

Ukrainian 10, 20, 30
2023 Saskatchewan Curriculum

October 2023 – Due to the nature of curriculum development this document is regularly under revision. For the most up-to-date content, please visit here: www.curriculum.gov.sk.ca.

Versioning History

This chart provides a summary of revisions made to the final document since publication. The posted document reflects the most recent version.

Date of revisions	Type of revisions made

Acknowledgements

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Introduction

Ukrainian 10, 20, 30 are elective language courses provided within Saskatchewan's Core Curriculum which is intended to provide all Saskatchewan students with an education that will serve them well regardless of their choices after leaving school.

Through its various components and initiatives, Core Curriculum supports the achievement of the Goals of Education for Saskatchewan. For current information regarding Core Curriculum, please refer to the *Registrar's Handbook for School Administrators* found on the Government of Saskatchewan website. For additional information related to the various components and initiatives of Core Curriculum, please refer to the Government of Saskatchewan website for policy and foundation documents.

This curriculum provides the intended learning outcomes that students are expected to achieve in *Ukrainian 10, 20, 30* by the end of each course. The curriculum reflects current language education research and is responsive to changing demographics within the province.

All students will work toward the achievement of the provincial outcomes. Some students, however, will require additional supports. Effective instruction, including the use of the Adaptive Dimension, will support most students in achieving success. The Adaptive Dimension refers to the concept of making adjustments to any or all of the following variables: learning environment, instruction, assessment and resources. Adjustments to these variables are intended to make learning meaningful and appropriate and to support achievement. **Within the context of the Adaptive Dimension, curricular outcomes are not changed; adaptive variables are adjusted so that the curricular outcomes can be achieved. Please refer to the Saskatchewan Curriculum website for more information on the Adaptive Dimension.**

Course Synopsis

Ukrainian 10, 20, 30 presents what students are expected to know, do and understand at the 10, 20 and 30 levels. Students are immersed in learning experiences through which they can gain new perspectives, engage with Ukrainian communities and become proficient users of the Ukrainian language.

- *Ukrainian 10* is an introduction to the Ukrainian language and cultures and is designed for students who have little or no knowledge of the language. Students begin with basic vocabulary and structures to communicate about their lives.
- *Ukrainian 20* has *Ukrainian 10* as a prerequisite. Students add complexity and fluency to their language skills to communicate about the broader world and to develop their understanding of Ukrainian culture.
- *Ukrainian 30* has *Ukrainian 20* as a prerequisite. Students continue to add complexity and understanding to their language skills as they explore different perspectives and apply their understanding of Ukrainian cultures to interactions with others.

Broad Areas of Learning

There are three Broad Areas of Learning that reflect Saskatchewan's Goals of Education. All areas of study contribute to student achievement of the Goals of Education through helping students achieve knowledge, skills and attitudes related to these Broad Areas of Learning. The Kindergarten to Grade 12 goals and grade level outcomes for each area of study are designed for students to reach their full potential in each of the following Broad Areas of Learning.

Sense of Self, Community and Place*

(Related to the following Goals of Education: Understanding and Relating to Others, Self Concept Development and Spiritual Development)

Students possess a positive sense of identity and understand how it is shaped through interactions within natural and constructed environments. They are able to nurture meaningful relationships and appreciate diverse beliefs, languages and practices from the diversity of cultures in our province, including First Nations and Métis. Through these relationships, students demonstrate empathy and a deep understanding of self, others and the influence of place on identity. In striving to balance their intellectual, emotional, physical and spiritual dimensions, students' sense of self, community and place is strengthened.

Making additional language learning accessible to students builds awareness of multiculturalism in Saskatchewan. Providing students with the opportunity to study languages and cultures enhances their sense of self and fosters an appreciation for the diversity of cultures.

Lifelong Learners

(Related to the following Goals of Education: Basic Skills, Lifelong Learning, Positive Lifestyle)

Students are curious, observant and reflective as they imagine, explore and construct knowledge. They demonstrate the understandings, abilities and dispositions necessary to learn from subject discipline studies, cultural experiences and other ways of knowing the world. Such ways of knowing support students' appreciation of Indigenous worldviews and learning about, with and from others. Students are able to engage in inquiry and collaborate in learning experiences that address the needs and interests of self and others. Through this engagement, students demonstrate a passion for lifelong learning.

Students who study an additional language have been shown to have a greater mastery of their dominant language. Learning another language helps students understand how knowledge and worldview are constructed, appreciate other ways of knowing and develop greater empathy for others.

Engaged Citizens

(Related to the following Goals of Education: Career and Consumer Decisions, Membership in Society and Growing with Change)

Students demonstrate confidence, courage and commitment in shaping positive change for the benefit of all. They contribute to the environmental, social and economic sustainability of local and global communities. Their informed life, career and consumer decisions support positive actions that recognize a broader relationship with, and responsibility for, natural and constructed environments. Along with this responsibility, students recognize and respect the mutual benefits of charter, treaty and other constitutional rights and relationships. Through this recognition, students advocate for self and others, and act for the common good as engaged citizens.

When students learn new languages, they take risks and explore new ways of knowing. As culture is intrinsic to language, students become more engaged with language acquisition when they also study the culture. Learning Ukrainian in Saskatchewan helps connect students with the people in the province, the country and the world, who speak the language.

*A sense of place is a geographical concept that attempts to define our human relationships with the environment and knowledge derived from this relationship.

Cross-curricular Competencies

The Cross-curricular Competencies are four interrelated areas containing understanding, values, skills and processes which are considered important for learning in all areas of study. These competencies reflect the Common Essential Learnings and are intended to be addressed in each area of study at each grade.

Developing Thinking

(Related to CEL of Critical and Creative Thinking)

Constructing knowledge (i.e., factual, conceptual, procedural and metacognitive) is how people come to know and understand the world around them. Deep understanding develops through thinking and learning contextually, creatively and critically in a variety of situations, both independently and with others.

Think and learn contextually

- Apply prior knowledge, experiences and the ideas of self and others in new contexts.
- Analyze connections or relationships within and/or among ideas, experiences or natural and constructed objects.
- Recognize that a context is a complex whole made of parts.
- Analyze a particular context for ways that parts influence each other and create the whole.

- Explore norms*, concepts, situations and experiences from several perspectives, theoretical frameworks and worldviews.

Think and learn creatively

- Show curiosity and interest in the world, new experiences, materials and puzzling or surprising events.
- Experiment with ideas, hypotheses, educated guesses and intuitive thoughts.
- Explore complex systems and issues using a variety of approaches such as models, simulations, movement, self-reflection and inquiry.
- Create or re-design objects, designs, models, patterns, relationships or ideas by adding, changing, removing, combining and separating elements.
- Imagine and create central images or metaphors for subject area content or cross-disciplinary ideas.

Think and learn critically

- Analyze and critique objects, events, experiences, ideas, theories, expressions, situations and other phenomena.
- Distinguish among facts, opinions, beliefs and preferences.
- Apply various criteria to assess ideas, evidence, arguments, motives and actions.
- Apply, evaluate and respond to differing strategies for solving problems and making decisions.
- Analyze factors that influence self and others' assumptions and abilities to think deeply, clearly and fairly.

*Norms can include unexamined privilege (i.e., unearned rights/entitlements/immunity/exemptions associated with being “normal”) which creates a power imbalance gained by birth, social position or concession and provides a particular context.

Developing Identity and Interdependence

(Related to CELs of Personal and Social Development and Technological Literacy)

Identity develops as an individual interacts with others and the environment and learns from various life experiences. The development of a positive self-concept, the ability to live in harmony with others and the capacity and aptitude to make responsible decisions about the natural and constructed world supports the concept of interdependence. The focus within this competency is to foster personal reflection and growth, care for others and the ability to contribute to a sustainable future.

Understand, value and care for oneself (intellectually, emotionally, physically, spiritually)

- Recognize that cultural and linguistic backgrounds, norms and experiences influence identity, beliefs, values and behaviours.

<ul style="list-style-type: none"> • Develop skills, understandings and confidence to make conscious choices that contribute to the development of a healthy, positive self-identity. • Analyze family, community and societal influences (such as recognized and unrecognized privileges) on the development of identity. • Demonstrate self-reliance, self-regulation and the ability to act with integrity. • Develop personal commitment and the capacity to advocate for self.
<p>Understand, value and care for others</p> <ul style="list-style-type: none"> • Demonstrate openmindedness* toward, and respect for, all. • Learn about various peoples and cultures. • Recognize and respect that people have values and worldviews that may or may not align with one's own values and beliefs. • Value the varied abilities and interests of individuals to make positive contributions to society. • Advocate for the well-being of others.
<p>Understand and value social, economic and environmental interdependence and sustainability**</p> <ul style="list-style-type: none"> • Examine the influence of worldviews on one's understanding of interdependence in the natural and constructed world. • Evaluate how sustainable development depends on the effective and complex interaction of social, environmental and economic factors. • Analyze how one's thinking, choices and behaviours affect living and non-living things, now and in the future. • Investigate the potential of individual and group actions and contributions to sustainable development. • Demonstrate a commitment to behaviours that contribute to the well-being of the society, environment and economy – locally, nationally and globally.

*Openmindedness refers to a mind that is open to new ideas and free from prejudice or bias in order to develop an “ethical space” between an existing idea and a new idea (Ermine, 2007).

**Sustainability refers to making informed decisions for the benefit of ourselves and others, now and for the future, and to act upon those decisions for social, economic and environmental well-being.

Developing Literacies

(Related to CELs of Communication, Numeracy, Technological Literacy and Independent Learning)

Literacies provide many ways to interpret the world and express understanding of it. Being literate involves applying interrelated knowledge, skills and strategies to learn and communicate with others. Communication in a globalized world is increasingly multimodal. Communication and meaning making, therefore, require the use and understanding of multiple modes of representation. Each area of study

develops disciplinary literacies (e.g., scientific, economic, physical, health, linguistic, numeric, aesthetic, technological, cultural) and requires the understanding and application of multiple literacies (i.e., the ability to understand, critically evaluate and communicate in multiple meaning making systems) in order for students to participate fully in a constantly changing world.

Construct knowledge related to various literacies

- Acknowledge the importance of multiple literacies in everyday life.
- Understand that literacies can involve words, images, numbers, sounds, movements and other representations and that these can have different interpretations and meanings.
- Examine the interrelationships between literacies and knowledge, culture and values.
- Evaluate the ideas and information found in a variety of sources (e.g., people, databases, natural and constructed environments).
- Access and use appropriate technologies to investigate ideas and deepen understanding in all areas of study.

Explore and interpret the world using various literacies

- Inquire and make sense of ideas and experiences using a variety of strategies, perspectives, resources and technologies.
- Select and critically evaluate information sources and tools (including digital) based on the appropriateness to specific tasks.
- Use various literacies to challenge and question understandings and interpretations.
- Interpret qualitative and quantitative data (including personally collected data) found in textual, aural and visual information gathered from various media sources.
- Use ideas and technologies in ways that contribute to creating new insight.

Express understanding and communicate meaning using various literacies

- Create, compute and communicate using a variety of materials, strategies and technologies to express understanding of ideas and experiences.
- Respond responsibly and ethically to others using various literacies.
- Determine and use the languages, concepts and processes that are particular to a discipline when developing ideas and presentations.
- Communicate ideas, experiences and information in ways that are inclusive, understandable and useful to others.
- Select and use appropriate technologies in order to communicate effectively and ethically.

Developing Social Responsibility

(Related to CELs of Communication, Critical and Creative Thinking, Personal and Social Development, and Independent Learning)

Social responsibility is the ability of people to contribute positively to their physical, social and cultural environments. It requires an awareness of unique gifts and challenges among individuals and communities and the resulting opportunities that can arise. It also requires participation with others in creating an ethical space* to engage in dialogue, address mutual concerns and accomplish shared goals.

Use moral reasoning processes

- Evaluate the possible consequences of a course of action on self, others and the environment in a particular situation.
- Consider the implications of a course of action when applied to other situations.
- Consistently apply fundamental moral values** such as respect for all.
- Demonstrate a principle-based approach to moral reasoning.
- Examine how values and principles have been and continue to be used by persons and cultures to guide conduct and behaviour.

Engage in communitarian thinking and dialogue

- Model a balance in speaking, listening and reflecting.
- Ensure that each person has an opportunity to contribute.
- Demonstrate courage to express differing perspectives in a constructive manner.
- Use consensus-building strategies to work towards shared understanding.
- Be sensitive to, and respectful of, diversity and different ways of participating.

Take social action

- Demonstrate respect for and commitment to human rights, treaty rights and environmental sustainability.
- Contribute to harmony and conflict resolution in own classroom, school, family and community.
- Provide support in a manner that is respectful of the needs, identity, culture, dignity and capabilities of all persons.
- Support individuals in making contributions toward achieving a goal.
- Take responsible action to change perceived inequities or injustice for self and others.

*An ethical space exists between separate worldviews. In this space, “we can understand one another’s knowledge systems” (Ermine, as cited in Ford, 2006). For further information, see Willie Ermine’s work related to ethical space.

**The most basic moral value underlying development of the CEL of Personal and Social Development is that of respect for persons. For further discussion related to fundamental moral values, refer to *Understanding the Common Essential Learnings: A Handbook for Teachers* (1988, pages 42-49). See also the *Renewed Objectives for the CELs of Critical and Creative Thinking and Personal and Social Development* (2008).

DRAFT

Aim and Goals

The aim of the Saskatchewan *Ukrainian 10, 20, 30* curriculum is to help students understand, use and appreciate the Ukrainian language and to better understand the cultures of Ukrainian-speaking peoples.

Goals are broad statements identifying what students are expected to know and be able to do upon completion of the learning in a particular area of study by the end of Grade 12. Although presented separately for the purpose of organizing learning outcomes and indicators, the four goals are interdependent and are intended to be integrated.

The goals of *Ukrainian 10, 20, 30* are:

Strategies (ST)

Students will use a variety of strategies to maximize the effectiveness of language learning and communication.

Competence (CO)

Students will use knowledge of the Ukrainian language to communicate effectively and competently.

Applications (AP)

Students will use the Ukrainian language in a variety of situations and for a variety of purposes.

Culture (CU)

Students will recognize the value of Ukrainian language acquisition and the cultures of Ukrainian-speaking peoples.

Inquiry

Inquiry learning provides students with opportunities to build knowledge, abilities and inquiring habits of mind that lead to deeper understanding of their world and human experience. Inquiry builds on students' inherent sense of curiosity and wonder, drawing on their diverse backgrounds, interests and experiences. The process provides opportunities for students to become active participants in a collaborative search for meaning and understanding.

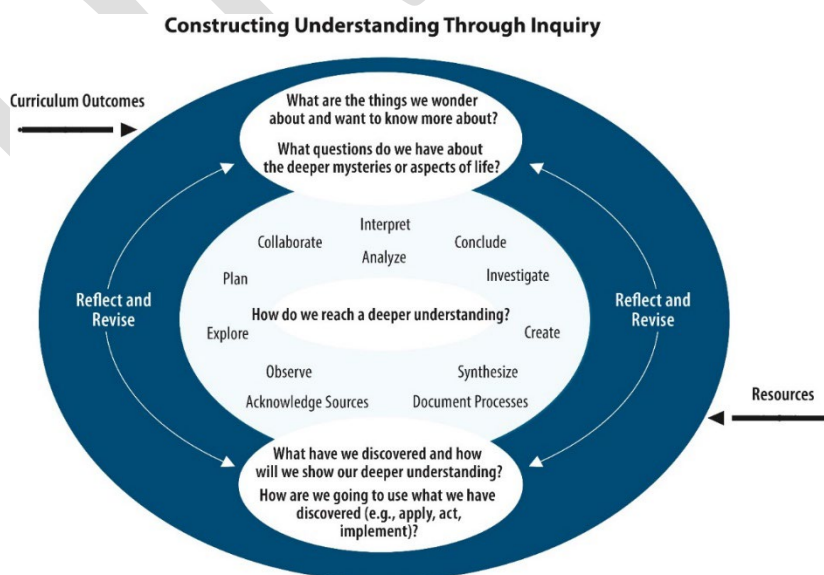
"My teacher (Elder) liked it when I asked questions, this way it reassured him that I understood his teachings. He explained every detail, the meaning and purpose. Not only talked about it, but showed me! Communication, critical and creative thinking were important." (Elder Albert Scott)

Students who are engaged in inquiry:

- construct deep knowledge and deep understanding, rather than passively receiving information;
- are directly involved and engaged in the discovery of new knowledge;
- encounter alternative perspectives and differing ideas that transform knowledge and experience into deep understandings;
- transfer new knowledge and skills to new circumstances; and,
- take ownership and responsibility for their ongoing learning and mastery of curriculum content and skills.

(Adapted from Kuhlthau, Maniotes, & Caspari, 2007)

Inquiry learning is not a step-by-step process, but rather a cyclical process, with various phases of the process being revisited and rethought as a result of students' discoveries, insights and construction of new knowledge. Experienced inquirers will move back and forth among various phases as new questions arise and as students become more comfortable with the process. The following graphic shows various phases of the cyclical inquiry process.



An important part of any inquiry process is student reflection on their learning and the documentation needed to assess the learning and make it visible. Student documentation of the inquiry process may take the form of works-in-progress, reflective writing, journals, reports, notes, models, arts expressions, photographs, video footage, action plans and many more.

Creating Questions for Inquiry

It is important that teachers and students learn within meaningful contexts that relate to their lives, communities and world. Teachers and students need to identify big ideas and questions for deeper understanding central to the area of study.

Big ideas invoke inquiry questions. These questions are important in developing a deep understanding of the discipline or an area of study within the discipline. They do not have obvious answers and they foster high-order thinking. They invite genuine inquiry.

It is important to develop questions that are evoked by student interests and sense of wonder and have potential for rich and deep learning. These questions are used to initiate and guide inquiries that lead to deep understandings about topics, problems, ideas, challenges, issues, concepts and areas of study related to curriculum content and outcomes.

Well-formulated inquiry questions are broad in scope and rich in possibilities. Such questions encourage students to explore, observe, gather information, plan, analyze, interpret, synthesize, problem solve, take risks, create, conclude, document, reflect on learning and develop new questions for further inquiry.

The process of constructing questions for deep understanding can help students grasp the important disciplinary or interdisciplinary ideas that are situated at the core of a particular curricular focus or context. These broad questions lead to more specific questions that can provide a framework, purpose and direction for the learning activities in a lesson, or series of lessons, and help students connect what they are learning to their experiences and life beyond school.

Effective questions are the key to initiating and guiding students' investigations, critical thinking, problem solving and reflection on their own learning.

Such questions may include:

- What moves us to communicate with each other?
- How can we express ourselves when we do not know another's language?
- What are some strategies for building effective communication skills?
- What are the reasons that cultures and individuals create narratives of their experiences?
- How does the language we use reflect our culture?
- What are the similarities and differences between various languages? How does learning an additional language help refine and reinforce what we know about our other language(s)?
- How does language help build relationships and a sense of community?

An Effective Additional Language Program

An effective additional language program reflects proven current pedagogical practice as well as inspires a high level of engagement through authentic learning situations. As new knowledge is built most easily on the foundation of what is known, language teachers should strive to help students recognize strategies and competences which they have learned in their dominant language and culture to build bridges to the target language and culture. Encouraging students to build a sense of their own agency in learning the language by identifying what they “can do” helps build intrinsic motivation and appreciation for their growing abilities, instead of focusing on the errors that may still occur.

Teachers should regularly present varied opportunities for receptive, expressive and interactive learning opportunities. The most authentic and effective way to acquire a new language is to use the target language as much as possible, so that acquiring it most closely resembles the learning students have of their dominant language. Students should regularly engage with a variety of authentic target-language texts (e.g., fiction, non-fiction, online and print) as well as communicate in a variety of situations (e.g., exchanging information, recounting events and interacting in discussions).

Successful language learning requires exposure to oral language before the introduction of formalized reading or writing. Students use strategies such as context and non-textual clues to help make meaning of written and oral language. Thus, the capacity to make meaning of text precedes the requirement to actively produce these same kinds of texts. The teacher is encouraged to use a variety of instructional strategies which place even balance on both receptive and expressive language skills.

Teaching and learning strategies for literacy focus on scaffolding language learning activities so that there is a gradual release of responsibility that begins with teacher modeling, to shared practice in structured and semi-structured situations, to guided and semi-guided practice, and finally to independent practice (see page 11, Pearson & Gallagher, 1983). For the purposes of this curriculum document, the following definitions apply:

- **With guidance:** With consistent support such as modeling, demonstration, prompting or cueing.
- **With some guidance:** With occasional or minimal support such as modeling, demonstration, prompting or cueing when required.

While there may be times when the explicit teaching or explanation of grammar and language conventions is necessary, the goal of an additional language program is effective communication; grammar is merely the tool which helps people communicate more concisely, precisely, and articulately. Thus, whenever possible, grammatical instruction should be embedded into framing the message.

Each language possesses different perspectives to understand the world and events. There are phrases and words which cannot be translated by the exact same term in another language. This requires linguistic, contextual, historical and cultural knowledge, all of which are a part of a robust language acquisition program. It is incumbent on the language acquisition program to foster and support students’ natural curiosity as they progress in their language competence.

Using this Curriculum

Contexts and Big Ideas

An effective Ukrainian program provides meaningful contexts for language learning. The Ukrainian program is designed so that students will develop their language skills and their cultural vision through varied opportunities in oral and written communication. Through an inquiry approach, Ukrainian is learned in meaningful, authentic communicative-experiential contexts.

The contexts provide students with an opportunity to explore “big ideas” (i.e., overarching understandings) that have enduring values beyond the classroom. Contexts and big ideas in the Ukrainian curriculum provide an authentic context for learning by drawing on broad themes that encompass the learners’ life experiences, intellectual development and interests.

The student develops communicative skills by being actively engaged in learning for specific purposes rather than by simply examining the lexical and grammatical components of the language. Students can see the connections in their learning and apply language skills, work skills and values to new situations.

The following table includes contexts and big ideas for grades 10 to 12. Each of the broad contexts is compulsory, can be explored simultaneously and lend themselves to the integration of subjects. Recommendations for big ideas are also provided as suggestions for ways to examine each context more deeply.

The Context of **Relationships and Community** explores the ways in which groups of people organize themselves or are organized through common systems or interests.

The Context of **Arts, Activities, Culture and History** explores and tells the stories of the events, experiences and journeys that shape our lives. It also explores the ways in which human creativity and innovation affect our world.

The Context of **Identity and Perspectives** explores the nature of the self and how we express who we are, as well as the challenges and opportunities that individuals and communities face in the modern world.

Context	Big ideas (Grade 10)	Big ideas (Grade 11)	Big ideas (Grade 12)
Relationships and Community	Neighbourhoods Countries Occupations	Transportation Weather and environment Education	Global connections World achievements Travel
Arts, Activities, Culture and History	Entertainment Ukrainian cuisine	Communication and technology Historical perspectives	Feasts, holidays and celebrations
Identity and Perspectives	Personal relationships Eating and drinking	Dwellings, buildings and structures Daily routines	Physical well-being Personal attributes Clothing and fashion

Outcomes define what students are expected to know, understand and be able to do by the end of a grade or secondary level course in a particular area of study. Therefore, all outcomes are required. The outcomes provide direction for assessment and evaluation, and for program, unit and lesson planning.

Outcomes:

- focus on what students will learn rather than what teachers will teach;
- specify the skills, abilities, knowledge and/or attitudes students are expected to demonstrate;
- are observable, assessable and attainable; and,
- are supported by indicators which provide the breadth and depth of expectations.

Indicators are representative of what students need to know and/or be able to do in order to achieve an outcome. When planning for instruction, teachers must comprehend the set of indicators to understand fully the breadth and the depth of learning related to a particular outcome. Based on this understanding of the outcome, teachers may develop indicators that are responsive to students' needs, interests and prior learning. Teacher-developed indicators must maintain the intent of the outcome.

The set of indicators for an outcome:

- provides the intent (breadth and depth) of the outcome;
- tells the story, or creates a picture, of the outcome;
- defines the level and types of knowledge required; and,
- is not a checklist or prioritized list of instructional activities or assessment items.

Other Terms

Within curricula, the terms “including,” “such as,” “e.g.” and “i.e.” serve specific purposes:

- **Including** prescribes content, contexts or strategies that students must experience in their learning, without excluding other possibilities.
- **Such as** provides examples of possible broad categories of content, contexts or strategies that teachers or students may choose, without excluding other possibilities.
- **E.g.** offers specific examples of what a term, concept or strategy might look like.
- **I.e.** means ‘that is’ and clarifies the term, concept or strategy it follows.

Legend

CO	Goal
10	Course
1	Outcome number
a	Indicator

Outcomes at a Glance

Three levels at a glance.

Ukrainian 10	Ukrainian 20	Ukrainian 30
ST10.1 Apply, with guidance, a variety of strategies to interpret oral and written Ukrainian texts and reflect on personal language learning.	ST20.1 Select and apply, with some guidance, a variety of strategies to interpret oral and written Ukrainian texts and reflect on personal language learning.	ST30.1 Select and apply a variety of strategies to interpret oral and written Ukrainian texts and reflect on personal language learning.
ST10.2 Apply, with guidance, a variety of strategies to produce oral and written Ukrainian texts and reflect on personal language learning.	ST20.2 Select and apply, with some guidance, a variety of strategies to produce oral and written Ukrainian texts and reflect on personal language learning.	ST30.2 Select and apply a variety of strategies to produce oral and written Ukrainian texts and reflect on personal language learning.
CO10.1 Demonstrate, when interpreting oral and written texts, knowledge of Ukrainian language concepts including basic context-specific vocabulary, word order and linguistic conventions.	CO20.1 Demonstrate, when interpreting oral and written texts, knowledge of Ukrainian language concepts including context-specific vocabulary, sentence structure and linguistic conventions.	CO30.1 Demonstrate, when interpreting oral and written texts, knowledge of Ukrainian language concepts including vocabulary, sentence structure and linguistic conventions.
CO10.2 Demonstrate, when producing oral and written texts, knowledge of Ukrainian language concepts including basic context-specific vocabulary, word order and linguistic conventions.	CO20.2 Demonstrate, when producing oral and written texts, knowledge of Ukrainian language concepts including context-specific vocabulary, sentence structure and linguistic conventions.	CO30.2 Demonstrate, when producing oral and written texts, knowledge of Ukrainian language concepts including vocabulary, sentence structure and linguistic conventions.
AP10.1 Construct meaning, with guidance, of simple oral non-fiction and fiction Ukrainian texts on familiar topics, to receive information, extend knowledge of the world and achieve objectives, and for enjoyment.	AP20.1 Construct meaning, with some guidance, of a variety of short oral non-fiction and fiction Ukrainian texts on familiar topics, to receive information, extend knowledge of the world and achieve objectives, and for enjoyment.	AP30.1 Construct meaning of a variety of oral non-fiction and fiction Ukrainian texts to receive information, extend knowledge of the world and achieve objectives, and for enjoyment.
AP10.2 Construct meaning, with guidance, of simple written non-fiction and fiction Ukrainian texts on familiar topics, to receive information, extend knowledge of the world and achieve objectives, and for enjoyment.	AP20.2 Construct meaning, with some guidance, of a variety of short written non-fiction and fiction Ukrainian texts on familiar topics, to receive information, extend knowledge of the world and achieve objectives, and for enjoyment.	AP30.2 Construct meaning of a variety of written non-fiction and fiction Ukrainian texts to receive information, extend knowledge of the world and achieve objectives, and for enjoyment.

AP10.3 Produce, with guidance, simple oral Ukrainian texts on familiar topics, to express ideas, extend knowledge of the world and achieve objectives, and for enjoyment.	AP20.3 Produce, with some guidance, a variety of short oral Ukrainian texts on familiar topics, to express ideas, extend knowledge of the world and achieve objectives, and for enjoyment.	AP30.3 Produce a variety of oral non-fiction and fiction Ukrainian texts to express ideas, extend knowledge of the world and achieve objectives, and for enjoyment.
AP10.4 Produce, with guidance, simple written Ukrainian texts on familiar topics, to express ideas, extend knowledge of the world and achieve objectives, and for enjoyment.	AP20.4 Produce, with some guidance, a variety of short written Ukrainian texts on familiar topics, to express ideas, extend knowledge of the world and achieve objectives, and for enjoyment.	AP30.4 Produce a variety of written non-fiction and fiction Ukrainian texts to express ideas, extend knowledge of the world and achieve objectives, and for enjoyment.
CU10.1 Explore historical and contemporary elements, and the cultural and linguistic diversity, of Ukrainian cultures in Ukraine and Saskatchewan.	CU20.1 Explore historical and contemporary elements, and the cultural and linguistic diversity, of Ukrainian cultures in Ukraine and Canada.	CU30.1 Explore historical and contemporary elements, and the cultural and linguistic diversity, of Ukrainian cultures in Ukraine and around the world.
CU10.2 Investigate opportunities in Saskatchewan to use and develop Ukrainian language skills and explore personal identity as a Ukrainian language learner.	CU20.2 Investigate opportunities in Canada to use and develop Ukrainian language skills and explore personal identity as a Ukrainian language learner.	CU30.2 Investigate international opportunities to use and develop Ukrainian language skills and explore personal identity as a Ukrainian language learner.

Ukrainian 10: Outcomes at a Glance

Outcomes
Strategies
ST10.1 Apply, with guidance, a variety of strategies to interpret oral and written Ukrainian texts and reflect on personal language learning.
ST10.2 Apply, with guidance, a variety of strategies to produce oral and written Ukrainian texts and reflect on personal language learning.
Competence
CO10.1 Demonstrate, when interpreting oral and written texts, knowledge of Ukrainian language concepts including basic context-specific vocabulary, word order and linguistic conventions.
CO10.2 Demonstrate, when producing oral and written texts, knowledge of Ukrainian language concepts including basic context-specific vocabulary, word order and linguistic conventions.
Applications
AP10.1 Construct meaning, with guidance, of simple oral non-fiction and fiction Ukrainian texts on familiar topics, to receive information, extend knowledge of the world and achieve objectives, and for enjoyment.
AP10.2 Construct meaning, with guidance, of simple written non-fiction and fiction Ukrainian texts on familiar topics, to receive information, extend knowledge of the world and achieve objectives, and for enjoyment.
AP10.3 Produce, with guidance, simple oral Ukrainian texts on familiar topics, to express ideas, extend knowledge of the world and achieve objectives, and for enjoyment.
AP10.4 Produce, with guidance, simple written Ukrainian texts on familiar topics, to express ideas, extend knowledge of the world and achieve objectives, and for enjoyment.
Culture
CU10.1 Explore historical and contemporary elements, and the cultural and linguistic diversity, of Ukrainian cultures in Ukraine and Saskatchewan.
CU10.2 Investigate opportunities in Saskatchewan to use and develop Ukrainian language skills and explore personal identity as a Ukrainian language learner.

Ukrainian 10: Outcomes and Indicators

Strategies (ST)

ST10.1 Apply, with guidance, a variety of strategies to interpret oral and written Ukrainian texts and reflect on personal language learning.

Indicators

- a. Apply, with guidance, a variety of before, during and after language learning strategies to construct meaning when listening, viewing and reading.
- b. Prepare to interpret oral and written texts using language learning strategies such as developing predictions and identifying purpose and context.
- c. Consult resources (e.g., peers and family, dictionaries, grammar reference books, anchor charts and electronic applications) and visual aids (e.g., pictures, graphs and drawings) to help construct meaning of oral and written texts.
- d. Apply, with guidance, language learning strategies such as:
 - using supplementary information (e.g., summary, illustrations and background information);
 - interpreting physical (e.g., gestures and facial expressions) and auditory (e.g., laughter, volume and tone) cues;
 - examining context clues and key words;
 - understanding of individual words to predict meaning of compound words; and,
 - identifying everyday cognates from another language to decipher Ukrainian words (e.g., football-футбол, theatre-театр, engineer-інженер, passport-паспорт).
- e. Pose questions to clarify understanding.
- f. Discuss challenges of learning to interpret an additional language (e.g., tolerance of ambiguity).
- g. Reflect, with guidance, on personal viewing, listening and reading strategies.

ST10.2 Apply, with guidance, a variety of strategies to produce oral and written Ukrainian texts and reflect on personal language learning.

Indicators

- a. Use the Ukrainian language for personal communication.
- b. Apply, with guidance, a variety of before, during and after strategies to communicate meaning when writing and speaking.
- c. Use tools such as graphic organizers and outlines to plan for speaking or writing.
- d. Consult resources (e.g., peers and family, dictionaries, anchor charts and electronic applications) and visual aids (e.g., pictures, graphs and drawings) to support the production of oral and written texts.
- e. Apply, with guidance, language learning strategies to support the production of oral and written text, such as:
 - taking risks;
 - using prior knowledge for personal expression in Ukrainian; and,
 - using physical (e.g., gestures and facial expressions) and auditory (e.g., laughter, tone and volume) cues to convey meaning.
- f. Evaluate own written and oral productions.
- g. Explain that risk-taking and a positive attitude are part of effective language learning.
- h. Discuss challenges of learning to communicate in an additional language.
- i. Reflect, with guidance, on personal writing and speaking strategies.

Competence (CO)

CO10.1 Demonstrate, when interpreting oral and written texts, knowledge of Ukrainian language concepts including basic context-specific vocabulary, word order and linguistic conventions.

Indicators

- a. Identify the 33 letters of the Ukrainian alphabet, including lower case and upper case.
- b. Recognize the distinctive sounds of letters in the Ukrainian alphabet, including compound consonants.
- c. Discuss linguistic interference elements such as the absence of articles in Ukrainian language and differences in capitalization of familiar words.
- d. Interpret context-appropriate vocabulary in personal and basic-sight vocabulary.

- e. Examine the structure of simple sentences, including word order.
- f. Recognize common grammatical elements, including:
 - genders of basic words and proper nouns;
 - plural and singular forms of familiar nouns;
 - animate and inanimate familiar nouns;
 - cases of nouns, pronouns, adjectives in simple sentences;
 - conjugation I verbs;
 - common reflexive verbs in present tense;
 - pronouns (i.e., personal, demonstrative, interrogative, possessive);
 - degrees of comparison of adjectives;
 - adjectival adverbs (e.g., гарно, погано, весело); and,
 - adverbs of place and direction (e.g., тут – туди, вдома-додму, надворі – надвір).
- g. Discuss appropriate conventions of informal and formal language.
- h. Interpret meaning from common Ukrainian gestures and expressions.

CO10.2 Demonstrate, when producing oral and written texts, knowledge of Ukrainian language concepts including basic context-specific vocabulary, word order and linguistic conventions.

Indicators

- a. Practise pronunciation, including intonation and stress, of simple familiar words and sentences.
- b. Apply conventional word order for sentences.
- c. Demonstrate basic knowledge of capitalization and punctuation.
- d. Use cursive writing to communicate ideas in written texts.
- e. Apply grammatical elements in producing simple oral and written texts including:
 - genders of nouns (i.e., masculine, feminine and neutral);
 - nominative and vocative cases of nouns (e.g., Оленка – Оленко, пан Козак – пане Козак);
 - accusative and genitive cases of direct objects (e.g., Я маю/не маю *брата*);
 - countries and nationalities in feminine/masculine singular forms in nominative case and genitive case with the preposition “з” (e.g., Канада - з Канади);
 - locative case of nouns in singular with the preposition “в/у” (e.g., у школі, в Україні);
 - instrumental case of nouns in singular (e.g. Він працює *вчителем*. Я цікавлюся *спортом*) and with the preposition “з” (e.g., кава з *молоком*, чай з *медом*);
 - four types of pronouns (e.g., personal, demonstrative, interrogative and possessive);

- interrogative pronouns (e.g., де, куди, коли, хто, що, ким, скільки, який, як, з ким/чим);
 - instrumental case of pronouns with the preposition “з/зі” (e.g., з ним, зі мною);
 - dative case of pronouns (e.g., мені треба..., їй потрібно ...);
 - conjugation I verbs in present tense (e.g., розмовляти, жити, працювати, хотіти);
 - conjugation II verbs in present tense (e.g., любити, цікавитися);
 - the verb “бути” in present, past and future tenses;
 - auxiliary verbs (e.g., можна, треба, могли, вміти, хотіти) in present tense;
 - degrees of comparison of adjectives (e.g., смачний, смачніший, найсмачніший);
 - adjectival adverbs (e.g., чудово, смачно);
 - adverbs of place and direction (e.g., тут, там, вдома, надворі, etc.);
 - conjunctions (e.g., і/й, чи, але, або...або, ні ... ні, і ...і); comparative conjunctions (e.g., ніж, як, від, за);
 - cardinal numerals (1-100); and,
 - particles (e.g., не, також, теж, чи, ось, так, ніж).
- f. Communicate using appropriate conventions of informal and formal language.

Applications (AP)

AP10.1 Construct meaning, with guidance, of simple oral non-fiction and fiction Ukrainian texts on familiar topics, to receive information, extend knowledge of the world and achieve objectives, and for enjoyment.

Indicators

- Listen to and view a variety of simple oral Ukrainian texts (e.g., commercials, cooking shows, how-to videos and cartoons) that address big ideas such as:
 - Ukrainian communities in Saskatchewan and Ukraine;
 - Ukrainian cuisine; and,
 - personal relationships.
- Respond appropriately in structured interactions with common, simple, short phrases.
- Comprehend and respond to simple questions regarding personal details (e.g., name, age, nationality, address and telephone number).
- Interpret information related to others’ personal details (e.g., name, age, address, occupation and nationality).
- Reiterate simple instructions in familiar contexts (e.g., home, market and restaurant).
- Summarize simple oral (e.g., how-to videos and commercials) and written texts.

- g. Interpret simple conversations and respond appropriately to basic interactions, including:
 - greetings and leave-taking;
 - invitations;
 - classroom instructions;
 - requests for help;
 - hobbies and activities.
- h. React to simple oral texts with emotion (e.g., empathy, surprise, appreciation and disgust).

AP10.2 Construct meaning, with guidance, of simple written non-fiction and fiction Ukrainian texts on familiar topics, to receive information, extend knowledge of the world and achieve objectives, and for enjoyment.

Indicators

- a. Read a variety of simple written Ukrainian texts (e.g., comic books, news headlines and public signs) that address big ideas such as:
 - Ukrainian communities in Saskatchewan and Ukraine;
 - Ukrainian cuisine; and,
 - personal relationships.
- b. Interpret the meaning of simple common signs in Ukrainian (e.g., Увага, “Куріння заборонено”, “Туалет”, “Обережно! Зла собака”, “Відчинено”, “Зачинено”, “Ласкаво просимо” and “Вхід без маски заборонено”).
- c. Identify key information (e.g., location, date and time of an event, family member name) from personal texts (e.g., emails, text messages, cards and annotated photo albums).
- d. Retrieve important details (e.g., date, time, location and price) from mass media texts (e.g., posters, flyers, menus and advertisements).
- e. Reiterate the basic directions of written imperative texts.
- f. Make selections from a provided list of options on a simple print or online Ukrainian form regarding personal information (e.g., gender, occupation, nationality and age).
- g. Identify the following elements in written texts on familiar topics:
 - who is doing an action (i.e., subject);
 - who or what is receiving the action (i.e., direct object); and,
 - who is affected by the action (i.e., indirect object).
- h. React to written texts with emotion (e.g., empathy, surprise, appreciation and disgust).

AP10.3 Produce, with guidance, simple oral Ukrainian texts on familiar topics, to express ideas, extend knowledge of the world and achieve objectives, and for enjoyment.

Indicators

- a. Produce simple oral Ukrainian texts related to big ideas such as:
 - Ukrainian communities in Saskatchewan and Ukraine;
 - Ukrainian cuisine; and,
 - personal relationships.
- b. Respond appropriately in structured conversations or discussions.
- c. Initiate and maintain interactions with simple phrases (e.g., А як ви думаєте? На мою думку).
- d. Pose and respond to questions to generate conversations on familiar topics such as hobbies, family members, meals and class schedules.
- e. Express feelings and emotions using simple adjectives, facial expressions and body language.
- f. Convey opinions or personal perspectives on a given topic such as a movie or education.
- g. Employ imperative structure to provide basic step-by-step instructions in situations such as cooking and giving directions to a location.
- h. Complete simple transactions in familiar contexts such as purchasing items in a store and ordering a meal from a menu.
- i. Communicate information about time (e.g., day, month and season).
- j. Relate descriptions of personal lived experiences or activities.
- k. Use Ukrainian language for entertainment and personal enjoyment (e.g., express humour, perform skits or songs and create stories).

AP10.4 Produce, with guidance, simple written Ukrainian texts on familiar topics, to express ideas, extend knowledge of the world and achieve objectives, and for enjoyment.

Indicators

- a. Produce simple written Ukrainian texts related to big ideas such as:
 - Ukrainian communities in Saskatchewan and Ukraine;
 - Ukrainian cuisine; and,
 - personal relationships.
- b. Write to communicate meaning about a variety of daily topics such as personal details, family members, meals and activities.

- c. Communicate simple written expressions (e.g., yes-Так, no-Ні, please-Прошу, thanks-Дякую, sorry-Вибачте).
- d. Complete an application form in Ukrainian with basic personal information (e.g., name, telephone number, address and nationality).
- e. Create a family tree with short descriptions.
- f. Provide basic written directions to a place using imperative sentences.
- g. Experiment with communicating messages in a variety of written formats (e.g., notes, lists, paragraphs, graphs, e-mails and text messages).
- h. Narrate descriptions of personal lived experiences or activities.

Culture (CU)

CU10.1 Explore historical and contemporary elements, and the cultural and linguistic diversity, of Ukrainian cultures in Ukraine and Saskatchewan.

Indicators

- a. Discuss the relationship between the language and cultures of Ukrainian-speaking peoples.
- b. Practise pronouncing traditional Ukrainian first names and last names (e.g., Олена, Петро, Ганна, Остап, Козак).
- c. Determine Ukrainian expressions used to:
 - greet and introduce people (e.g., Добрий день, Як справи?, Приємно познайомитись);
 - address an older/younger acquaintance, an older/younger stranger, a close friend, parents, grandparents, clergy (e.g., пан, пані, панно);
 - interrupt, apologize, thank and congratulate (e.g., Вибачте. Перепрошую Вас. Щиро дякую. Вітаю); and,
 - express emotions such as surprise (e.g., Не може бути!), delight (e.g., Це чудово!) and disappointment (e.g., Мені шкода).
- d. Identify representation of Ukrainian language in the names of streets, town and places in Saskatchewan.
- e. Research the lifestyle and culture of Ukrainians in Ukraine, such as families, economy, food, and activities for children and youth.

- f. Examine the contributions of cultural and religious heritages (e.g., arts, celebrations, communities, traditions, language, history and food) in Saskatchewan with the roots from Ukraine by:
- interviewing members of the Ukrainian-speaking community in Saskatchewan;
 - exploring Saskatchewan organizations (e.g., Ukrainian Canadian Congress of Saskatchewan), festivals (e.g., Vesna Festival) and events (e.g., Ukrainian Day in the Park); and,
 - participating in activities (e.g., sports, dance and music) related to Ukrainian culture in Saskatchewan.
- g. Discuss historical and contemporary reasons for the immigration of Ukrainian-speaking people to Saskatchewan.

CU10.2 Investigate opportunities in Saskatchewan to use and develop Ukrainian language skills and explore personal identity as a Ukrainian language learner.

Indicators

- a. Reflect on personal experience with language (e.g., languages spoken, language learning history, family and heritage languages).
- b. Describe benefits of being bilingual or plurilingual.
- c. Seek opportunities to communicate in Ukrainian at the provincial level (e.g. Ukrainian stores and restaurants, youth organizations and camps, Ukrainian festivals and events, Ukrainian-speaking Saskatchewan social media groups, provincial Ukrainian language newsletters and communicating with Ukrainian-speaking students).
- d. Explore Ukrainian cultural associations in Saskatchewan such as Ukrainian Canadian Congress-Saskatchewan Provincial Council, Ukrainian Catholic Eparchy of Saskatoon and Ukrainian Museum of Canada.
- e. Research opportunities to further personal Ukrainian language learning in Saskatchewan (e.g., post-secondary Ukrainian courses, online courses and community language learning centres).
- f. Explore provincial foundations, associations and grants that support Ukrainian communities, culture, language and education.
- g. Investigate scholarship, grants, study and work opportunities available to Ukrainian-speaking students in Saskatchewan.

Ukrainian 20: Outcomes at a Glance

Outcomes
Strategies
ST20.1 Select and apply, with some guidance, a variety of strategies to interpret oral and written Ukrainian texts and reflect on personal language learning.
ST20.2 Select and apply, with some guidance, a variety of strategies to produce oral and written Ukrainian texts and reflect on personal language learning.
Competence
CO20.1 Demonstrate, when interpreting oral and written texts, knowledge of Ukrainian language concepts including context-specific vocabulary, sentence structure and linguistic conventions.
CO20.2 Demonstrate, when producing oral and written texts, knowledge of Ukrainian language concepts including context-specific vocabulary, sentence structure and linguistic conventions.
Applications
AP20.1 Construct meaning, with some guidance, of a variety of short oral non-fiction and fiction Ukrainian texts on familiar topics, to receive information, extend knowledge of the world and achieve objectives, and for enjoyment.
AP20.2 Construct meaning, with some guidance, of a variety of short written non-fiction and fiction Ukrainian texts on familiar topics, to receive information, extend knowledge of the world and achieve objectives, and for enjoyment.
AP20.3 Produce, with some guidance, a variety of short oral Ukrainian texts on familiar topics, to express ideas, extend knowledge of the world and achieve objectives, and for enjoyment.
AP20.4 Produce, with some guidance, a variety of short written Ukrainian texts on familiar topics, to express ideas, extend knowledge of the world and achieve objectives, and for enjoyment.
Culture
CU20.1 Explore historical and contemporary elements, and the cultural and linguistic diversity, of Ukrainian cultures in Ukraine and Canada.
CU20.2 Investigate opportunities in Canada to use and develop Ukrainian language skills and explore personal identity as a Ukrainian language learner.

Ukrainian 20: Outcomes and Indicators

Strategies (ST)

ST20.1 Select and apply, with some guidance, a variety of strategies to interpret oral and written Ukrainian texts and reflect on personal language learning.

Indicators

- a. Apply, with some guidance, a variety of before, during and after strategies to construct meaning when listening, viewing and reading.
- b. Prepare to interpret oral and written texts using language learning strategies such as developing predictions and inquiring about purpose and context.
- c. Employ tools (e.g., vocabulary lists and audio files) and consult resources (e.g., peers and family, grammar reference books and electronic applications) to help construct meaning of oral and written texts.
- d. Apply, with some guidance, language learning strategies such as:
 - using supplementary information (e.g., pre-discussion, subtitles and graphics);
 - interpreting physical (e.g., gestures and facial expressions) and auditory (e.g., tone, laughter and volume) cues;
 - examining context clues and key words to infer meaning;
 - associating new words or expressions with familiar ones, either in Ukrainian or in own language;
 - using phonics and generalizations to decode individual and compound words;
 - identifying cognates from English (e.g., map-мапа, file-файл, bank-банк, tennis-теніс, basketball-баскетбол, Mexico-Мексика, Quebec-Квебек, Ontario-Онтаріо, province-провінція) to decipher words;
 - using sentence patterns to interpret meaning of new sentences; and,
 - recognizing and interpreting linguistic interference elements (e.g., gender endings of verbs).
- e. Pose questions to clarify interpretation of texts (e.g., Можете повторити, будь ласка? Що ви сказали?)
- f. Employ knowledge of text structures (e.g., use topic sentences in paragraphs to make accurate inferences about the meaning of subsequent material) to interpret the message.
- g. With some guidance, listen or read for key words in a variety of texts.
- h. With some guidance, note unknown words and expressions, including their context and function.

- i. Discuss possible strategies to address challenges of learning to interpret an additional language.
- j. Reflect, with some guidance, on personal viewing, listening and reading strategies.

ST20.2 Select and apply, with some guidance, a variety of strategies to produce oral and written Ukrainian texts and reflect on personal language learning.

Indicators

- a. Use the Ukrainian language for personal communication and to interact with teachers and classmates.
- b. Apply, with some guidance, a variety of before, during and after strategies to communicate meaning when writing and speaking.
- c. Develop a plan for speaking or writing by preparing notes, organizers and a timeline.
- d. Employ tools (e.g., vocabulary lists and audio files) and consult resources (e.g., peers and family, grammar references books and electronic applications) to support the production of oral and written texts.
- e. Apply, with some guidance, oral communication and mediation strategies such as:
 - taking risks;
 - applying prior knowledge and cognates for personal expression in Ukrainian;
 - using physical (e.g., gestures and facial expressions) and auditory (e.g., laughter, tone and volume) cues to convey meaning; and,
 - repeating the main points of simple messages to clarify intent.
- f. Apply, with some guidance, language learning strategies to support the production of written text, such as:
 - taking risks;
 - applying prior knowledge and cognates for personal expression in Ukrainian;
 - spelling more difficult words using phonics and generalizations; and,
 - using knowledge of sentence patterns to create new sentences.
- g. Evaluate personal written or oral productions and provide suggestions for improvement.
- h. Maintain a journal to gain awareness of which language production strategies are most effective.
- i. Discuss possible strategies to address challenges of learning to communicate in an additional language.
- j. Reflect, with some guidance, on personal writing or speaking process.

Competence (CO)

CO20.1 Demonstrate, when interpreting oral and written texts, knowledge of Ukrainian language concepts including context-specific vocabulary, sentence structure and linguistic conventions.

Indicators

- a. Interpret the meaning of context-specific vocabulary in personal and public texts.
- b. Examine grammatical elements, such as:
 - cases of singular nouns;
 - genitive case of nouns indicating possession (e.g., бабусин город, Остапова мама);
 - interrogative pronouns: чий, чим, про що, про кого;
 - common conjugation II verbs in present tense ;
 - common imperfective and perfective verbs of conjugation I and conjugation II in past and future tenses;
 - reflexive verbs in present, past and future tenses;
 - adverbs: тоді, напевно, можливо, вже;
 - adverbs of place (e.g., справа/праворуч , зліва/ліворуч) and direction (e.g., направо/праворуч, наліво/ліворуч);
 - ordinal numerals;
 - cardinal numerals with nouns in nominative and locative cases;
 - prepositions of place and direction (e.g., до, від, біля, на); and,
 - conjunctions (e.g., то, тому, тому що, бо, але ж, а).
- c. Interpret Ukrainian gestures and expressions.
- d. Recognize the conventions of informal and formal language.
- e. Compare how language is used in different types of oral and written texts.

CO20.2 Demonstrate, when producing oral and written texts, knowledge of Ukrainian language concepts including context-specific vocabulary, sentence structure and linguistic conventions

Indicators

- a. Pronounce familiar words and texts, using appropriate intonation and stress.
- b. Apply basic knowledge of writing conventions (e.g., spelling, punctuation and capitalization) in written texts.
- c. Use context-appropriate vocabulary in producing oral and written texts.
- d. Apply the following grammatical elements in producing oral and written sentences, including:
 - plural forms of nouns;
 - accusative case of nouns and pronouns after the preposition “про” (e.g., я читаю про спорт, він говорить про неї);
 - genitive case of nouns indicating possession (e.g., бабусин город, Остапова мама);
 - reflexive verbs of conjugation I (e.g., збиратися);
 - interrogative pronouns: чий, чим, про що, про кого;
 - conjugation I imperfective/perfective verbs of past and future (e.g., я йшла/я прийшла, я буду йти)/я прийду);
 - conjugation II verbs in present tense (e.g., просити, дивитися, говорити);
 - conjugation II imperfective/perfective verbs of past and future (e.g., я платила/я заплатила, я буду платити/я заплачу);
 - verbs (любити, подобатися) with personal pronouns (e.g., Я люблю... Мені подобається...);
 - adverbs (e.g., тоді, напевно, можливо, вже);
 - adverbs of place (e.g., справа/праворуч, зліва/ліворуч) and direction (e.g., направо/праворуч, наліво/ліворуч);
 - complex sentences with the adverbial clause of condition: якщо то;
 - adjectives and adverbs with the adverb занадто and prefix за- (e.g., занадто дорогий – задорогий, занадто багато – забарато);
 - prepositions of place and direction (e.g., до, від, біля, на);
 - conjunctions (e.g., то, тому, тому що, бо, але ж, а);
 - cardinal numerals (100+);
 - ordinal numerals; and,
 - declension of ordinal numerals with nouns in nominative and locative cases (e.g., на другому поверсі, на третій трамвай).
- e. Use appropriate conventions of informal and formal language.

Applications (AP)

AP20.1 Construct meaning, with some guidance, of a variety of short oral non-fiction and fiction Ukrainian texts on familiar topics, to receive information, extend knowledge of the world and achieve objectives, and for enjoyment.

Indicators

- a. Listen to and view a variety of short oral Ukrainian texts (e.g., news reports, weather reports, videos and spoken word poetry) that address big ideas such as:
 - Ukrainian communities in Canada and Ukraine;
 - Canadian and Ukrainian arts, culture and history; and,
 - daily routines.
- b. Respond appropriately to simple questions during daily conversations regarding familiar topics (e.g., transportation, weather and dwellings).
- c. Comprehend and respond to information from oral texts on familiar topics such as the environment, holidays and daily routines.
- d. Identify the intended purpose and audience of oral texts.
- e. Determine if conversation participants agree or disagree on the topic of discussion.
- f. Follow basic imperative oral instructions in familiar contexts (e.g., school and home).
- g. Retrieve information (e.g., prices, time, weather, location and flight numbers) in familiar contexts (e.g., restaurants, travel agencies and airports).
- h. Extract main points from short broadcasts (e.g., weather forecast, sport results, news bulletins and public service announcements).
- i. Summarize the main ideas of a presentation with visual aids (e.g., illustrations, diagrams and concrete examples).
- j. Represent comprehension of an oral text in a variety of ways (e.g., charts, graphs and concept maps).
- k. Comprehend and respond to information from oral Ukrainian texts in a variety of contexts such as:
 - daily family rituals;
 - accommodations (e.g., host family, hotel, hostel and campground);
 - education (e.g., school, college and university); and,
 - travel (e.g., times, places and details related to travel).
- l. Make connections between the message in oral texts and personal life experiences.

AP20.2 Construct meaning, with some guidance, of a variety of short written non-fiction and fiction Ukrainian texts, on familiar topics to receive information, extend knowledge of the world and achieve objectives, and for enjoyment.

Indicators

- a. Read a variety of short written Ukrainian texts (e.g., newspaper articles, scripts, song lyrics, poetry and short stories) that address big ideas such as:
 - Ukrainian communities in Canada and Ukraine;
 - Canadian and Ukrainian arts, culture and history; and,
 - daily routines.
- b. Identify the intended purpose and audience of written texts.
- c. Interpret guides and directions in a building (e.g., location of an office, elevator and washroom), in an airport (e.g., departures, arrivals and terminals) and in a city (e.g., museums, university monuments and cathedrals).
- d. Describe the main character(s), conflict and theme in short stories.
- e. Follow basic imperative written instructions.
- f. Navigate in Ukrainian-language websites to find desired information.
- g. Interpret information about time in both 12-hour and 24-hour clock formats.
- h. Infer the intended meaning of literary devices and word play.
- i. Paraphrase the message presented in short written texts on familiar topics (e.g., schedules, family traditions, rural life and local places of interest).
- j. Retrieve important details (e.g., date, time, location and price) from mass media texts (e.g., posters, flyers and advertisements).
- k. Summarize the main idea and supporting details in a variety non-fiction formal and informal texts, such as:
 - personal communication (e.g., letters, text messages, e-mails and social media posts);
 - common business documents (e.g., confirmation of flight booking, receipts and invoices);
 - weather forecasts; and,
 - school differences in Ukraine and Canada.
- l. Make connections between the message in written texts and personal life experiences.
- m. Explore how Ukrainian is used creatively for entertainment and aesthetic purposes.

AP20.3 Produce, with some guidance, a variety of short oral Ukrainian texts on familiar topics, to express ideas, extend knowledge of the world and achieve objectives, and for enjoyment.

Indicators

- a. Produce a variety of short oral Ukrainian texts related to big ideas such as:
 - Ukrainian communities in Canada and Ukraine;
 - Canadian and Ukrainian arts, culture and history; and,
 - daily routines.
- b. Respond appropriately to other speakers when participating in guided conversations.
- c. Participate in Ukrainian conversations to share information on predictable and familiar topics, such as:
 - describing dwellings;
 - explaining family daily traditions;
 - conveying opinions on places of interest; and,
 - discussing the weather forecast and transportation.
- d. Share opinions, and invite others to share theirs, on familiar topics (e.g., travel, transportation, weather and festivals).
- e. Provide instructions for performing a task (e.g., following a recipe and reading a map) and model procedures.
- f. Communicate time or dates with lexicalized phrases (e.g., in the summer, last week, next month and midnight).
- g. Conduct phone calls and leave voice mail messages with common phrases such as:
 - explaining anticipated departure time and place (e.g., Ваш поїзд відправляється зі Львова о 22:45); and,
 - requesting a return phone call (e.g., Зателефонуйте мені, будь ласка, на номер).
- h. Produce oral presentations (e.g., skits, dialogues and informational presentations) using a variety of visuals (e.g., PowerPoint, charts, maps and pictures) to support expression.
- i. Employ appropriate language and vocabulary in formal presentations.
- j. Incorporate the following in oral productions:
 - evidence of planning (e.g., project charts and timelines);
 - clear purpose;
 - consideration of audience;
 - organization (e.g., opening sentence, order of ideas and word order);
 - appropriate tone;
 - context-specific vocabulary;

- language suitable to text type; and,
 - linguistic conventions.
- k. Create oral Ukrainian texts for entertainment and personal enjoyment (e.g., tell jokes, sing songs and share stories).

AP20.4 Produce, with some guidance, a variety of short written Ukrainian texts on familiar topics, to express ideas, extend knowledge of the world and achieve objectives, and for enjoyment.

Indicators

- a. Produce a variety of short written Ukrainian texts related to big ideas such as:
 - Ukrainian communities in Canada and Ukraine;
 - Canadian and Ukrainian arts, culture and history; and,
 - daily routines.
- b. Convey personal information and emotions in paragraphs with simple sentences.
- c. Express opinions and perspectives on various topics (e.g., travel, current events and technology) in a personal letter.
- d. Recount personal experiences (e.g., family, celebrations and travel) using a variety of narrative text types (e.g., short stories, scrapbooks and poetry).
- e. Share factual information in a formal text (e.g., newspaper articles and first-person accounts).
- f. Communicate messages about time with reference to the 12-hour and 24-hour clocks.
- g. Provide basic written directions to a place, using imperative sentences.
- h. Create social media posts using familiar Ukrainian vocabulary.
- i. Experiment with Ukrainian language and vocabulary through a variety of texts (e.g., poems, songs, skits, cartoons, e-mails, blogs and text messages).
- j. Incorporate the following in written productions:
 - evidence of planning (e.g., project chart and timeline);
 - clear purpose;
 - consideration of audience;
 - organization (e.g., opening sentence, order of ideas and word order);
 - appropriate tone;
 - context-specific vocabulary;
 - language suitable to text type; and
 - linguistic conventions.

Culture (CU)

CU20.1 Explore historical and contemporary elements, and the cultural and linguistic diversity, of Ukrainian cultures in Ukraine and Canada.

Indicators

- a. Discuss appropriate forms of addressing people, and requesting and responding to information (e.g., in person, by phone and through email), in Ukrainian, in a variety of social and cultural contexts (e.g., making a hotel reservation, buying tickets and asking for help).
- b. Discuss dialectical pronunciation and vocabulary differences in Ukraine and Canada.
- c. Compare urban and rural lifestyles in Canada and to those in Ukraine (e.g., organizations, types of buildings, transportation and education).
- d. Discuss past and present waves of Ukrainian immigration to Canada, their lifestyles, adaptation and challenges.
- e. Explore Ukrainian communities' contributions to Canadian society, including:
 - food and drink;
 - traditional and contemporary clothing; and,
 - traditions, celebrations and holidays.
- f. Inquire about Ukrainian culture and heritage (e.g., the arts, celebrations, community, traditions, language, history and food) in Ukraine and Canada by:
 - reading, listening to or viewing tourist information, commercials or facts about Ukraine and Ukrainian communities;
 - exploring Ukrainian organizations, communities, events and festivals (e.g., The Ukrainian Catholic Women's League of Canada, Plast and Holodomor); and,
 - researching ethnic regions of Ukraine and their cultural significance for Canada.
- g. Relate elements of Ukrainian culture and heritage (e.g., khustkas, pysanky and embroidery) to other Canadian cultures and heritages.
- h. Compare current and historical experiences of Ukrainian newcomers to Canada.
- i. Recognize Ukrainian cultural and linguistic worldview about issues such as:
 - education;
 - technology;
 - culture; and,
 - celebrations and holidays.

CU20.2 Investigate opportunities in Canada to use and develop Ukrainian language skills and explore personal identity as a Ukrainian language learner.

Indicators

- a. Explain possible connections between language and culture.
- b. Explore summer work opportunities and practicum placements in Canada for Ukrainian-speaking students.
- c. Seek opportunities to communicate in Ukrainian at the national level, such as:
 - Ukrainian social media groups;
 - online resources (e.g., websites, podcasts and videos);
 - Ukrainian language newsletters and magazines in Canada (e.g., Canadian Congress newsletter and Nasha Doroha magazine); and,
 - corresponding in Ukrainian with students from another province or territory.
- d. Research opportunities to further personal Ukrainian language learning in Canada (e.g., post-secondary courses, online courses, exchange programs and community language learning centres).
- e. Investigate scholarship, study and travel opportunities available to Ukrainian-speaking students in Canada.
- f. Explore careers in Canada for which the ability to speak Ukrainian is a requirement or an asset (e.g., translation, education, religion, museums and tourism).
- g. Participate in Canadian communities, programming and initiatives (e.g., Eparchial youth and young adult activities and Ukrainian Canadian Congress initiatives) that support the use of Ukrainian language.
- h. Reflect on personal language journey and aspirations for future language learning.

Ukrainian 30: Outcomes at a Glance

Outcomes
Strategies
ST30.1 Select and apply a variety of strategies to interpret oral and written Ukrainian texts and reflect on personal language learning.
ST30.2 Select and apply a variety of strategies to produce oral and written Ukrainian texts and reflect on personal language learning.
Competence
CO30.1 Demonstrate, when interpreting oral and written texts, knowledge of Ukrainian language concepts including vocabulary, sentence structure and linguistic conventions.
CO30.2 Demonstrate, when producing oral and written texts, knowledge of Ukrainian language concepts including vocabulary, sentence structure and linguistic conventions.
Applications
AP30.1 Construct meaning of a variety of oral non-fiction and fiction Ukrainian texts to receive information, extend knowledge of the world and achieve objectives, and for enjoyment.
AP30.2 Construct meaning of a variety of written non-fiction and fiction Ukrainian texts to receive information, extend knowledge of the world and achieve objectives, and for enjoyment.
AP30.3 Produce a variety of oral non-fiction and fiction Ukrainian texts to express ideas, extend knowledge of the world and achieve objectives, and for enjoyment.
AP30.4 Produce a variety of written non-fiction and fiction Ukrainian texts to express ideas, extend knowledge of the world and achieve objectives, and for enjoyment.
Culture
CU30.1 Explore historical and contemporary elements, and the cultural and linguistic diversity, of Ukrainian cultures in Ukraine and around the world.
CU30.2 Investigate international opportunities to use and develop Ukrainian language skills and explore personal identity as a Ukrainian language learner.

Ukrainian 30: Outcomes and Indicators

Strategies (ST)

ST30.1 Select and apply a variety of strategies to interpret oral and written Ukrainian texts and reflect on personal language learning.

Indicators

- a. Select and apply a variety of before, during and after strategies to construct meaning when listening, viewing and reading.
- b. Prepare to interpret oral and written texts using language learning strategies such as developing predictions and analyzing purpose and context.
- c. Develop tools (e.g., charts, phrasebooks and audio files) and select resources (e.g., electronic applications and grammar reference books) to help construct meaning of oral and written text.
- d. Apply language learning strategies such as:
 - using supplementary information (e.g., prior research, background knowledge and glossaries);
 - interpreting physical (e.g., gestures and facial expressions) and auditory (e.g., tone, laughter and volume) cues;
 - examining context clues and key words to infer the intent of the message;
 - recognizing roots of words to deconstruct their meaning;
 - looking for patterns and relationships of sentences to interpret meanings of messages; and,
 - posing questions for clarification (e.g., Можете повторити, будь ласка? Що ви сказали?).
- e. Identify similarities and differences in sentence structures between the English and Ukrainian languages.
- f. Maintain a learning log to evaluate personal comprehension of language and assess which language learning strategies are most effective.
- g. Evaluate personal written or oral production and provide suggestions for improvement.
- h. Discuss the effectiveness of strategies used to address challenges of learning an additional language.
- i. Reflect on, and evaluate, personal viewing, listening and reading strategies.

ST30.2 Select and apply a variety of strategies to produce oral and written Ukrainian texts and reflect on personal language learning.

Indicators

- a. Use the Ukrainian language to communicate with Ukrainian-speaking people in a variety of situations.
- b. Select and apply a variety of before, during and after strategies to construct and communicate meaning when writing and speaking.
- c. Create a plan for speaking or writing using tools such as a bullet journal and a narrative writing organizer.
- d. Devise tools (e.g., charts, phrasebooks and audio files) and select resources (e.g., electronic applications and grammar reference books) to support the production of oral and written texts.
- e. Access information from a variety of sources (e.g., human, print and digital) to produce oral and written texts.
- f. Employ oral communication and mediation strategies such as:
 - taking risks;
 - applying prior knowledge and cognates for personal expression in Ukrainian;
 - using physical (e.g., gestures and facial expressions) and auditory (e.g., laughter, tone and volume) cues to convey meaning;
 - practising tongue-twisters to build fluency;
 - demonstrating appropriate etiquette in interactions in Ukrainian; and,
 - paraphrasing the message in different ways to clarify intent.
- g. Apply language learning strategies to support the production of written text, such as:
 - taking risks;
 - using cultural references (e.g., idioms, customs, traditions and perspectives); and,
 - activating prior knowledge, etymology and cognates for personal expression in Ukrainian.
- h. Employ cues (e.g., по-перше, передусім, з одного боку/ з іншого боку) to orient the audience in a longer text.
- i. Maintain a learning log to:
 - reflect on personal Ukrainian writing or speaking processes;
 - evaluate personal written and oral productions of language;
 - assess which language learning strategies are most effective; and,
 - describe ways in which risk-taking furthered personal language learning.

- j. Develop interests, passion and confidence in learning Ukrainian by:
- maintaining a positive learning attitude;
 - taking the initiative to use Ukrainian whenever possible; and,
 - actively engaging in activities that help to enhance language proficiency.

Competence (CO)

CO30.1 Demonstrate, when interpreting oral and written texts, knowledge of Ukrainian language concepts including vocabulary, sentence structure and linguistic conventions.

Indicators

- Recognize an extended range of vocabulary in personal, public and mass media texts.
- Interpret the meaning of vocabulary in context for various texts.
- Explore grammatical elements such as:
 - cases of singular and plural nouns;
 - cases of nouns after the prepositions (e.g., без, біля, кого, до, на, у/в, за, через, під, над, за, перед, з/із/зі, на, при);
 - cases of possessive pronouns;
 - durative and iterative verbs of motion (e.g., іти, ходити, їхати, їздити);
 - perfective and imperfective past and future verbs;
 - reflexive verbs in present, past and future tenses;
 - adverbs of place, time, manner and frequency;
 - degrees of comparison of adverbs;
 - cases of adjectives;
 - degrees of comparison of singular and plural adjectives; and,
 - indicative, conditional and imperative mood sentences.
- Examine how linguistic conventions enhance communication.
- Analyze the meaning of Ukrainian gestures and expressions.
- Recognize and describe conventions of informal and formal language.
- Compare how language use varies in different types of oral and written texts.

CO30.2 Demonstrate, when producing oral and written texts, knowledge of Ukrainian language concepts including vocabulary, sentence structure and linguistic conventions.

Indicators

- a. Create a variety of oral and written texts spontaneously on a variety of topics.
- b. Use knowledge of intonation and stress patterns to determine the pronunciation of unfamiliar words.
- c. Employ writing conventions (e.g., spelling, punctuation and capitalization) in written texts.
- d. Employ the following grammatical elements in oral and written texts, including:
 - cases of plural nouns;
 - cases of possessive pronouns;
 - indefinite pronouns (e.g., *хтось, щось, ніхто, ніщо*,);
 - nouns with the prepositions governing cases (e.g., *без, біля, кого, до* (genitive), *на, у/в, за, через* (accusative), *під, над, за, перед, з/із/зі* (instrumental), *на, при* (locative); parentheses
 - conjugation III verb, *їсти*;
 - durative and iterative verbs of motion (e.g., *іти, ходити, їхати, їздити*);
 - perfective/imperfective past and future verbs;
 - reflexive verbs;
 - adverbs of frequency (e.g., *завжди, зазвичай, ніколи, рідко*);
 - degrees of comparison of adverbs (e.g., *швидко-швидше-найшвидше*);
 - conditional mood (e.g., *якби / якщо б..., ... б ...*);
 - imperative mood sentences;
 - all cases of plural adjectives;
 - degrees of comparison of singular and plural adjectives in all cases; and,
 - collective numerals.
- e. Apply knowledge of linguistic conventions to enhance communication.
- f. Express meaning using typical Ukrainian gestures, intonation and emphasis.
- g. Select and use appropriate conventions of informal and formal language.

Applications (AP)

AP30.1 Construct meaning of a variety of oral non-fiction and fiction Ukrainian texts to receive information, extend knowledge of the world and achieve objectives, and for enjoyment.

Indicators

- a. Select, listen to and view a variety of oral Ukrainian texts (e.g., interviews, documentaries, podcasts, and movies) that address big ideas such as:
 - global Ukrainian communities;
 - self and identity; and,
 - opportunities and adventures.
- b. Respond appropriately in spontaneous conversations on familiar themes and daily activities.
- c. Discuss information presented in formal presentations on a variety of topics such as world achievements, social issues and historical events.
- d. Analyze the intended purpose and audience of oral texts.
- e. Interpret directions and announcements related to travel (e.g., flight numbers and train departure times).
- f. Follow a series of instructions on familiar topics (e.g., attending a medical appointment, performing a dance and preparing a meal).
- g. Examine the vocabulary and expressions used in oral persuasive texts (e.g., advertisements and public service announcements).
- h. Summarize viewpoints presented in documentaries and interviews on a variety of topics (e.g., Ukrainian diaspora in the world, sports achievements and historical events).
- i. Paraphrase the main message and supporting details presented in a variety of news reports (e.g., social media, television and radio) that include eyewitness accounts.
- j. Analyze different nuances, perspectives and biases presented in oral texts.
- k. Investigate the source and credibility of statements made in reported speech.

AP30.2 Construct meaning of a variety of written non-fiction and fiction Ukrainian texts to receive information, extend knowledge of the world and achieve objectives, and for enjoyment.

Indicators

- a. Select, listen to and view a variety of written Ukrainian texts (e.g., bibliographies, magazine articles, travel guides, editorials and poems) that address big ideas such as:
 - global Ukrainian communities;
 - self and identity; and,
 - opportunities and adventures.
- b. Analyze the intended purpose and audience of written texts.
- c. Interpret signs and notices in public venues (e.g., signs for destinations, description of amenities and hazard warnings).
- d. Interpret information related to travel and transportation (e.g., tourist destinations, international airports, cost and documentation requirements).
- e. Follow multi-step directions to complete a task related to daily routines (e.g., following a recipe and finding a location).
- f. Summarize the message and details presented in a variety of formal and informal texts, such as:
 - personal communication (e.g., letters, texts, e-mails and social media posts);
 - media (e.g., articles, blogs and magazines); and,
 - expository texts on various topics (e.g., historical events, world diaspora, environmental issues, and health and well-being).
- g. Read and recount Ukrainian fictional stories.
- h. Discuss the theme and supporting elements of written texts.
- i. Analyze persuasive print texts (e.g., posters, graphs, charts and pictures) for bias.
- j. Interpret information about time, in the context of making plans and schedules, in both 12-hour and 24-hour clock formats.
- k. React to Ukrainian written texts with questions of elaboration and alternate points of view.
- l. Share and justify emotional and personal reactions (e.g., empathy, surprise, appreciation, deference and disgust) to a variety of Ukrainian print texts.

AP30.3 Produce a variety of oral non-fiction and fiction Ukrainian texts to express ideas, extend knowledge of the world and achieve objectives, and for enjoyment.

Indicators

- a. Produce a variety of oral Ukrainian texts related to big ideas such as:
 - global Ukrainian communities;
 - self and identity; and,
 - opportunities and adventures.
- b. Generate conversations by posing and responding to questions on a variety of topics, such traditions and customs, travel experiences, school aspirations and entertainment preferences.
- c. Communicate, in Ukrainian, about health and well-being:
 - inquire into, and express care about, others' well-being;
 - relate health problems to a health professional;
 - answer simple questions regarding personal health; and,
 - use gestures and body language to convey the message.
- d. Experiment with oral language to communicate emotions, opinions, advice and support.
- e. Act as a middle person in informal situations by relaying basic information from English to short, simple Ukrainian and vice versa.
- f. Provide detailed directions to a location.
- g. Conduct an interview by posing, and responding to, direct questions.
- h. Present stories, poetry and monologues with expression, intonation and enunciation.
- i. Defend opinions with supporting arguments in a debate.
- j. Persuade audience of a perspective using convincing details and supporting arguments.
- k. Present information on a topic of interest (e.g., sports, music, travel destination, Ukrainian world achievements, Ukrainian diaspora in the world and family celebrations) using a variety of visuals (e.g., charts, maps, diagrams, pictures and gestures) while speaking.
- l. Incorporate the following in oral productions:
 - evidence of planning (e.g., narrative writing organizers and bullet journals);
 - clear purpose;
 - consideration of audience;
 - organization (e.g. introduction, development of ideas, conclusion and flow of ideas);
 - appropriate tone;
 - rich context-specific vocabulary;

- language suitable to text type; and,
- linguistic conventions.

AP30.4 Produce a variety of written non-fiction and fiction Ukrainian texts to express ideas, extend knowledge of the world and achieve objectives, and for enjoyment.

Indicators

- Produce a variety of written Ukrainian texts related to big ideas such as:
 - global Ukrainian communities;
 - self and identity; and,
 - opportunities and adventures.
- Complete a questionnaire or résumé with relevant details (e.g., education, skills, work experience and interests).
- Write a message to convey the details (e.g., time and location) of an appointment.
- Compose emails requesting information on topics related to future plans (e.g., travel or exchange possibilities, post-secondary education and career opportunities).
- Express personal opinions in a persuasive text (e.g., travel blogs and editorials).
- Experiment with a variety of text types (e.g., letters, schedules, lists, questionnaires, reports and social media posts).
- Research, organize and present information in expository texts (e.g., news article on Ukrainian festivals, biography on Ukrainian artist and essay on traditional Ukrainian foods).
- Incorporate the following in written productions:
 - evidence of planning (e.g., narrative writing organizers and bullet journals);
 - clear purpose;
 - consideration of audience;
 - organization (e.g., introduction, development of ideas, conclusion and flow of ideas);
 - appropriate tone;
 - rich context-specific vocabulary;
 - language suitable to text type; and,
 - linguistic conventions.
- Formulate a written greeting (e.g., birthday card or party invitation) using Ukrainian expressions.
- Communicate meaning about time, in the context of making plans and schedules, with reference to the 12-hour and 24-hour clocks.

Culture (CU)

CU30.1 Explore historical and contemporary elements, and the cultural and linguistic diversity, of Ukrainian cultures in Ukraine and around the world.

Indicators

- a. Express appropriate ways to address people, and request and respond to information, in public and private contexts in Ukraine (e.g., at the doctor's office, at educational institutions and at government agencies).
- b. Inquire about past and present immigration of Ukrainians, their cultural integration and adaptation in different communities around the world.
- c. Discuss significant historical and contemporary events that affect Ukrainians in Ukraine and around the world (e.g., Chernobyl, Holodomor, migration and immigration).
- d. Analyze Ukraine's economic impact within Europe and on other countries around the world.
- e. Describe past and present Ukrainian contributions and achievements in politics, history, sports, arts and culture in various parts of the world.
- f. Inquire about Ukrainian culture and heritage (e.g., the arts, celebrations, community, traditions, well-being, language, history and food) in various parts of the world by:
 - reading, listening to or viewing tourist information, commercials or facts about Ukraine and Ukrainian-speaking communities around the world;
 - researching Ukrainian festivals (e.g., Canada's National Ukrainian Festival, Birep Ha-Діі), events (e.g., Ukrainian Independence Day, Easter) and organizations (e.g., The Ukrainian National Federation of Canada and Plast); and,
 - investigating cultural places or historic sites (e.g., National Museum of the Holodomor-Genocide, Vegreville Pysanka, Ukrainian Cultural Heritage Village, and Saint Sophia Cathedral in Kyiv).
- g. Investigate the impact of Ukrainian communities' geographical locations on their local culture and ethnic diversity.
- h. Articulate typical attitudes and cultural-linguistic world view of Ukrainian speakers to issues such as:
 - the environment (recycling, nuclear and green energy and climate change);
 - urban sprawl;
 - public transportation; and,
 - political organization and involvement.

CU30.2 Investigate international opportunities to use and develop Ukrainian language skills and explore personal identity as a Ukrainian language learner.

Indicators

- a. Explain how personal understanding of a culture might be enhanced through language learning.
- b. Identify study opportunities at Ukrainian-speaking universities and technical colleges open to international students.
- c. Explore international summer work opportunities and practicum placements for Ukrainian-speaking students.
- d. Discuss opportunities to communicate in Ukrainian at the global level (e.g., Ukrainian social media groups, blogging, corresponding in Ukrainian with people from various parts of the Ukrainian-speaking world).
- e. Research global opportunities to further personal Ukrainian language learning (e.g., post-secondary programs, international cultural exchanges and organizations).
- f. Investigate international scholarship, study and travel opportunities available to Ukrainian-speaking Canadian students.
- g. Explore international career fields for which the ability to speak Ukrainian is a requirement or an asset (e.g., United Nations, business, interpreter, international government, education, reporters and Doctors without Borders).
- h. Explore worldwide programming and initiatives that support Ukrainian communities, programming and language.
- i. Reflect on personal linguistic and cultural identity.

Assessment and Evaluation of Student Learning

Assessment and evaluation are continuous activities that are planned for and derived from curriculum outcomes and consistent with the instructional learning strategies. The depth and breadth of each outcome, as defined by the indicators, informs teachers of the skills, processes and understandings that should be assessed.

Assessment is the act of gathering information on an ongoing basis in order to understand individual students' learning and needs.

Evaluation is the culminating act of interpreting the information gathered through relevant and appropriate assessments for the purpose of making decisions or judgements, often at reporting times.

Effective and authentic assessment and evaluation involves:

- designing performance tasks that align with curricular outcomes;
- involving students in determining how their learning will be demonstrated; and,
- planning for the three phases of assessment and evaluation indicated below.

Formative Assessment		Summative Assessment and Evaluation
Assessment for Learning involves the use of information about student progress to support and improve student learning, inform instructional practices, and: <ul style="list-style-type: none">• is teacher-driven for student, teacher and parent use;• occurs throughout the teaching and learning process, using a variety of tools; and,• engages teachers in providing differentiated instruction, feedback to students to enhance their learning and information to parents in support of learning.	Assessment as Learning involves student reflection on learning, monitoring of own progress, and: <ul style="list-style-type: none">• supports students in critically analyzing learning related to curricular outcomes;• is student-driven with teacher guidance; and,• occurs throughout the learning process.	Assessment of Learning involves teachers' use of evidence of student learning to make judgements about student achievement, and: <ul style="list-style-type: none">• provides opportunity to report evidence of achievement related to curricular outcomes;• occurs at the end of a learning cycle, using a variety of tools; and,• provides the foundation for discussions on placement or promotion.

There is a close relationship among outcomes, instructional approaches, learning activities, assessment and evaluation. Assessments need to be reflective of the cognitive processes and level(s) of knowledge indicated by the outcome. An authentic assessment will only collect data at the level for which it is designed.

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