гро́ші, сестрині гро́ші) • ступе́ні порівня́ння..... <ul style="list-style-type: none"> – га́рний, гарні́ший, найга́рніший – га́рна, гарні́ша, найга́рніша – га́рне, гарні́ше, найга́рніше – га́рні, гарні́ші, найга́рніші • тверда́ гру́па <ul style="list-style-type: none"> – га́рний, га́рна, га́рне, га́рні • м'я́ка гру́па <ul style="list-style-type: none"> – си́ній, си́ня, си́нє, си́ні 	
<p>Узго́дження прикме́тників з іме́нниками</p> <ul style="list-style-type: none"> • однина́: <ul style="list-style-type: none"> – чолові́чий рід – жіно́чий рід – се́редній рід • множи́на 	
<p>Відмі́нювання прикме́тників</p> <ul style="list-style-type: none"> • називні́й • родові́й • дава́льний • знахі́дний • клі́чний • ору́дний • місце́вий 	

Морфологія	Учительські нотатки
<p>Числівники</p> <ul style="list-style-type: none"> • кількісні: <ul style="list-style-type: none"> 1-10 11-31 32-100 101-1000 1000-1,000,000,000 • порядкові: <ul style="list-style-type: none"> 1-5..... 6-12 13-31 32-99 100-1,999 • збірні (двоє, троє, . . . ; обидва, . . .) • дробові: <ul style="list-style-type: none"> ½ (пів, половина) ⅓ (третина) ¼ (четвертина/чверть) 	
<p>Узгодження кількісних числівників з іменниками</p> <ul style="list-style-type: none"> • рід: чоловічий, жіночий, середній <ul style="list-style-type: none"> 1 2-4..... 5-20 21 22-24 25-30 	

Морфологія	Учительські нотатки
Відмінювання порядкових числівників <ul style="list-style-type: none"> • родовий • давальний • знахідний • орудний • місцевий 	
Вживання числівників для позначення дат <ul style="list-style-type: none"> • день • місяць • рік 	
Займенники <ul style="list-style-type: none"> • значення • особові <ul style="list-style-type: none"> – я, ти, він/вона, воно, ми, ви, вони • зворотні <ul style="list-style-type: none"> – себе • питальні <ul style="list-style-type: none"> – хто, що – який, -а, -е, -і – чий, чия, чие, чиї – котрий, -а, -е, -і • відносні <ul style="list-style-type: none"> – хто, що – який, -а, -е, -і • присвійні <ul style="list-style-type: none"> – мій, моя, моє, мої – твій, твоя, твоє, твої – його, її – їхній, -я, -є, -ї – наш, -а, -е, -і – ваш, -а, -е, -і – свій, своя, своє, свої 	

Морфологія	Учительські нотатки
<ul style="list-style-type: none"> • неозначені <ul style="list-style-type: none"> – хтось – щось – хто-б́удь, хто-не́будь – що-б́удь, що-не́будь • заперечні <ul style="list-style-type: none"> – ніхт́о – ніщ́о – ні́який, -а, -е, -і • вказівні <ul style="list-style-type: none"> – цей, ця, це, ці – той, та, те, ті • означальні <ul style="list-style-type: none"> – весь, вся, все, всі – ко́жний, -а, -е, -і – вс́який, -а, -е, -і • уміння вживати „ви“ у ввічливо-пошáнному значені • уміння замінати і́мєнники займ́єнниками 	
Відмінювання особових займ́єнників	
Відмінювання питáльних займ́єнників	
Відмінювання присв́йних займ́єнників	
Дієслова <ul style="list-style-type: none"> • значення • неозначена ф́орма – дієй́мєнник (читáти) • в́иди: <ul style="list-style-type: none"> – недоќонаний (читáти) – доќонаний (прочитáти) 	

Морфологія	Учительські нотатки
<ul style="list-style-type: none"> • часі: <ul style="list-style-type: none"> – теперішній (читають) – минулий (читали) – майбутній: <ul style="list-style-type: none"> – проста форма (будуть читати) – складна форма (читатимуть) • способи: <ul style="list-style-type: none"> – дійсний (читає) – наказовий (читай) – умовний (читав би) • зворотні дієслова (записуватися) • тяглі дієслова (їхати) • повторні дієслова (їздити) 	
<p>Дієвідміни дієслів</p> <ul style="list-style-type: none"> • перша: <ul style="list-style-type: none"> – -є, -ють – -е, -уть • друга: <ul style="list-style-type: none"> – ж, ч, ш, щ – б, п, в, м – н, р, л – д, т, с, з – -їть, -ять • третя: <ul style="list-style-type: none"> – їсти – дати – бути 	

Морфологія	Учительські нотатки
Дієприкметники <ul style="list-style-type: none"> • значення • уживання прийменників з іменниками 	
Дієприслівники <ul style="list-style-type: none"> • значення • часи: <ul style="list-style-type: none"> – теперішній – минулий 	
Прислівники <ul style="list-style-type: none"> • значення • ступені порівнення/порівняння <ul style="list-style-type: none"> – звичайний (високо) – перший (вище) – другий (найвище) – підсилений (якнайвище) 	
Прийменники <ul style="list-style-type: none"> • значення • уживання прийменників з іменниками (див. відмінки іменників – стор. 265-267) • родовий відмінок..... • знахідний відмінок • орудний відмінок..... • місцевий відмінок..... 	
Сполучники <ul style="list-style-type: none"> • значення • прості <ul style="list-style-type: none"> – а, бо, і/й, та, також – що, як..... – або, але..... – адже, коли, мов, ніж, поки, теж, хоч..... 	

Морфоло́гія	Учительські нотатки															
<div>• складні, склади́нені</div> <table><tr><td>якби́</td><td>не́на́че</td><td>якщо́</td></tr><tr><td>о́тже</td><td>ні́би</td><td>а́би</td></tr><tr><td>за́мість щоб</td><td>про́те</td><td>за́те</td></tr><tr><td>че́рез те що</td><td>щоб</td><td>теж</td></tr><tr><td>для то́го щоб</td><td>немо́в</td><td>тому́ що</td></tr></table>	якби́	не́на́че	якщо́	о́тже	ні́би	а́би	за́мість щоб	про́те	за́те	че́рез те що	щоб	теж	для то́го щоб	немо́в	тому́ що	
якби́	не́на́че	якщо́														
о́тже	ні́би	а́би														
за́мість щоб	про́те	за́те														
че́рез те що	щоб	теж														
для то́го щоб	немо́в	тому́ що														
<div>Ча́стки</div> <div>• значення</div> <div><div>– пита́льні (чи, не́вже́, хіба́)</div><div>– оклі́чні (як, що, за)</div><div>– підси́льні (же, ж, те, бо, но)</div><div>– заперéчна (не)</div><div>– стве́рджувальні (так, еге́ж, авже́ж)</div><div>– виді́льні (ті́льки, лишé)</div></div>																
<div>Ві́гуки</div> <div>• значення</div> <div><div>– ві́гуки почуття́ (гей, ой, ага́, овва́)</div><div>– ві́гуки/о́клики (гей, геть, цить, гайда́, ну)</div><div>– звуконаслі́дні ві́гуки (гав-гав, ку-ку, кра-кра, няв, грим, бам-бам)</div><div>– ві́гуки ра́птовості (гам, баба́х, шусть, бух, стриб, зирк, шубо́всть)</div><div>– дефі́с у ві́гуках (гав-гав)</div><div>– ко́ма у ві́гуках (Гей, Іва́не, ході́!)</div><div>– знак о́клику у ві́гуках (Ой-йо-йой!)</div></div>																

Синта́кса/Сінтаксис	Учительські нотатки
<p>Речення</p> <ul style="list-style-type: none"> • значення • просте речення: <ul style="list-style-type: none"> – непоширене (Діти читають.) – поширене (Малі діти читають цікаві книжки.) • підмет (Діти читають книжки.) • присудок..... (Діти читають книжки.) • узгодження присудка з підметом (Діти читають книжки.) • прямий додток (Діти читають книжки при столі.) (Учитель читає дітям книжку.) • непрямий додток (Учитель читає дітям книжку.) • розповідне речення (Діти читають книжки при столі.) • питальне речення (Що діти читають?) • окличне речення (Книжка дуже цікава!) • заперечне речення (Я не читаю.) • складене речення (Учитель читає книжку, а діти слухають.) (Діти читають, бо книжки цікаві.) 	

Культура мови і стилістика	Учительські нотатки
Літературна мова.....	
Діалектна мова.....	
Стілі мови • розмовний • діловий • науковий • публіцистичний • художній	
Усна мова.....	
Писемна/Письмова мова	

Appendix 5: Sample Progress Report

Третє оцінення

Third Report

Дата: _____
Date

Зміст курсу:
Course content

Зауваження:
Comments

Зауваження і підпис батьків або опікунів:
Parents' or guardian's comments and signature:

Підпис - Signature

Посвідчення про підвищення

Final Standing

Це свідчить, що

This is to certify that

скінчив/скінчила працю в _____
completed the work in

і перейшов/перейшла до _____
and has been promoted to

на наступний рік.
for the next year.

Підпис учителя/учительки: _____
Signature of teacher

Підпис директора: _____
Signature of principal

Saskatchewan Education, 1997

Українська мова

Звіт про успіх

Progress Report

Ім'я та прізвище: _____
Name

Класа: _____
Grade

Школа: _____
School

Учитель/Учителька: _____
Teacher

Директор: _____
Principal

Рік: 19____ - ____
Year

Успішність Achievement Rating											
1 – Дуже добре Very Good	2 – Добре Good	3 – Посередньо Fair									
4 – Незадовільно Poor		5 – Має труднощі Experiencing difficulty									
	I	II	III								
Розуміння Listening comprehension											
Усна мова Oral											
Читання Reading											
Писання Writing											
Оцінювання зусиль Effort Rating											
1 – Дуже добре Very Good	2 – Добре Good	3 – Посередньо Fair	4 – Незадовільно Poor								
	I	II	III								
Уважно слухає Listens attentively											
Кінчає завдання Completes assignments											
Старанно працює Works neatly											
Присутність Attendance											
Місяць Month	сер.	вер.	жов.	лист.	груд.	січ.	лют.	бер.	квіт.	трав.	чер.
Відсутність Days Absent											

Перше оцінення First Report		Дата: Date
Зміст курсу: Course content	Зауваження: Comments	
<div>Зауваження і підпис батьків або опікунів: Parents' or guardian's comments and signature:</div> <div>_____</div> <div>Підпис – Signature</div>		
Друге оцінення Second Report		Дата: Date
Зміст курсу: Course content	Зауваження: Comments	
<div>Зауваження і підпис батьків або опікунів: Parents' or guardian's comments and signature:</div> <div>_____</div> <div>Підпис – Signature</div>		

Appendix 6: Resource and Reference Materials

Basic Learning Resources

Bilash, Olenka. (1987-96). *Nova: A Ukrainian Language Development Series. Levels 1, 2, 3.* Edmonton: Ukrainian Language Education Centre, Canadian Institute of Ukrainian Studies. Each level is comprised of a number of components, including both teachers' and students' materials.

Saskatchewan Education. (1984-86). Correspondence School Courses. *Ukrainian 9, 10, 20, 30.* Regina.

- Grades 9-12 Ukrainian credit courses
- Emphasis is placed on developing oral and written communication skills, as well as application of grammatical structures being studied.
- Cultural components at each grade level provide an insight into Ukrainian culture and heritage.

Turko, Xenia. (1975-80). *Tut i tam Reading Series.* Developed by Alberta Education. Publication coordinated by Ukrainian Canadian Professional and Business Federation.

Readers and matching consumable Student Workbooks:

- *Tut i tam*
- *Druzi*
- *Shkola*
- *Pryhody*
- *Kazky*
- *Khodit' zi mnoyu*
- *Nashi skarby*

Yurkiwska, Stephania. (1981, 1984, 1991). *Mova i Rozмова, Levels 1, 2, 3.* Winnipeg: Ukrainian Canadian Committee.

Components for each level include:

- Teacher's Manual
- Filmstrips
- Audiocassettes
- Student Workbooks
- Videocassettes (Filmstrips/Audiocassettes)

Curriculum Guides

- Saskatchewan Education. (1996). *Core Ukrainian. A Curriculum Guide for K-12*. Regina: Author.
- Saskatchewan Education. (1996). *Ukrainian-English Bilingual Education. A Curriculum Guide for Advanced Ukrainian, Grades 9-12*. Regina: Author.
- Saskatchewan Education. (1995). *Ukrainian-English Bilingual Education. A Curriculum Guide for Grades 4-8*. Regina: Author.
- Saskatchewan Education. (1989). *Ukrainian-English Bilingual Education. A Curriculum Guide and Handbook for K-3*. Regina: Author.

Support Materials

- Saskatchewan Education. (1996). *Ukrainian-English Bilingual Education. A Handbook for Assessment and Evaluation K-12*. Regina: Author.
- Saskatchewan Education. (1996). *Ukrainian Language Games*. Regina: Author.
- Saskatchewan Education. (1992). *Ukrainian Language Arts. Tut i tam Reading Series Exercises. Grades 2-8*. Regina: Author.
- Saskatchewan Education. (1992). *Ukrainian Social Studies. Elements of Ukrainian Heritage in Canada*. Regina: Author.

Foundation Documents

- Saskatchewan Education. (1992). *The Adaptive Dimension in Core Curriculum*. Regina: Author.
- Saskatchewan Education. (1991). *Instructional Approaches: A Framework for Professional Practice*. Regina: Author.
- Saskatchewan Education. (1991). *Student Evaluation. A Teacher Handbook*. Regina: Author.
- Saskatchewan Education. (1988). *Understanding the Common Essential Learnings. A Handbook for Teachers*. Regina: Author.

Policy Documents

- Saskatchewan Education. (1994). *Multicultural Education and Heritage Language Education Policies*. Regina: Author.

Language Teaching References

- Baker, C. (1993). *Foundation of Bilingual Education and Bilingualism*. Clevedon: Multilingual Matters.
- Cummins, J. (1986). *Bilingualism in Education: Aspects of Theory, Research and Practice*. New York: Longman.
- Cummins, J. (1981). *Bilingualism and Minority Language Children*. Toronto: IOSE Press.
- Krashen, S.D. and Terrell, T.D. (1988). *The Natural Approach: Language Acquisition in the Classroom*. Toronto: Prentice-Hall.
- Larsen-Freeman. (1986). *Techniques and Principles in Language Teaching*. Oxford: Oxford University Press.
- Littlewood, W. (1981). *Communicative Language Teaching: An Introduction*. Cambridge: Cambridge University Press.
- Lupul, M.R. (ed.) (1985). *Osvita: Ukrainian Bilingual Education*. Edmonton: Canadian Institute of Ukrainian Studies.
- Richard-Amato, P. (1988). *Making It Happen: Interaction in the Second Language Classroom*. New York: Longman.
- Rivers, W.M. (1983). *Communicating Naturally in a Second Language*. Cambridge: Cambridge University Press.
- Stern, H.H. (1993). *Fundamental Concepts of Language Teaching*. Oxford: Oxford University Press.
- Valette, R.M. (1977). *Modern Language Testing*. New York: Harcourt Brace Jovanovich.

Periodicals

- SOHL Newsletter*. Saskatchewan Organization for Heritage Languages.
- TEMA*. Quarterly journal of the Saskatchewan Teachers of Ukrainian, a Special Subject Council of the Saskatchewan Teachers' Federation.
- The Canadian Modern Language Review*. University of Toronto Press, Journals Division.

Videos

- Ukrainian Language Education: A Challenge for Tomorrow*. Ukrainian Canadian Congress – Saskatchewan Provincial Council.