

# Ukrainian

## *Language and Culture Nine-year Program*

### **Classroom Assessment Materials**

Grade 6

*2010*

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For further information, contact:

Alberta Education  
Curriculum Sector: Arts, Communications and  
Citizenship  
8th Floor, 44 Capital Boulevard  
10044 – 108 Street NW  
Edmonton, Alberta T5J 5E6  
Telephone: 780-427-2984 in Edmonton or  
toll-free in Alberta by dialling 310-0000  
Fax: 780-422-0576



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The primary audience for this resource is:

Teachers	✓
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Students	
Parents	

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The former Learning and Teaching Resources Branch staff involved in the development, production and distribution of this guide includes:

Joan Engel	Acting Director
Greg Bishop	Assistant Director, Resource Development
Alan Chouinard	Assessment Manager, International Languages
Shauna Ewen	Curriculum Manager
Helen Czar	Resource Consultant
Nadia Soroka	Language Verification Contractor
Kim Blevins	Document Production Coordinator
Jackie Mosdell	Editor
Lee Harper	Desktop Publishing
Dianne Moyer	Desktop Publishing
Liliya Pantelyuk	Desktop Publishing
Esther Yong	Desktop Publishing
Sandra Mukai	Copyright



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# Classroom Assessment Materials

## Grade 6

### Ukrainian Language and Culture

#### Purpose

This document is designed to provide assessment materials for specific Grade 6 outcomes in the Ukrainian Language and Culture Nine-year Program, Grades 4–5–6. The assessment materials are designed for the beginner level in the context of teaching for communicative competence.

Grade 6 learning outcomes from the Ukrainian Language and Culture Nine-year Program, Grades 4–5–6 provided the basis for the development of the performance tasks and accompanying evaluation tools in this document. These assessment materials are intended to be closely linked to classroom practices and are aligned to the general and specific outcomes for Grade 6.

#### About the Assessment Materials

The assessment materials included in this document consist of performance tasks that are accompanied by a variety of evaluation tools that teachers can use to gather evidence and information about student progress and achievement.

These assessment materials focus on the specific Grade 6 outcomes from the *Applications* and *Global Citizenship* components in the Ukrainian Language and Culture Nine-year Program, Grades 4–5–6. These specific outcomes are identified as Principal Outcomes in each of the performance tasks. Specific outcomes from the *Language Competence* and *Strategies* components that support the Principal Outcomes, and are addressed in the performance tasks, are listed as Supporting Outcomes.

#### Assessment for Learning and Assessment of Learning

The purposes of assessment can be divided into two categories: **assessment for learning** and **assessment of learning**.

**Assessment for learning**, also referred to as formative assessment, is characterized by the ongoing exchange of information about learning between teacher and student and between student and student. It provides information about student progress, allowing the teacher to make adjustments to best meet the learning needs of an individual student or an entire class. Assessment for learning involves specific, descriptive feedback but is **not** included in a performance grade. Assessment for learning promotes students' understanding of how they are doing in relation to learning outcomes and competence in setting personal learning goals. If students are to become competent users of assessment information, they need to be included in the assessment process.

**Assessment of learning**, also referred to as summative assessment, checks what a student has learned at a given point in time. It most often occurs at the end of a period of instruction; e.g., a unit or term. Assessment of learning information is designed to be summarized in a performance grade and shared with students, parents and others outside the classroom who have a right to know.

Teachers make professional decisions to determine which type of assessment strategy is most appropriate at any given time during the instructional cycle.

## How and When to Use the Assessment Materials

- Performance tasks and their accompanying evaluation tools in this document are ordered according to the *Applications* and *Global Citizenship* outcomes they address. They are not intended to be followed in sequential order.
- Teachers may use the assessment materials at any point during the school year to gather information about how well students perform in relation to specific outcomes from the program of studies.
- Teachers can choose which of the evaluation tools they will use with their students. It is not intended that teachers use all evaluation tools included in this document.
- The assessment materials are designed to be used for the purposes of assessment *for* learning (formative).
- Performance tasks and their accompanying evaluation tools should be adapted according to the language abilities, needs and interests of students.
- It is expected that teachers will use the information they collect in assessments to provide students with ongoing feedback, set learning goals and determine areas for further instruction and intervention.

### Assessment of the Strategies Outcomes

As students progress through the year, they should develop an awareness of a range of strategies and begin to apply them to assist their learning of the target language. As students engage in the performance tasks, it is recommended that teachers note students' emerging awareness of *language learning* and *language use* strategies to assist their comprehension and enhance communication.

The performance tasks in this document provide students with experiences that encourage them to use a variety of strategies; e.g., using gestures to aid comprehension, asking for clarification and working with others to complete a task. Strategies that help students complete the performance tasks are listed in the Supporting Outcomes section of each performance task description.

Students' use of strategies can be evaluated by students through self-assessment and by teachers as they observe and conference with students.

## Principles of Effective Classroom Assessment

- **Assessment is ongoing**

Assessment is a continuous process in which teachers gather information about student learning and consider it as they plan instruction. Ongoing student assessment facilitates decisions on how to best support student learning while students work toward achieving the outcomes in the program of studies.

Assessment and evaluation provide feedback to teachers, students and parents about student learning. The goal of this feedback is to help improve students' future performance. The assessment process has no beginning or end; it is a continuous process that enhances teaching and learning.

- **Assessment employs a variety of strategies**

“The most accurate profile of student achievement is based on the findings gathered from assessing student performance in a variety of contexts.”<sup>1</sup> When teachers use a variety of assessment strategies, they are able to communicate about student performance in a range of outcomes in the program of studies.

- **Assessment criteria are clearly communicated**

Assessment criteria describe what students are expected to do to meet intended learning outcomes. Assessment criteria, written in age-appropriate language, are communicated to students before they begin any assessment activity. Sharing criteria with students empowers them to monitor their learning and tell others about their progress.

- **Assessment involves students**

Involve students in identifying their learning needs and goals. Facilitate self-assessment, peer assessment, conferencing and goal setting to enhance learning and to allow students to become effective users of assessment information.

- **Assessment demonstrates sensitivity to individual differences**

Assessment impacts student motivation and self-esteem and, therefore, needs to be sensitive to how individual students learn. Assessment focuses on a student's progress and growth in relation to specific outcomes. Information is shared with students and parents to compare a student's performance with his or her previous performances. This involves ongoing specific and descriptive feedback, i.e., verbal or written, that highlights student strengths and suggests goals for improvement.

In summary, effective classroom assessment:

- addresses specific outcomes in the program of studies
- shares intended specific outcomes with students prior to instruction
- assesses before, during and after instruction
- employs a variety of assessment strategies and evaluation tools to indicate student achievement
- grounds assessment within contexts that are meaningful to students
- shares criteria with students before assessment activity begins
- provides frequent and descriptive specific feedback to students
- facilitates students' communication with others who have a right to know about their progress and achievement
- ensures students can describe what comes next in their learning.

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1. Alberta Assessment Consortium, *A Framework for Student Assessment* (Edmonton, AB: Alberta Assessment Consortium, 2005), p. 18.

The following chart<sup>2</sup> clarifies the differences between assessment of learning and assessment for learning.

Assessment <b>for</b> Learning ( <b>formative</b> assessment)	Assessment <b>of</b> Learning ( <b>summative</b> assessment)
Checks learning to decide what to do next, then provides suggestions of what to do; teaching and learning are indistinguishable from assessment	Checks what has been learned to date
Is designed to help educators and students improve learning	Is designed for the information of those not directly involved in daily learning and teaching (e.g., school administration, parents, school board, Alberta Education, post-secondary institutions) in addition to educators and students
Is used continually to provide descriptive feedback	Is presented in a periodic report
Usually uses detailed, specific and descriptive feedback, in a formal or informal report	Usually compiles data into a single number, score or mark as a formal report
Is not reported as part of an achievement grade	Is reported as part of an achievement grade
Usually focuses on improvement, compared with the student's previous best	Usually compares the student's learning with other students' learning, e.g., norm-referenced—making learning highly competitive, or the standard for a grade level; e.g., criterion-referenced—making learning more collaborative and individually focused
Must involve the student	Does not always involve the student

2. Adapted from Ruth Sutton, unpublished document, 2001, in Alberta Assessment Consortium, *Refocus: Looking at Assessment for Learning* (Edmonton, AB: Alberta Assessment Consortium, 2003), p. 4.

## Капсула часу / Time Capsule

### Student's Performance Task Description

Our province celebrated its 100<sup>th</sup> birthday in 2005 and Albertans learned about what life was like for young people 100 years ago. Your Grade 6 Ukrainian class has decided to create a time capsule so people your age in the future can learn about you. Write some information about yourself and your life and enhance your writing with pictures or other materials. Your writing will be included in a school time capsule for Grade 6 students to open in several years.

Principal Outcomes	
<i>A-1 To impart and receive information</i>	<input type="checkbox"/> <b>A-1.1 share factual information</b> a. describe people, places and things
<i>A-2 To express emotions and personal perspectives</i>	<input type="checkbox"/> <b>A-2.1 share ideas, thoughts, opinions, preferences</b> b. share thoughts and ideas with others
<i>A-6 For imaginative purposes and personal enjoyment</i>	<input type="checkbox"/> <b>A-6.3 personal enjoyment</b> a. use Ukrainian for personal enjoyment
Supporting Outcomes	
<i>LC-3 Interpret and produce written and visual texts</i>	<input type="checkbox"/> <b>LC-3.2 written production</b> a. produce short, simple written texts in guided situations  <input type="checkbox"/> <b>LC-3.4 representing</b> a. express meaning through the use of visual elements in a variety of media in guided situations

### Materials

- Magazines, clip art, pencil crayons, paints, fabric and other craft materials

### Alternative Assessment Task

Create a celebrity collage. Choose a famous person and write some information about them. Find and/or draw pictures to enhance your writing. Display your collage in the classroom.

## Капсула часу / Time Capsule

### Performance Task Description

Our province celebrated its 100<sup>th</sup> birthday in 2005 and Albertans learned about what life was like for young people 100 years ago. Your Grade 6 Ukrainian class has decided to create a time capsule so people your age in the future can learn about you. Write some information about yourself and your life and enhance your writing with pictures or other materials. Your writing will be included in a school time capsule for Grade 6 students to open in several years.

### Instructions

1. Working with your classmates and your teacher, create sentence starters to help you write about yourself. Include ideas to help describe yourself and your thoughts about different topics.

#### Sample phrases

- Мене звати/Я називаюся \_\_\_\_\_.
- Мені \_\_\_\_\_ років.
- Я живу в \_\_\_\_\_.
- Мені подобається \_\_\_\_\_.
- У моїй родині \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_.
- Коли я виросту, я хочу стати \_\_\_\_\_.
- Моє улюблене \_\_\_\_\_ є \_\_\_\_\_.
- Моя улюблена \_\_\_\_\_ є \_\_\_\_\_.
- Мій улюблений \_\_\_\_\_ є \_\_\_\_\_.

2. Using the sentence starters, write several sentences about yourself.
3. When you have finished your writing, enhance it with drawings, pictures or arts and crafts materials that you think will help communicate who you are.
4. Share your work with your classmates before submitting it to your teacher for the time capsule.

<b>Evaluation Tools</b>	<ul style="list-style-type: none"> <li>- Peer Assessment</li> <li>- Self-assessment</li> <li>- Rubric</li> </ul>
-------------------------	--

## Капсула часу / Time Capsule: Peer Assessment

Provide positive feedback to up to four of your classmates, using the cards below.

Дата: \_\_\_\_\_

**Критерій: you described yourself and shared your ideas**

Дорогий/Дорога \_\_\_\_\_,  
У твоїй Капсулі часу я помітив/помітила,  
що ти ...

Від \_\_\_\_\_

Дата: \_\_\_\_\_

**Критерій: you described yourself and shared your ideas**

Дорогий/Дорога \_\_\_\_\_,  
У твоїй Капсулі часу я помітив/помітила,  
що ти ...

Від \_\_\_\_\_



Дата: \_\_\_\_\_

**Критерій: you described yourself and shared your ideas**

Дорогий/Дорога \_\_\_\_\_,  
У твоїй Капсулі часу я помітив/помітила,  
що ти ...

Від \_\_\_\_\_

Дата: \_\_\_\_\_

**Критерій: you described yourself and shared your ideas**

Дорогий/Дорога \_\_\_\_\_,  
У твоїй Капсулі часу я помітив/помітила,  
що ти ...

Від \_\_\_\_\_



## Капсула часу / Time Capsule: Self-assessment

Ім'я: \_\_\_\_\_

Дата: \_\_\_\_\_

A-1.1a, A-2.1b

Коли я писав/писала інформацію про себе та свої ідеї для моєї Капсули часу, я помітив/помітила ...

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

LC-3.4a, LC-3.2a

Доповнення малюнками чи іншими матеріалами мого твору було \_\_\_\_\_ (цікавим/забавним/складним), тому що ...

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

A-6.3a

Найбільше мені сподобалось під час роботи над Капсулою часу ...

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

## Капсула часу / Time Capsule: Rubric

Ім'я: \_\_\_\_\_

Дата: \_\_\_\_\_

Рівень Учень/учениця ...	Чудово	Дуже добре	Достатній	Обмежений	Недостатній
<b>A-1.1a</b> <ul style="list-style-type: none"> <li>describes himself or herself</li> </ul>	describes himself or herself with <b>precise</b> and <b>pertinent</b> details	describes himself or herself with <b>specific</b> and <b>appropriate</b> details	describes himself or herself with <b>simplistic</b> and <b>related</b> details	describes himself or herself with <b>vague</b> and/or <b>irrelevant</b> details	No score is awarded because there is insufficient evidence of student performance, based on the requirements of the assessment task
<b>A-2.1b</b> <ul style="list-style-type: none"> <li>shares thoughts and ideas</li> </ul>	shares <b>detailed</b> thoughts and ideas	shares <b>specific</b> thoughts and ideas	shares <b>general</b> thoughts and ideas	shares <b>superficial</b> thoughts and ideas	
<b>LC-3.4a, LC-3.2a</b> <ul style="list-style-type: none"> <li>uses visual elements to express meaning</li> </ul>	uses <b>compelling</b> visual elements to express meaning	uses <b>imaginative</b> visual elements to express meaning	uses <b>simplistic</b> visual elements to express meaning	uses visual elements that <b>do little</b> to express meaning	

## Візит / Junior High School Visit

### Student's Performance Task Description

A teacher from the junior high school has asked to talk to your class about the different extracurricular activities offered to Grade 7 students next year. You will fill out a form indicating the activities and clubs in which you would be interested. To help you with your decisions, discuss the various choices with a partner. Keep track of your ideas to help you fill out your form.

Principal Outcomes	
<i>A-2 To express emotions and personal perspectives</i>	<input type="checkbox"/> <b>A-2.1 share ideas, thoughts, opinions, preferences</b> a. inquire about and express likes and dislikes b. share thoughts and ideas with others
<i>A-4 To form, maintain and change interpersonal relationships</i>	<input type="checkbox"/> <b>A-4.1 manage personal relationships</b> a. talk about themselves and respond to the talk of others by showing attention and interest

Supporting Outcomes	
<i>LC-2 Interpret and produce oral texts</i>	<input type="checkbox"/> <b>LC-2.3 interactive fluency</b> a. engage in simple interactions in guided situations
<i>S-2 Language use</i>	<input type="checkbox"/> <b>S-2.3 productive</b> a. identify and use a variety of productive strategies, with guidance, to enhance language use; e.g., use knowledge of sentence patterns to form new sentences

### Materials

- A sample registration form, Web site or pamphlet from the junior high school that mentions extracurricular activities and clubs

### Alternative Assessment Task

Your teacher will be away one day next week and has asked your Ukrainian class to suggest activities or games you could play that day. Suggest to a partner one game or activity you enjoy and why you enjoy it. Ask your partner if he or she would be interested in trying your suggested game or activity. Listen to your partner's suggestion and offer your opinion. Write down your ideas for a class game or activity for your teacher.

## Візит / Junior High School Visit

### Performance Task Description

A teacher from the junior high school has asked to talk to your class about the different extracurricular activities offered to Grade 7 students next year. You will fill out a form indicating the activities and clubs in which you would be interested. To help you with your decisions, discuss the various choices with a partner. Keep track of your ideas to help you fill out your form.

### Instructions

1. With your classmates, brainstorm a list of extracurricular activities you think will be offered in the junior high school that you will be attending.
2. Ask your partner about the activities he or she likes or dislikes. Tell your partner about the activities you like and dislike and explain why. Be sure to take notes during your discussion.

### Sample phrases

- Я люблю грати в \_\_\_\_\_.
  - Чи ти любиш грати в \_\_\_\_\_?
  - Так/Ні. Я люблю співати. Я хочу співати в хорі. Чи любиш співати?
  - Чи ти любиш грати в шашки? Так/Ні. Я люблю/Я не люблю грати в шашки.
  - Я люблю слухати музику. Чи ти любиш слухати музику?
3. Use your discussion notes to help you make decisions about the clubs and activities in which you want to participate.

### Evaluation Tools

- Self-assessment Rating Scale
- Peer-assessment Rating Scale
- Observation Checklist

## Візит / Junior High School Visit: Self-assessment Rating Scale

Ім'я: \_\_\_\_\_

Дата: \_\_\_\_\_

Я можу...		Так	Майже	Ще ні	Коментарі
A-2.1a, A-4.1a, LC-2.3a	<ul style="list-style-type: none"> <li>ask someone else about which activities they like and dislike</li> </ul>				
A-2.1b	<ul style="list-style-type: none"> <li>make notes about the ideas I have shared with others</li> </ul>				
S-2.3a	<ul style="list-style-type: none"> <li>use the sample sentences to create my own sentences</li> </ul>				

## Візит / Junior High School Visit: Peer-assessment Rating Scale

Ім'я: \_\_\_\_\_

Дата: \_\_\_\_\_

Ім'я партнера: \_\_\_\_\_

Мій партнер може ...		Так	Майже	Ще ні	Коментарі
A-2.1a, A-4.1a, LC-2.3a	<ul style="list-style-type: none"> <li>ask me about which activities I liked and disliked</li> </ul>				
A-2.1b	<ul style="list-style-type: none"> <li>share some ideas with me</li> </ul>				
Ти добре зробив/зробила ...					
Деякі поради для наступного разу ...					
Відповідь партнера на мій відгук ...					

## Візит / Junior High School Visit: Observation Checklist

Дата: \_\_\_\_\_

Критерій: A-2.1a, A-2.1b The student engages in simple interactions about likes and dislikes			
Учні	Так	Ще ні	Коментарі
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
11.			
12.			
13.			
14.			
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17.			
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22.			
23.			
24.			
25.			
26.			
27.			
28.			
29.			
30.			

## День поезії / Poetry Day

### Student's Performance Task Description

Several language arts classes in your school will be holding a Poetry Day. Students will prepare and present their own poetry. Your Ukrainian class will participate by writing simple poems in Ukrainian and presenting them at the event. Write your own poem to share with your classmates.

Principal Outcomes	
<i>A-2 To express emotions and personal perspectives</i>	<input type="checkbox"/> <b>A-2.1 share ideas, thoughts, opinions, preferences</b> b. share thoughts and ideas with others
<i>A-6 For imaginative purposes and personal enjoyment</i>	<input type="checkbox"/> <b>A-6.2 creative/aesthetic purposes</b> a. use Ukrainian creatively and for aesthetic purposes
Supporting Outcomes	
<i>LC-1 Attend to form</i>	<input type="checkbox"/> <b>LC-1.1 phonology</b> b. recognize some of the effects that intonation and stress have in different situations
<i>LC-2 Interpret and produce oral texts</i>	<input type="checkbox"/> <b>LC-2.2 oral production</b> a. produce short, simple oral texts in guided situations
<i>S-1 Language learning</i>	<input type="checkbox"/> <b>S-1.2 metacognitive</b> a. identify and use a variety of metacognitive strategies, with guidance, to enhance language learning; e.g., rehearse the language
<b>Materials</b> <ul style="list-style-type: none"> <li>• Templates for different types of poems; e.g., name poems, acrostic poems</li> <li>• Samples of simple poems of personal relevance, in Ukrainian or English</li> </ul>	

### Alternative Assessment Task

Students choose a poem or simple story they especially enjoy and participate in a choral reading of the poem or story with others. They rehearse and present their work to their classmates.

## День поезії / Poetry Day

### Performance Task Description

Several language arts classes in your school will be holding a Poetry Day. Students will prepare and present their own poetry. Your Ukrainian class will participate by writing simple poems in Ukrainian and presenting them at the event. Write your own poem to share with your classmates.

### Instructions

1. With your classmates, read different poems in which the poets share their thoughts and ideas in simple ways.
2. Use your own thoughts and ideas to create a simple poem. You might find it helpful to use some of the formats you saw in the sample poems.
3. Practise reading your poem aloud to others and think about how you can use your voice to best read your poem.
4. Share your poem aloud with your classmates.

### Evaluation Tools

- Self-assessment
- Rating Scale
- Peer Assessment
- Rubric



## День поезії / Poetry Day: Rating Scale

Ім'я: \_\_\_\_\_

Дата: \_\_\_\_\_

	Чудово	Дуже добре	Задовільно	Ще ні	
<b>Ти можеш ...</b>					
A-2.1b, LC-2.2a	• share their thoughts and ideas	●	●	●	●
A-6.2a	• use the language creatively	●	●	●	●
LC-1.1b	• use intonation and stress to read a poem	●	●	●	●
<b>Коментарі</b>					

## День поезії / Poetry Day: Peer Assessment

Provide positive feedback to up to four of your classmates, using the cards below.

Дата: \_\_\_\_\_

Критерій: present a Ukrainian-language poem you have created

Дорогий/Дорога \_\_\_\_\_,  
Коли ти представляв/представляла свою поезію, я помітив/помітила, що ти ...

Від \_\_\_\_\_

Дата: \_\_\_\_\_

Критерій: present a Ukrainian-language poem you have created

Дорогий/Дорога \_\_\_\_\_,  
Коли ти представляв/представляла свою поезію, я помітив/помітила, що ти ...

Від \_\_\_\_\_



Дата: \_\_\_\_\_

Критерій: present a Ukrainian-language poem you have created

Дорогий/Дорога \_\_\_\_\_,  
Коли ти представляв/представляла свою поезію, я помітив/помітила, що ти ...

Від \_\_\_\_\_

Дата: \_\_\_\_\_

Критерій: present a Ukrainian-language poem you have created

Дорогий/Дорога \_\_\_\_\_,  
Коли ти представляв/представляла свою поезію, я помітив/помітила, що ти ...

Від \_\_\_\_\_



## День поезії / Poetry Day: Rubric

Ім'я: \_\_\_\_\_

Дата: \_\_\_\_\_

Рівень Учень/учениця ...	Чудово	Дуже добре	Достатній	Обмежений	Недостатній
<b>A-2.1b, A-6.2a</b> • <b>shares ideas and preferences through a poem</b>	shares <b>insightful</b> and <b>detailed</b> ideas and preferences	shares <b>thoughtful</b> and <b>deep</b> ideas and preferences	shares <b>simplistic</b> and <b>predictable</b> ideas and preferences	shares <b>incomplete</b> and/or <b>superficial</b> ideas and preferences	No score is awarded because there is insufficient evidence of student performance, based on the requirements of the assessment task
<b>LC-1.1b, LC-2.2a</b> • <b>uses intonation and stress</b>	uses intonation and stress <b>skillfully</b>	uses intonation and stress <b>competently</b>	uses intonation and stress <b>appropriately</b> and communication is <b>occasionally interrupted</b>	uses intonation and stress <b>ineffectively</b> and communication is <b>frequently interrupted</b>	

## Привілеї та обов'язки / Privileges and Responsibilities

### Student's Performance Task Description

You and your friends think that because you are all growing older, you should have more privileges at home. To prepare for a discussion with your parents on the subject, you decide to find out what other kids your age are allowed and expected to do at home. Survey your classmates about what privileges and responsibilities they have. Use the results to decide how to approach your parents.

Principal Outcomes	
<i>A-2 To express emotions and personal perspectives</i>	<input type="checkbox"/> <b>A-2.1 share ideas, thoughts, opinions, preferences</b> b. share thoughts and ideas with others
<i>A-3 To get things done</i>	<input type="checkbox"/> <b>A-3.2 state personal actions</b> b. inquire about and express ability and inability to do something

Supporting Outcomes	
<i>LC-5 Apply knowledge of how discourse is organized, structured and sequenced</i>	<input type="checkbox"/> <b>LC-5.2 text forms</b> a. use some simple text forms in their own productions
<i>S-2 Language use</i>	<input type="checkbox"/> <b>S-2.3 productive</b> a. identify and use a variety of productive strategies, with guidance, to enhance language use; e.g., use words visible in the immediate environment

### Materials

- Survey templates
- A chart on which to record information from brainstorming
- A list of vocabulary for responsibilities and privileges

### Alternative Assessment Task

Your principal has asked your Ukrainian class to prepare a short article for the school newsletter that highlights your understanding of Ukrainian language and culture. Survey your classmates about what they know and are able to do in Ukrainian—and what they are still unable to do but are working toward achieving.

## Привілеї та обов'язки / Privileges and Responsibilities

### Performance Task Description

You and your friends think that because you are all growing older, you should have more privileges at home. To prepare for a discussion with your parents on the subject, you decide to find out what other kids your age are allowed and expected to do at home. Survey your classmates about what privileges and responsibilities they have. Use the results to decide how to approach your parents.

### Instructions

1. With your classmates, brainstorm, in Ukrainian, a list of privileges and responsibilities you have at home and a list of other privileges you would like to have.
2. Create a list of survey questions you will use to find out what your classmates' privileges and responsibilities are at home. Use the brainstormed list of privileges and responsibilities you created in Step 1 to help you.

#### Sample Phrases

- Я можу ...
- Я мушу ...

#### Sample Questions

- Я не можу ...
- Чи тобі вільно ... ?/Чи ти можеш ... ?
- Що ти хочеш робити?
- Які в тебе обов'язки?

3. Write your survey, in Ukrainian.
4. Conduct your survey with your classmates.
5. Summarize the results of your survey in a few sentences.

### Evaluation Tools

- Self-assessment Rating Scale and Goal Setting
- Observation Checklist
- Peer Assessment

**Привілеї та обов'язки / Privileges and Responsibilities:  
Self-assessment Rating Scale and Goal Setting**

Ім'я: \_\_\_\_\_

Дата: \_\_\_\_\_

Я можу ...		Так	Майже	Ще ні	Що я можу зробити, щоб покращити ...
A-2.1b	<ul style="list-style-type: none"> <li>write down my ideas to share with others</li> </ul>				
A-3.2b	<ul style="list-style-type: none"> <li>ask others what their privileges and responsibilities are</li> </ul>				
LC-5.2a	<ul style="list-style-type: none"> <li>create a survey sheet</li> </ul>				
S-2.3a	<ul style="list-style-type: none"> <li>use the brainstorming list to create my survey</li> </ul>				
<p><b>Наступного разу я ...</b></p>					

**Привілеї та обов'язки / Privileges and Responsibilities:  
Observation Checklist**

Дата: \_\_\_\_\_

<b>Критерій: A-3.2b The student inquires about and expresses an ability and inability to do something</b>			
<b>Учні</b>	<b>Так</b>	<b>Ще ні</b>	<b>Коментарі</b>
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
11.			
12.			
13.			
14.			
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29.			
30.			

## Привілеї та обов'язки / Privileges and Responsibilities: Peer Assessment

Provide positive feedback to up to four of your classmates, using the cards below.

Дата: \_\_\_\_\_

Критерій: ask for and share opinions in a Ukrainian-language survey

Дорогий/Дорога \_\_\_\_\_,  
Коли ти проводив/проводила своє опитування, я помітив/помітила ...

Від \_\_\_\_\_

Дата: \_\_\_\_\_

Критерій: ask for and share opinions in a Ukrainian-language survey

Дорогий/Дорога \_\_\_\_\_,  
Коли ти проводив/проводила своє опитування, я помітив/помітила ...

Від \_\_\_\_\_



Дата: \_\_\_\_\_

Критерій: ask for and share opinions in a Ukrainian-language survey

Дорогий/Дорога \_\_\_\_\_,  
Коли ти проводив/проводила своє опитування, я помітив/помітила ...

Від \_\_\_\_\_

Дата: \_\_\_\_\_

Критерій: ask for and share opinions in a Ukrainian-language survey

Дорогий/Дорога \_\_\_\_\_,  
Коли ти проводив/проводила своє опитування, я помітив/помітила ...

Від \_\_\_\_\_



## Питання про почуття / Asking about Feelings

### Student's Performance Task Description

A local author is writing a novel, using Grade 6 students as the main characters. The author wants information about how Grade 6 students feel in different real-life situations. Your teacher has offered to help by having you share your own experiences. The author will use the information to help write the novel.

### Principal Outcomes

**A-2** *To express emotions and personal perspectives*

- A-2.2 share emotions, feelings**
  - a. inquire about, express and respond to emotions and feelings

### Supporting Outcomes

**LC-2** *Interpret and produce oral texts*

- LC-2.3 interactive fluency**
  - a. engage in simple interactions in guided situations

**S-2** *Language use*

- S-2.3 productive**
  - a. identify and use a variety of productive strategies, with guidance, to enhance language use; e.g., use various techniques (brainstorming or idea logs) to explore ideas at the planning stage

### Materials

- A brainstormed list of questions about feelings and emotions
- A list of sentence starters

### Alternative Assessment Task

Your teacher has an opportunity to twin your Ukrainian class with another Grade 6 class from a country where Ukrainian is spoken. The application form includes a survey that you will use to share your thoughts, opinions and feelings about certain situations. Complete the survey, in Ukrainian, with your classmates.

## Питання про почуття / Asking about Feelings

### Performance Task Description

A local author is writing a novel, using Grade 6 students as the main characters. The author wants information about how Grade 6 students feel in different real-life situations. Your teacher has offered to help by having you share your own experiences. The author will use the information to help write the novel.

### Instructions

1. With your teacher's help, think of different situations in which you experience emotions and feelings.

### Examples

- Коли я забуваю моє домашнє завдання ...
  - Коли захворіє моя собака/мій пес/мій кіт ...
  - Коли я виграю, я ...
  - Коли я програю, я ...
  - Коли я хворий/хвора, я ...
  - Коли моя мама на мене сердита ...
  - Коли мій тато на мене сердитий ...
  - Коли я граюся з моїми друзями, я ...
2. Use these ideas to create a simple questionnaire you can use to find out how your classmates feel in these different situations.
  3. Ask your classmates the questions. Record their answers and offer your own answers for them to record.
  4. Share the results with your teacher.

### Evaluation Tools

- Observation Checklist
- Self-assessment
- Peer-assessment Rating Scale

## Питання про почуття / Asking about Feelings: Observation Checklist

Дата: \_\_\_\_\_

Критерій: A-2.2a, LC-2.3a The student shares personal experiences in simple interactions			
Учні	Так	Ще ні	Коментарі
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
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## Питання про почуття / Asking about Feelings: Self-assessment

Ім'я: \_\_\_\_\_

Дата: \_\_\_\_\_

Критерій	Що мені вдалося ...	Що потрібно покращити ...	Наступного разу я ...
A-2.2a, • when I asked LC-2.3a my classmates about their feelings?			
A-2.2a, • when I shared LC-2.3a my feelings and emotions with others?			
S-2.3a • when I brainstormed words and phrases with my classmates?			

## Питання про почуття / Asking about Feelings: Peer-assessment Rating Scale

Ім'я: \_\_\_\_\_

Дата: \_\_\_\_\_

Ім'я партнера: \_\_\_\_\_

	Мій партнер може ...	Так	Майже	Ще ні	Я це знаю, тому що ...
A-2.2a	<ul style="list-style-type: none"> <li>inquire about, express and respond to feelings about personal experiences</li> </ul>				
LC-2.3a	<ul style="list-style-type: none"> <li>engage in simple interactions with classmates</li> </ul>				
У твоїй вправі мені сподобалося ...					
Деякі поради для наступного разу ...					
Відповідь партнера на мій відгук ...					

## Щоденні фізичні заняття / Daily Physical Activity

### Student's Performance Task Description

Students in your school participate in Daily Physical Activity. Your teacher has asked you and your classmates to take turns leading your Ukrainian class in a simple physical activity during Daily Physical Activity time. Plan an activity and lead your classmates through it.

Principal Outcomes	
<i>A-1 To impart and receive information</i>	<input type="checkbox"/> <b>A-1.1 share factual information</b> b. describe series or sequences of events or actions
<i>A-3 To get things done</i>	<input type="checkbox"/> <b>A-3.1 guide actions of others</b> a. encourage or discourage others from a course of action b. give and follow a simple sequence of instructions  <input type="checkbox"/> <b>A-3.3 manage group actions</b> a. encourage other group members to participate
<i>A-6 For imaginative purposes and personal enjoyment</i>	<input type="checkbox"/> <b>A-6.1 humour/fun</b> a. use Ukrainian for fun and humour
Supporting Outcomes	
<i>LC-5 Apply knowledge of how discourse is organized, structured and sequenced</i>	<input type="checkbox"/> <b>LC-5.1 cohesion/coherence</b> a. link several sentences coherently
<i>S-2 Language use</i>	<input type="checkbox"/> <b>S-2.3 productive</b> a. identify and use a variety of productive strategies, with guidance, to enhance language use; e.g., use words visible in the immediate environment and/or use knowledge of sentence patterns to form new sentences

### Materials

- A brainstormed list of body parts, commands and words of encouragement or caution written on the board or on chart paper

### Alternative Assessment Task

Take turns leading your classmates in games; e.g., Follow the Leader or Simon Says. Give commands, in Ukrainian, to your classmates and provide encouragement to them.

## Щоденні фізичні заняття / Daily Physical Activity

### Performance Task Description

Students in your school participate in Daily Physical Activity. Your teacher has asked you and your classmates to take turns leading your Ukrainian class in a simple physical activity during Daily Physical Activity time. Plan an activity and lead your classmates through it.

### Instructions

1. With your classmates, brainstorm simple physical actions you could tell others to do in the classroom; e.g., jump, run, bend.
2. Plan, in Ukrainian, your own simple exercise routine through which to lead your classmates.

#### Sample words and phrases

- |                  |                             |
|------------------|-----------------------------|
| • Обертайся ...  | • Встань ...                |
| • Біжи ...       | • Стрибай ... (_____ разів) |
| • Сідай ...      | • Стань у чергу ...         |
| • Підтягнися ... | • Піднеси ...               |

3. Use words to put the actions in order.

#### Sample words

- |             |                  |
|-------------|------------------|
| • Перше ... | • Наступне ...   |
| • Друге ... | • Тоді ...       |
| • Третє ... | • Наприкінці ... |

4. Include words and phrases of encouragement and caution in your exercise routine.

#### Sample words and phrases

- |             |                 |
|-------------|-----------------|
| • Чудово!   | • Зроби ще раз. |
| • Молодець! | • Дуже добре!   |
| • Вважай!   | • Повільніше!   |
| • Обережно! | • Ще раз.       |

5. You may wish to first practise your routine, in Ukrainian, with a partner.
6. Practise leading someone through your exercise routine.
7. Before leading your classmates through the exercise routine, describe for them what they will be doing.

#### Sample words and phrases

- |                       |                      |
|-----------------------|----------------------|
| • Перше ми будемо ... | • Тоді ми будемо ... |
|-----------------------|----------------------|

8. Share your exercise routine with the class. Make sure to ask your classmates to join you at the beginning of your exercise routine.

### Evaluation Tools

- Self-assessment Rating Scale
- Rating Scale
- Peer-assessment Rating Scale
- Rubric

## Щоденні фізичні заняття / Daily Physical Activity: Self-assessment Rating Scale

Ім'я: \_\_\_\_\_

Дата: \_\_\_\_\_

Я можу ...		Так	Майже	Ще ні
A-1.1b	<ul style="list-style-type: none"> <li>describe for my classmates what the whole series of exercises will be</li> </ul>			
A-3.1a	<ul style="list-style-type: none"> <li>encourage my classmates</li> </ul>			
A-3.1b, LC-5.1a	<ul style="list-style-type: none"> <li>give my classmates commands to do physical actions</li> </ul>			
S-2.3a	<ul style="list-style-type: none"> <li>use the words and phrases my teacher gave us in my activity</li> </ul>			



## Щоденні фізичні заняття / Daily Physical Activity: Self-assessment Rating Scale

Ім'я: \_\_\_\_\_

Дата: \_\_\_\_\_

Я можу ...		Так	Майже	Ще ні
A-1.1b	<ul style="list-style-type: none"> <li>describe for my classmates what the whole series of exercises will be</li> </ul>			
A-3.1a	<ul style="list-style-type: none"> <li>encourage my classmates</li> </ul>			
A-3.1b, LC-5.1a	<ul style="list-style-type: none"> <li>give my classmates commands to do physical actions</li> </ul>			
S-2.3a	<ul style="list-style-type: none"> <li>use the words and phrases my teacher gave us in my activity</li> </ul>			

## Щоденні фізичні заняття / Daily Physical Activity: Rating Scale

Ім'я: \_\_\_\_\_

Дата: \_\_\_\_\_

Ти можеш ...	Так	Майже	Ще ні
A-3.1b • give a series of commands to others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A-3.1a • use encouraging and/or discouraging phrases	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
LC-5.1a • link sentences coherently	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A-3.3a • encourage others to participate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Сильні сторони

Слабкі сторони



## Щоденні фізичні заняття / Daily Physical Activity: Rating Scale

Ім'я: \_\_\_\_\_

Дата: \_\_\_\_\_

Ти можеш ...	Так	Майже	Ще ні
A-3.1b • give a series of commands to others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A-3.1a • use encouraging and/or discouraging phrases	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
LC-5.1a • link sentences coherently	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A-3.3a • encourage others to participate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Сильні сторони

Слабкі сторони

## Щоденні фізичні заняття / Daily Physical Activity: Peer-assessment Rating Scale

Ім'я: \_\_\_\_\_

Дата: \_\_\_\_\_

Ім'я партнера: \_\_\_\_\_

	Мій партнер може ...	Так	Майже	Ще ні	Я це знаю, тому що ...
A-3.1b	<ul style="list-style-type: none"> <li>lead us in a physical activity</li> </ul>				
A-3.1a	<ul style="list-style-type: none"> <li>encouraged us during the activity</li> </ul>				
У твоїй вправі мені сподобалося ...					
Деякі поради для наступного разу ...					
Відповідь партнера на мій відгук ...					

## Daily Physical Activity / Щоденні фізичні заняття: Rubric

Ім'я: \_\_\_\_\_

Дата: \_\_\_\_\_

Рівень <i>Учень/учениця ...</i>	Чудово	Дуже добре	Достатній	Обмежений	Недостатній
<b>A-3.1a, A-6.1a</b> • gives a simple series of instructions	gives a simple series of <b>precise</b> instructions with confidence <input type="checkbox"/>	gives a simple series of <b>systematic</b> instructions <input type="checkbox"/>	gives a simple series of <b>adequate</b> instructions with hesitation <input type="checkbox"/>	gives a simple series of <b>inappropriate</b> instructions without confidence <input type="checkbox"/>	No score is awarded because there is insufficient evidence of student performance, based on the requirements of the assessment task
<b>LC-5.1a, S-2.3a</b> • links sentences together	links sentences together <b>purposefully</b> <input type="checkbox"/>	links sentences together <b>logically</b> <input type="checkbox"/>	links sentences together <b>simplistically</b> <input type="checkbox"/>	links sentences together <b>ineffectively</b> <input type="checkbox"/>	
<b>A-3.1a, A-3.3a</b> • encourages others to participate	is <b>eager</b> when encouraging others to participate <input type="checkbox"/>	is <b>willing</b> when encouraging others to participate <input type="checkbox"/>	is <b>hesitant</b> when encouraging others to participate <input type="checkbox"/>	is <b>reluctant</b> when encouraging others to participate <input type="checkbox"/>	

## Давай заплануємо / Check Your Calendar

### Student's Performance Task Description

To cut down on the amount of class time used to talk about weekend plans and leisure activities, your teacher has asked you and your classmates to plan your activities for the next month. Write down the activities in which you want to participate. Invite your classmates to participate in them with you.

### Principal Outcomes

**A-3** *To get things done*

- A-3.2 state personal actions**  
a. make and respond to an invitation/offer

**A-4** *To form, maintain and change interpersonal relationships*

- A-4.1 manage personal relationships**  
b. accept, refuse and apologize politely

### Supporting Outcomes

**LC-2** *Interpret and produce oral texts*

- LC-2.3 interactive fluency**  
a. engage in simple interactions in guided situations

**LC-3** *Interpret and produce written and visual texts*

- LC-3.2 written production**  
a. produce short, simple written texts in guided situations

**LC-5** *Apply knowledge of how discourse is organized, structured and sequenced*

- LC-5.3 patterns of social interaction**  
a. use simple conventions to open and close conversations and to manage turn taking

**S-2** *Language use*

- S-2.1 interactive**  
a. identify and use a variety of interactive strategies, with guidance, to enhance language use; e.g., ask for clarification or repetition when they do not understand, interpret and use a variety of nonverbal clues to communicate

### Materials

- A copy of a blank calendar for the month or agendas/day timer books normally used by students

### Alternative Assessment Task

Complete an information-gap activity. You and a partner each write down activities on a chart. You and your partner ask each other to join the activities you have listed and accept or decline each other's invitations.

## Давай заплануємо / Check Your Calendar

### Performance Task Description

To cut down on the amount of class time used to talk about weekend plans and leisure activities, your teacher has asked you and your classmates to plan your activities for the next month. Write down the activities in which you want to participate. Invite your classmates to participate in them with you.

### Instructions

1. With your class, brainstorm different activities you and your classmates do after school, at recess or on weekends; e.g., attend piano lessons, go to soccer practice, rent a movie, go swimming, play computer games.
2. Using a calendar or agenda book, write down the activities you plan to do for the next month.
3. Ask different classmates to join you in your activities. Make sure to start and end the conversation appropriately.

#### Sample phrases

- Привіт.
- Чи ти можеш піти плавати/піти в кіно/грати у футбол/піти на закупи зі мною о 8:00 годині/під час перерви/під час обіду?
- Дякую/Побачимося пізніше/Побачимося в суботу/Гаразд/На жаль/Може, іншим разом.

4. Use phrases to accept or decline your partner's invitations.

#### Sample phrases

- Добре/Так/Гаразд/Супер
- Ні, я не можу/Пробач/Може, іншим разом/Шкода.

5. While you are conversing with your classmates, use strategies to help you communicate; e.g.,
  - ask questions if you do not understand (Прошу повторити. Що ти сказав/сказала?)
  - point to the activities/dates on your monthly planner if your partner is having difficulty understanding.
6. Write down on your monthly planner who will be joining you for different activities.

<b>Evaluation Tools</b>	<ul style="list-style-type: none"> <li>- Self-assessment</li> <li>- Feedback</li> <li>- Rating Scale</li> </ul>
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## Давай заплануємо / Check Your Calendar: Self-assessment

Ім'я: \_\_\_\_\_

Дата: \_\_\_\_\_

Критерій	Що мені вдалося ...	Що потрібно покращити ...	Наступного разу я ...
A-3.2a, • when I invited A-4.1b classmates to participate in activities with me?			
A-3.2a, • when I was A-4.1b invited to participate in an activity?			
LC-3.2a • when I wrote my activities for the month?			

**Давай заплануємо / Check Your Calendar:  
Feedback**

Критерій ...

A-3.2a makes and responds to invitations

A-4.1b accepts or refuses an invitation politely

LC-5.3a uses simple conventions to open and close conversations

LC-2.3a engages in simple interactions

S-2.1a identifies and uses a variety of interactive strategies: e.g., asks for clarification

Дата: \_\_\_\_\_

Дорогий/Дорога \_\_\_\_\_,

Ти добре зробив/зробила ...

Я також помітив/помітила ...

Наступного разу ти можеш спробувати ...

Від \_\_\_\_\_

**Давай заплануємо / Check Your Calendar:  
Rating Scale**

Дата: \_\_\_\_\_

Учні	A-3.2a, make and respond to invitations A-4.1b			LC-5.3a, engage in simple interactions LC-2.3a, using appropriate conventions S-2.1a and strategies		
	Так	Майже	Ще ні	Так	Майже	Ще ні
1.						
2.						
3.						
4.						
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## Випускні святкування / Year-end Celebration

### Student's Performance Task Description

Your Grade 6 class will be saying good-bye to elementary school by the end of the year. Your Ukrainian class is planning a year-end celebration. To prepare for the many plans that will have to be made, your teacher has asked you and your classmates to form committees. Each committee in the class must assign roles and responsibilities to each person before the planning for the celebration can begin. With your committee, decide who will be responsible for different tasks.

Principal Outcomes	
<i>A-3 To get things done</i>	<input type="checkbox"/> <b>A-3.3 manage group actions</b> b. assume a variety of roles and responsibilities as group members
Supporting Outcomes	
<i>LC-2 Interpret and produce oral texts</i>	<input type="checkbox"/> <b>LC-2.3 interactive fluency</b> a. engage in simple interactions in guided situations
<i>LC-4 Apply knowledge of the sociocultural context</i>	<input type="checkbox"/> <b>LC-4.4 social conventions</b> b. recognize simple social conventions in informal conversation
<i>S-3 General learning</i>	<input type="checkbox"/> <b>S-3.3 social/affective</b> a. identify and use a variety of social and affective strategies, with guidance, to enhance general learning; e.g., take part in group decision-making processes

### Materials

- A brainstormed class list of useful vocabulary, structures and sentence starters

### Alternative Assessment Task

Your teacher has asked your Ukrainian class to help plan an upcoming field trip. To prepare for the field trip, your teacher has asked you and your classmates to form committees. Each committee in the class must assign roles and responsibilities to each person. With your committee, decide who will be responsible for different tasks.

## Випускні святкування / Year-end Celebration

### Performance Task Description

Your Grade 6 class will be saying good-bye to elementary school by the end of the year. Your Ukrainian class is planning a year-end celebration. To prepare for the many plans that will have to be made, your teacher has asked you and your classmates to form committees. Each committee in the class must assign roles and responsibilities to each person before the planning for the celebration can begin. With your committee, decide who will be responsible for different tasks.

### Instructions

1. As a class, brainstorm some specific ideas about what would be needed to have a classroom party; e.g., music, games, pizza, CD player.
2. Categorize your ideas; i.e., food, entertainment.
3. Sign up for one category/committee and meet with other students on your committee.
4. With your teacher's help, think of words and phrases to help you plan with your committee.

### Examples

- |   |   |
|---|---|
| <ul style="list-style-type: none"> <li>• Прошу уваги.</li> <li>• Я принесу ...</li> <li>• Що ти можеш принести?</li> <li>• Що ти думаєш?</li> </ul> | <ul style="list-style-type: none"> <li>• Дякую!</li> <li>• Я думаю, що ...</li> <li>• Добра думка!</li> <li>• Я запишу ідеї.</li> </ul> |
|---|---|
5. Before planning with your committee, ensure everyone assigns themselves a role.
  6. Plan your class party with your committee, using Ukrainian when you can. Be sure to take turns and be polite.
  7. Share your plan with the class.

### Evaluation Tools

- Peer-assessment Rating Scale
- Self-assessment Rating Scale
- Observation Checklist

## Випускні святкування / Year-end Celebration: Peer-assessment Rating Scale

Ім'я: \_\_\_\_\_

Дата: \_\_\_\_\_

Ім'я партнера: \_\_\_\_\_

Мій партнер може ...		Так	Майже	Ще ні	Я це знаю, тому що ...
A-3.3b	<ul style="list-style-type: none"> <li>assume a role in our group</li> </ul>				
LC-2.3a	<ul style="list-style-type: none"> <li>use Ukrainian to work with others in our group</li> </ul>				
S-3.3a	<ul style="list-style-type: none"> <li>explain his or her ideas when asked</li> </ul>				
Ти добре зробив/зробила ...					
Деякі поради для наступного разу ...					
Відповідь партнера на мій відгук ...					

## Випускні святкування / Year-end Celebration: Self-assessment Rating Scale

Ім'я: \_\_\_\_\_

Дата: \_\_\_\_\_

Я можу ...		Так	Майже	Ще ні	Я це знаю, тому що ...
A-3.3b	<ul style="list-style-type: none"> <li>tell others what my role will be in the group</li> </ul>				
LC-4.4b	<ul style="list-style-type: none"> <li>act and speak respectfully to group members</li> </ul>				
LC-2.3a	<ul style="list-style-type: none"> <li>take turns speaking with other members of my group</li> </ul>				
S-3.3a	<ul style="list-style-type: none"> <li>explain my ideas to help my group make decisions</li> </ul>				

## Випускні святкування / Year-end Celebration: Observation Checklist

Дата: \_\_\_\_\_

Учні	A-3.3b, assume roles and S-3.3a responsibilities as group members		LC-2.3a, interact respectfully, LC-4.4b in Ukrainian, with group members	
	Так	Ще ні	Так	Ще ні
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## Подяка волонтерам / Volunteer Appreciation

### Student's Performance Task Description

Your school is planning a Volunteer Appreciation Day for the parent and community volunteers who have made a contribution to your school. The Grade 6 classes are involved with planning events for the day. Your Ukrainian class is in charge of planning the food. There will be both young people and adults attending the event, so food choices will need to appeal to everyone. Work with your classmates to determine which food items should be included in the menu for the Volunteer Appreciation Day.

### Principal Outcomes

**A-5** *To extend their knowledge of the world*

- A-5.1 discover and explore**
  - a. explore classification systems and determine criteria for categories
  - b. discuss relationships and patterns
- A-5.2 gather and organize information**
  - a. compare and contrast items in simple ways

### Supporting Outcomes

**LC-3** *Interpret and produce written and visual texts*

- LC-3.2 written production**
  - a. produce short, simple written texts in guided situations

**S-2** *Language use*

- S-2.3 productive**
  - a. identify and use a variety of productive strategies, with guidance, to enhance language use; e.g., use words visible in the immediate environment, use various techniques to explore ideas in the planning stages, such as brainstorming

### Materials

- *Eating Well with Canada's Food Guide*
- Paper for creating charts
- Sample menus in Ukrainian

### Alternative Assessment Task

Create a menu for your dream restaurant, ensuring you have a wide variety of foods to appeal to many different customers. Create the menu by presenting food choices in a variety of ways.

## Подяка волонтерам / Volunteer Appreciation

### Performance Task Description

Your school is planning a Volunteer Appreciation Day for the parent and community volunteers who have made a contribution to your school. The Grade 6 classes are involved with planning events for the day. Your Ukrainian class is in charge of planning the food. There will be both young people and adults attending the event, so food choices will need to appeal to everyone. Work with your classmates to determine which food items should be included in the menu for the Volunteer Appreciation Day.

### Instructions

1. Think about different foods and beverages that could be served at the Volunteer Appreciation Day.
2. With your teacher's help, add your suggestions, in Ukrainian, to a class list of different foods.
3. With your teacher's help, create categories for the food.

#### Example

- |                        |                       |
|------------------------|-----------------------|
| • Поживна їжа          | • Непоживна їжа       |
| • Дорослі люблять їсти | • Молоді люблять їсти |

4. With a partner or in a small group, discuss which foods should go in each of the categories you have created. Foods might go into more than one category. You may want to use *Eating Well with Canada's Food Guide* to help you.

#### Sample phrases

- Яблуко - це поживна страв.
- Цукерки - це непоживно.

5. Based on the information you have organized, participate in a class discussion about which foods should be served at the event to ensure a balanced menu.
6. With a partner or in a small group, decide whether the food items chosen for the event should be presented at the event as an appetizer, a beverage, an entrée or a dessert. Make a chart or lists to organize your choices.
7. On your own, create a sample menu of the food to be served at the Volunteer Appreciation Day event.

#### Sample vocabulary list

- |           |             |                 |           |           |
|-----------|-------------|-----------------|-----------|-----------|
| • овочі   | • гамбургер | • закуска       | • сандвіч | • вода    |
| • морква  | • печиво    | • десерт        | • піца    | • шоколад |
| • цукерки | • суп       | • основна страв | • кава    | • чай     |
| • булочки | • масло     | • сік           | • сир     |           |

- Evaluation Tools**
- Self-assessment and Goal Setting
  - Feedback
  - Rating Scale

## Подяка волонтерам / Volunteer Appreciation: Self-assessment and Goal Setting

Ім'я: \_\_\_\_\_ Дата: \_\_\_\_\_

Place some of the criteria statements into the appropriate cloud. You can write the same statements twice.

### Criteria Statements

- |                    |   |
|--------------------|---|
| A-5.1a             | • organizing foods into different categories          |
| A-5.1b,<br>A-5.2a  | • discussing which foods should go in what categories |
| S-2.3a,<br>LC-3.2a | • creating a sample menu                              |
| S-2.3a,<br>LC-3.2a | • participating in brainstorming                      |

Я особливо пишаюся ...,  
тому що ...

Я хочу знову спробувати ...

(тут твої власні ідеї)

\_\_\_\_\_  
Я вивчив/вивчила ...

Наступного разу я буду  
старатись ...  
тому що ...

## Подяка волонтерам / Volunteer Appreciation: Feedback

Критерій ...

A-5.1a explores classification systems and determines criteria for categories

A-5.1b discusses relationships and patterns

A-5.2a compares items in simple ways

LC-3.2a produces simple written sentences in guided situations

Дата: \_\_\_\_\_

Дорогий/Дорога \_\_\_\_\_,

Ти добре зробив/зробила ...

Я також помітив/помітила ...

Наступного разу ти можеш спробувати ...

Від \_\_\_\_\_

## Подяка волонтерам / Volunteer Appreciation: Rating Scale

Дата: \_\_\_\_\_

Учні	A-5.1a explore classification systems and criteria for categories			A-5.2a compare items in simple ways		
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## Де ми живемо / Where We Live

### Student's Performance Task Description

The area where you live has new people moving in from different places. The mayor would like to create fact sheets, in different languages, about where you live to give to new residents. Your Ukrainian class has volunteered to create a fact sheet for Ukrainian speakers. Research some facts about your area and create a fact sheet to submit to the mayor.

Principal Outcomes	
<i>A-5 To extend their knowledge of the world</i>	<input type="checkbox"/> <b>A-5.2 gather and organize information</b> b. compose questions to guide research c. identify sources of information d. record observations
Supporting Outcomes	
<i>LC-3 Interpret and produce written and visual texts</i>	<input type="checkbox"/> <b>LC-3.2 written production</b> a. produce short, simple written texts in guided situations
<i>LC-5 Apply knowledge of how discourse is organized, structured and sequenced</i>	<input type="checkbox"/> <b>LC-5.1 cohesion/coherence</b> b. use common conventions to structure texts
<i>S-2 Language use</i>	<input type="checkbox"/> <b>S-2.3 productive</b> a. identify and use a variety of productive strategies, with guidance, to enhance language use; e.g., be aware of and use the steps of the prewriting process, including gathering ideas, planning the text, researching and organizing the text

### Materials

- Information about the local community from Web sites, tourist information centres, Chamber of Commerce
- Lists of vocabulary and phrases, in a variety of categories brainstormed by students, for the fact sheets

### Alternative Assessment Task

Your teacher has arranged to take your Ukrainian class on a field trip. In preparation for the field trip, your teacher has asked you to research the topic. After the field trip, share your learning and experiences for a school bulletin board display.

## Де ми живемо / Where We Live

### Performance Task Description

The area where you live has new people moving in from different places. The mayor would like to create fact sheets, in different languages, about where you live to give to new residents. Your Ukrainian class has volunteered to create a fact sheet for Ukrainian speakers. Research some facts about your area and create a fact sheet to submit to the mayor.

### Instructions

1. With your teacher's help, identify some questions someone moving into your area would like answered. Use these questions to help you do your research.

#### Examples

- Скільки людей тут живе?
  - Де наше місто/містечко знаходиться?
  - Які тут крамниці/магазини?
  - Які тут парки?
  - Які тут школи ?
2. With your teacher, brainstorm some possible resources to use to research your area. As you write down information from the sources, be sure to write down the source of the information.

#### Sample

- Information from \_\_\_\_\_.
3. Write your own observations about where you live.

#### Sample phrases

- Наше місто / містечко мале/велике/невелике/тихе/рухливе(busy).
  - Наше місто / містечко має парки/церкви/майданчики/школи.
  - Наше місто / містечко цікаве/приємне/привітне.
4. Organize the information you have gathered into a simple fact sheet. Use titles, subtitles and bullets, where necessary, to organize your information.
  5. Submit your fact sheet to your teacher to be shared with others.

### Evaluation Tools

- Self-assessment Rating Scale
- Rating Scale
- Self-assessment and Feedback

## Де ми живемо / Where We Live: Self-assessment Rating Scale

Ім'я: \_\_\_\_\_

Дата: \_\_\_\_\_

Я можу ...		Так	Майже	Ще ні
A-5.2b, S-2.3a	<ul style="list-style-type: none"> <li>compose questions to guide research about my community</li> </ul>			
A-5.2c, S-2.3a	<ul style="list-style-type: none"> <li>find sources of information</li> </ul>			
A-5.2d, S-2.3a	<ul style="list-style-type: none"> <li>record information about my community</li> </ul>			
LC-3.2a	<ul style="list-style-type: none"> <li>use Ukrainian to create a fact sheet about my community</li> </ul>			



## Де ми живемо / Where We Live: Self-assessment Rating Scale

Ім'я: \_\_\_\_\_

Дата: \_\_\_\_\_

Я можу ...		Так	Майже	Ще ні
A-5.2b, S-2.3a	<ul style="list-style-type: none"> <li>compose questions to guide research about my community</li> </ul>			
A-5.2c, S-2.3a	<ul style="list-style-type: none"> <li>find sources of information</li> </ul>			
A-5.2d, S-2.3a	<ul style="list-style-type: none"> <li>record information about my community</li> </ul>			
LC-3.2a	<ul style="list-style-type: none"> <li>use Ukrainian to create a fact sheet about my community</li> </ul>			



**Де ми живемо / Where We Live:  
Self-assessment and Feedback**

Ім'я: \_\_\_\_\_

Дата: \_\_\_\_\_

**Де ми живемо / Where We Live: Self-assessment**

Критерій	Що мені вдалося ...	Що потрібно покращити ...	Наступного разу я ...
A-5.2b, • when I S-2.3a composed questions to guide research about my community?			
A-5.2c, • when I located A-5.2d, and recorded S-2.3a information about my community?			
LC-3.2a, • when I prepared LC-5.1b, the fact sheet S-2.3a about my community?			

**Де ми живемо / Where We Live: Feedback**

Коментарі

## Конфлікти / Resolving Classroom Conflicts

### Student's Performance Task Description

The teachers at your school have noticed that some students are having trouble resolving conflicts with one another. The teachers have decided to address this issue with their classes. Your teacher has asked your Ukrainian class to help create guidelines, in Ukrainian, to help students resolve conflicts. The guidelines created by you and your classmates will be posted in the classroom to use whenever necessary.

### Principal Outcomes

**A-5** *To extend their knowledge of the world*

- A-5.3 solve problems**
  - a. use appropriate steps to solve simple problems
- A-5.4 explore opinions and values**
  - a. express views on a variety of topics within their personal experience

### Supporting Outcomes

**LC-5** *Apply knowledge of how discourse is organized, structured and sequenced*

- LC-5.3 patterns of social interaction**
  - a. use simple conventions to open and close conversations and to manage turn taking

**S-3** *General learning*

- S-3.3 social/affective**
  - a. identify and use a variety of social and affective strategies, with guidance, to enhance general learning; e.g., take part in group decision-making processes

### Materials

- Poster paper

### Alternative Assessment Task

As part of your training to become a conflict mediator at school, you will identify different problems that could occur between students on the playground or in the school. Discuss how these problems could be resolved. Role-play these new problem-solving techniques with other conflict mediator trainees.

## Конфлікти / Resolving Classroom Conflicts

### Performance Task Description

The teachers at your school have noticed that some students are having trouble resolving conflicts with one another. The teachers have decided to address this issue with their classes. Your teacher has asked your Ukrainian class to help create guidelines, in Ukrainian, to help students resolve conflicts. The guidelines created by you and your classmates will be posted in the classroom to use whenever necessary.

### Instructions

1. To resolve classroom conflicts, participate in a class discussion, in English, about the possible steps in a problem-solving process.
2. As a first step, contribute to a class discussion, in Ukrainian, about how to state your feelings when you are having a conflict with someone else.

#### Examples

- Я сумний/сумна—сердитий/сердита ...
- тому, що ...
- ти від мене забрав/забрала \_\_\_\_\_—ти мене називав/називала \_\_\_\_\_—ти мене пхав/пхала.

3. Next, discuss some appropriate responses to the phrases you have created.

#### Examples

- Шкодную \_\_\_\_\_, (name of the other person). Я перепрошую.
- Я також сердитий/сердита—сумний/сумна.

4. Finally, discuss phrases to help end the conflict.

#### Examples

- Нічого.
- Мені тепер добре.
- Дякую.

5. Use the brainstormed phrases to create problem-solving steps to follow when you have a classroom conflict.
6. Practise using the steps of the problem-solving process with a partner. Use the phrases you have created in class to solve a classroom conflict you have experienced. Make sure to take turns appropriately to help resolve the conflict.

### Evaluation Tools

- Peer-assessment Rating Scale
- Self-assessment
- Observation Checklist

## Конфлікти / Resolving Classroom Conflicts: Peer-assessment Rating Scale

Ім'я: \_\_\_\_\_

Дата: \_\_\_\_\_

Ім'я партнера: \_\_\_\_\_

Ти можеш ...		Так	Майже	Ще ні
A-5.4a	<ul style="list-style-type: none"> <li>express your feelings about our conflict</li> </ul>			
A-5.3a, LC-5.3a	<ul style="list-style-type: none"> <li>take turns to use the problem-solving steps</li> </ul>			
Some advice for next time would be ...				



## Конфлікти / Resolving Classroom Conflicts: Peer-assessment Rating Scale

Ім'я: \_\_\_\_\_

Дата: \_\_\_\_\_

Ім'я партнера: \_\_\_\_\_

Ти можеш ...		Так	Майже	Ще ні
A-5.4a	<ul style="list-style-type: none"> <li>express your feelings about our conflict</li> </ul>			
A-5.3a, LC-5.3a	<ul style="list-style-type: none"> <li>take turns to use the problem-solving steps</li> </ul>			
Some advice for next time would be ...				

## Конфлікти / Resolving Classroom Conflicts: Self-assessment

Ім'я: \_\_\_\_\_

Дата: \_\_\_\_\_

Критерій	Що мені вдалося ...	Що потрібно покращити ...	Наступного разу я ...
A-5.3a, • when I practised A-5.4a, solving a problem LC-5.3a with a partner?			
S-3.3a • when I helped to figure out the steps of a problem-solving process to resolve conflicts?			
A-5.4a • when I expressed my point of view in a conflict situation?			

## Конфлікти / Resolving Classroom Conflicts: Observation Checklist

Дата: \_\_\_\_\_

Критерій: А-5.3а, LC-5.3а The student understands and uses the steps in the problem-solving process			
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## Обідні фізичні розваги / Lunch-hour Intramurals

### Student's Performance Task Description

The school's principal and physical education staff want to encourage more participation in lunch-hour intramurals. Your Ukrainian class will present ideas about which physical activities are the most popular and would be the easiest to organize as intramurals. Create a survey about different sports and activities and conduct your survey with your classmates. The results of the survey will be presented to the principal.

### Principal Outcomes

**A-5** *To extend their knowledge of the world*

- A-5.4 explore opinions and values**
  - a. express views on a variety of topics within their personal experience
  - b. gather opinions on a topic within their scope of experience

### Supporting Outcomes

**LC-2** *Interpret and produce oral texts*

- LC-2.3 interactive fluency**
  - a. engage in simple interactions in guided situations

**LC-5** *Apply knowledge of how discourse is organized, structured and sequenced*

- LC-5.2 text forms**
  - a. use some simple text forms in their own productions

**S-2** *Language use*

- S-2.3 productive**
  - a. identify and use a variety of productive strategies, with guidance, to enhance language use; e.g. use words in the immediate environment

### Materials

- Lists of words about sports
- A chart on which to record survey responses

### Alternative Assessment Task

Your teacher has asked your Ukrainian class for ideas about a year-end activity. Create a questionnaire about different possible activities and survey your classmates, in Ukrainian, about their ideas. The results of the survey will be shared with the teacher.

## Обідні фізичні розваги / Lunch-hour Intramurals

### Performance Task Description

The school's principal and physical education staff want to encourage more participation in lunch-hour intramurals. Your Ukrainian class will present ideas about which physical activities are the most popular and would be the easiest to organize as intramurals. Create a survey about different sports and activities and conduct your survey with your classmates. The results of the survey will be presented to the principal.

### Instructions

1. With your classmates, brainstorm a list of possible lunch-hour intramural activities.
2. Create a list of questions about lunch-hour activities that you will use for your intramural survey.

### Sample questions

- Що тобі більше подобається: баскетбол чи хокей?
  - Що тобі більше подобається: бадмінтон чи волейбол ?
3. Using your survey questions, interview your classmates and record their responses.
  4. When you have interviewed everyone in class, organize your results.
  5. Share your results with your classmates.

### Evaluation Tools

- Self-assessment and Goal Setting
- Peer Assessment
- Observation Checklist

## Обідні фізичні розваги / Lunch-hour Intramurals: Self-assessment and Goal Setting

Ім'я: \_\_\_\_\_

Дата: \_\_\_\_\_

Place some of the criteria statements into the appropriate cloud. You can write the same statements twice.

### Criteria Statements

- A-5.4a • giving my opinion to someone else
- A-5.4b • gathering opinions from others
- LC-2.3a • using Ukrainian to interact with my classmates
- S-2.3a • using the sentences on my survey sheet to ask questions of others

Я особливо пишаюся ...,

тому що ...

Я хочу знову спробувати ...

(тут твої власні ідеї)

\_\_\_\_\_  
\_\_\_\_\_  
Я вивчив/вивчила ...

Наступного разу я буду  
старатись ...

тому що ...

## Обідні фізичні розваги / Lunch-hour Intramurals: Peer Assessment

Provide positive feedback to up to four of your classmates, using the cards below.

Дата: \_\_\_\_\_

Критерій: asked for and offered an opinion

Дорогий/Дорога \_\_\_\_\_,  
Коли ти проводив/проводила своє  
опитування, я помітив/помітила ...

Від \_\_\_\_\_

Дата: \_\_\_\_\_

Критерій: asked for and offered an opinion

Дорогий/Дорога \_\_\_\_\_,  
Коли ти проводив/проводила своє  
опитування, я помітив/помітила ...

Від \_\_\_\_\_



Дата: \_\_\_\_\_

Критерій: asked for and offered an opinion

Дорогий/Дорога \_\_\_\_\_,  
Коли ти проводив/проводила своє  
опитування, я помітив/помітила ...

Від \_\_\_\_\_

Дата: \_\_\_\_\_

Критерій: asked for and offered an opinion

Дорогий/Дорога \_\_\_\_\_,  
Коли ти проводив/проводила своє  
опитування, я помітив/помітила ...

Від \_\_\_\_\_



**Обідні фізичні розваги / Lunch-hour Intramurals:  
Observation Checklist**

Дата: \_\_\_\_\_

Учні	A-5.4b gather opinions on a topic		LC-5.2a use simple text forms		LC-2.3a engage in simple interactions	
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## Міста-побратими / Twin Cities

### Student's Performance Task Description

Your town/city council is interested in twinning with a town or city in Ukraine. Your Ukrainian class has volunteered to do some research to help the town/city council make a decision. Choose one Ukrainian town or city and research similarities and differences between that town or city and your own. Your class will choose a few options to submit to the town/city council.

Principal Outcomes	
<i>GC-1 Historical and contemporary elements of Ukrainian culture</i>	<input type="checkbox"/> <b>GC-1.1 accessing/analyzing cultural knowledge</b> a. compare some elements of Ukrainian culture with their own personal experiences
<i>GC-2 Affirming diversity</i>	<input type="checkbox"/> <b>GC-2.3 awareness of own culture</b> a. recognize and identify similarities and differences between their own culture and other cultures
<i>GC-3 Personal and career opportunities</i>	<input type="checkbox"/> <b>GC-3.1 Ukrainian culture and language</b> b. identify some places that they could visit where Ukrainian is spoken
Supporting Outcomes	
<i>S-3 General learning</i>	<input type="checkbox"/> <b>S-3.1 cognitive</b> a. identify and use a variety of cognitive strategies, with guidance, to enhance general learning; e.g., classify objects and ideas according to their attributes, write down key words, use graphic representations to make information easier to understand

### Materials

- Information about towns/cities, where Ukrainian is spoken, from travel magazines, brochures, Web sites
- Templates of graphic organizers; e.g., Venn diagrams, T-charts

### Alternative Assessment Task

Write a simple research report about the similarities and differences between where you live and a place that is well known for its Ukrainian culture.

## Міста-побратими / Twin Cities

### Performance Task Description

Your town/city council is interested in twinning with a town or city in Ukraine. Your Ukrainian class has volunteered to do some research to help the town/city council make a decision. Choose one Ukrainian town or city and research similarities and differences between that town or city and your own. Your class will choose a few options to submit to the town/city council.

### Instructions

1. Brainstorm a list of towns or cities you are interested in researching.
2. Choose one Ukrainian town or city.
3. Research your chosen town or city. Find materials on your own and with your teacher's help.
4. Using a graphic organizer (e.g., a T-chart or Venn Diagram) your teacher has given you, write down information about how the Ukrainian town or city is similar to or different from your own town or city.
5. Submit to your teacher the information you have collected.

### Evaluation Tools

- Self-assessment
- Self-assessment Rating Scale
- Rating Scale

## Міста-побратими / Twin Cities: Self-assessment

Ім'я: \_\_\_\_\_

Дата: \_\_\_\_\_

Що я дізнався/дізналася про українське місто чи містечко ...	Схожості	Різниця

Найбільш цікавим є ...

Я хочу більше дізнатися про ...

## Міста-побратими / Twin Cities: Self-assessment Rating Scale

Ім'я: \_\_\_\_\_

Дата: \_\_\_\_\_

Я можу ...		Так	Майже	Ще ні
GC-3.1b	<ul style="list-style-type: none"> <li>think of some places where Ukrainian is spoken</li> </ul>			
GC-2.3a	<ul style="list-style-type: none"> <li>recognize similarities and differences between my town or city and the Ukrainian town or city</li> </ul>			
S-3.1a	<ul style="list-style-type: none"> <li>use a graphic organizer to organize my ideas</li> </ul>			



## Міста-побратими / Twin Cities: Self-assessment Rating Scale

Ім'я: \_\_\_\_\_

Дата: \_\_\_\_\_

Я можу ...		Так	Майже	Ще ні
GC-3.1b	<ul style="list-style-type: none"> <li>think of some places where Ukrainian is spoken</li> </ul>			
GC-2.3a	<ul style="list-style-type: none"> <li>recognize similarities and differences between my town or city and the Ukrainian town or city</li> </ul>			
S-3.1a	<ul style="list-style-type: none"> <li>use a graphic organizer to organize my ideas</li> </ul>			

## Міста-побратими / Twin Cities: Rating Scale

Дата: \_\_\_\_\_

Student	<i>GC-1.1a</i> compares some elements of Ukrainian culture with own culture			<i>S-3.1a</i> uses a variety of strategies			<i>GC-2.3a</i> identifies similarities and differences between own culture and others		
	insightfully	basically	irrelevantly	effectively	partially	inconsistently	effectively	basically	ineffectively
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## Друзі по електронній пошті / Getting Ready for an E-pal

### Student's Performance Task Description

You and your classmates will be matched with Ukrainian-speaking students of the same age from another country who will become your e-pals. To make sure you are matched with someone who has similar interests to you, you and your classmates will research what people your own age in that country are interested in. Use Ukrainian-language children's magazines and/or Web sites to find information. Use this information to make a list of things you have in common with Ukrainian-speaking people your own age in another country. This list will be used to help match you with an e-pal.

### Principal Outcomes

**GC-1 Historical and contemporary elements of Ukrainian culture**

- GC-1.1 accessing/analyzing cultural knowledge**
  - a. compare some elements of Ukrainian culture with their own personal experiences
- GC-1.2 knowledge of Ukrainian culture**
  - a. explore some elements of Ukrainian culture
  - b. identify some things they have in common with Ukrainian speakers their own age
- GC-1.5 valuing Ukrainian culture**
  - a. seek out information about people their own age who speak Ukrainian and identify similarities

### Supporting Outcomes

**LC-3 Interpret and produce written and visual texts**

- LC-3.1 written interpretation**
  - a. understand short, simple written texts in guided and unguided situations

**S-3 General learning**

- S-3.1 cognitive**
  - a. identify and use a variety of cognitive strategies, with guidance, to enhance general learning; e.g., use graphic organizers to organize and record information

### Materials

- Age-appropriate magazines
- Web sites targeted at Ukrainian-speaking children
- An example of a T-chart

### Alternative Assessment Task

You have been asked by a teacher from another class to share information about the lives of Ukrainian-speaking students in another country. You and your classmates will research what Ukrainian-speaking people your age in another country are interested in. Use Web sites, books or children's magazines to find information and make an electronic slide show presentation or a poster to share what you have learned.

### Teacher's Note

This task could be used as a preliminary step for an actual e-mail/correspondence project with Ukrainian-speaking students in another country. Students should be monitored when they use the Internet.

## Друзі по електронній пошті / Getting Ready for an E-pal

### Performance Task Description

You and your classmates will be matched with Ukrainian-speaking students of the same age from another country who will become your e-pals. To make sure you are matched with someone who has similar interests as you, you and your classmates will research what people your own age in that country are interested in. Use Ukrainian-language children's magazines and/or Web sites to find information. Use this information to make a list of things you have in common with Ukrainian-speaking people your own age in another country. This list will be used to help match you with an e-pal.

### Instructions

1. With your teacher's help, find a variety of materials written in Ukrainian that provide information about the interests of people your own age in another country.
2. Work with your classmates to create a T-chart to organize the information. On the T-chart, include information about how Ukrainian-speaking people your own age live in their country and what they enjoy doing.

### Example

Де вони живуть?	Що вони люблять робити?
Mostly live in apartments in cities	Like to go to community events like dances
	Like to play soccer

3. Make a list of the information collected on the T-chart that also applies to you.
4. Add other information you want to include about yourself and what you are interested in and submit the list to your teacher.

### Evaluation Tools

- Self-assessment Rating Scale
- Observation Checklist
- Student Reflections

## Друзі по електронній пошті / Getting Ready for an E-pal: Self-assessment Rating Scale

Ім'я: \_\_\_\_\_

Дата: \_\_\_\_\_

Я можу ...	Так	Майже	Ще ні
<b>GC-1.1a, GC-1.2b, GC-1.5a</b> <ul style="list-style-type: none"> <li>find out how I am similar to and different from people my age in Ukrainian culture</li> </ul> <p>Something I want to share is ...</p>			
<b>LC-3.1a</b> <ul style="list-style-type: none"> <li>get information from Ukrainian sources</li> </ul> <p>Something I want to share is ...</p>			
<b>S-3.1a</b> <ul style="list-style-type: none"> <li>use a chart to organize information</li> </ul> <p>Something I want to share is ...</p>			
<b>Деякі поради іншим ...</b>			

**Друзі по електронній пошті / Getting Ready for an E-pal:  
Observation Checklist**

Дата: \_\_\_\_\_

**Критерій: LC-3.1a The student understands short, simple texts in guided and unguided situations**

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## Друзі по електронній пошті / Getting Ready for an E-pal: Student Reflections

Ім'я: \_\_\_\_\_

Дата: \_\_\_\_\_

<p><b>GC-1.1a</b></p> <ul style="list-style-type: none"> <li>• compare some elements of Ukrainian culture with personal experiences</li> </ul>	<p>When learning about Ukrainian-speaking people my own age, something that surprised me was ...</p>
<p><b>GC-1.2a</b></p> <ul style="list-style-type: none"> <li>• explore some elements of Ukrainian culture</li> </ul>	<p>The most interesting thing I learned from this task was ...</p>
<p><b>GC-1.2b</b></p> <ul style="list-style-type: none"> <li>• identify some things they have in common with Ukrainian speakers their own age</li> </ul>	<p>Something about Ukrainian culture I would like to learn more about is ...</p>
<p><b>GC-1.5a</b></p> <ul style="list-style-type: none"> <li>• seek out information about Ukrainian speakers their own age and identify similarities</li> </ul>	

## Гостинні господарі / Good Hosts

### Student's Performance Task Description

Your school district will be hosting a group of Ukrainian-speaking visitors from another country. Your principal is helping to organize the visit and wants to be sure that everyone involved with the visitors knows how to behave appropriately. Your teacher has volunteered the students in your Ukrainian class to help identify similarities and differences between students' cultures and Ukrainian culture. This information will be submitted to the principal.

### Principal Outcomes

**GC-1 Historical and contemporary elements of Ukrainian culture**

- GC-1.3 applying cultural knowledge**
  - a. identify commonalities and differences between Ukrainian culture and their own culture
  - b. apply knowledge of Ukrainian culture to interpret similarities and differences between Ukrainian culture and their own culture
- GC-1.5 valuing Ukrainian culture**
  - a. seek out information about people their own age who speak Ukrainian and identify similarities

### Supporting Outcomes

**S-3 General learning**

- S-3.1 cognitive**
  - a. identify and use a variety of cognitive strategies, with guidance, to enhance general learning; e.g., use graphic organizers to make information easier to understand and remember, connect what they already know with what they are learning

### Materials

- A Venn diagram

### Alternative Assessment Task

To observe a particular holiday or celebration (e.g., harvest festivals, birthdays, national remembrance day) at your school, your Ukrainian class will learn about a similar holiday or celebration in Ukrainian culture. Brainstorm all the information you can remember about the holiday or celebration in your culture. Conduct research to find out information about the similar holiday or celebration in Ukrainian culture. Organize the information to show the similarities and differences between the two cultures. Use this information to help plan how you will observe the holiday or celebration at your school.

## Гостинні господарі / Good Hosts

### Performance Task Description

Your school district will be hosting a group of Ukrainian-speaking visitors from another country. Your principal is helping to organize the visit and wants to be sure that everyone involved with the visitors knows how to behave appropriately. Your teacher has volunteered the students in your Ukrainian class to help identify similarities and differences between students' cultures and Ukrainian culture. This information will be submitted to the principal.

### Instructions

1. With your teacher's help, make a list of what you know about polite and impolite behaviours in Ukrainian culture. Make a second list of what are considered polite and impolite behaviours in your own culture.
2. Using a Venn diagram, organize the information you have brainstormed to show the similarities and differences between polite behaviours in your culture and Ukrainian culture.
3. Write, in English, a brief report to give to the principal. In your report, give advice about what types of behaviours the visitors might find impolite so the hosts can avoid them. Be sure to explain what types of behaviours are considered polite so the hosts can be sure to make the best impression on the visitors. Try and explain why the behaviours are impolite or polite.
4. Share your report with your classmates.

### Evaluation Tools

- Self-assessment Rating Scale
- Rating Scale
- Observation Checklist

## Гостинні господарі / Good Hosts: Self-assessment Rating Scale

Ім'я: \_\_\_\_\_

Дата: \_\_\_\_\_

Я можу ...		Так	Майже	Ще ні
GC-1.3b, GC-1.5a	<ul style="list-style-type: none"> <li>talk about how different behaviours are considered polite and impolite in my own culture</li> </ul>			
GC-1.3b, GC-1.5a	<ul style="list-style-type: none"> <li>talk about how different behaviours are considered polite and impolite in Ukrainian culture</li> </ul>			
S-3.1a	<ul style="list-style-type: none"> <li>use a Venn diagram to organize my ideas</li> </ul>			



## Гостинні господарі / Good Hosts: Self-assessment Rating Scale

Ім'я: \_\_\_\_\_

Дата: \_\_\_\_\_

Я можу ...		Так	Майже	Ще ні
GC-1.3b, GC-1.5a	<ul style="list-style-type: none"> <li>talk about how different behaviours are considered polite and impolite in my own culture</li> </ul>			
GC-1.3b, GC-1.5a	<ul style="list-style-type: none"> <li>talk about how different behaviours are considered polite and impolite in Ukrainian culture</li> </ul>			
S-3.1a	<ul style="list-style-type: none"> <li>use a Venn diagram to organize my ideas</li> </ul>			

## Гостинні господарі / Good Hosts: Rating Scale

Ім'я: \_\_\_\_\_

Дата: \_\_\_\_\_

**Ти можеш ...****Так****Майже****Ще ні**

GC-1.3a • identify commonalities and differences between  
Ukrainian culture and his or her own

GC-1.3b • interpret similarities and differences between  
Ukrainian culture and his or her own

GC-1.5a • identify similarities between himself or herself and  
people of the culture being studied

S-3.1a • use a Venn diagram to organize ideas

Strengths

Challenges



## Гостинні господарі / Good Hosts: Rating Scale

Ім'я: \_\_\_\_\_

Дата: \_\_\_\_\_

**Ти можеш ...****Так****Майже****Ще ні**

GC-1.3a • identify commonalities and differences between  
Ukrainian culture and his or her own

GC-1.3b • interpret similarities and differences between  
Ukrainian culture and his or her own

GC-1.5a • identify similarities between himself and herself and  
people of the culture being studied

S-3.1a • use a Venn diagram to organize ideas

Strengths

Challenges

## Гостинні господарі / Good Hosts: Observation Checklist

Дата: \_\_\_\_\_

**Критерій:** GC-1.3a, GC-1.5a The student identifies commonalities and differences between Ukrainian culture and his or her own culture

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## Різниця між поколіннями / *Generation Gap*

### Student's Performance Task Description

In health class, you and your classmates have been talking about the generation gap between young people and adults. Your assignment is to create a report about how young people and older people are different. To make sure you have lots of information for your report, you will compare the generation gap in your culture with the differences between younger and older people in Ukrainian culture. Use Ukrainian-language materials to help you research the generation gap in Ukrainian culture. Create an outline for your report.

Principal Outcomes	
<i>GC-1 Historical and contemporary elements of Ukrainian culture</i>	<input type="checkbox"/> <b>GC-1.4 diversity within Ukrainian culture</b> <ol style="list-style-type: none"> <li>a. identify variations among groups within Ukrainian culture</li> <li>b. apply knowledge of Ukrainian culture to interpret variations among groups within the culture</li> </ol>
<i>GC-2 Affirming diversity</i>	<input type="checkbox"/> <b>GC-2.3 awareness of own culture</b> <ol style="list-style-type: none"> <li>a. recognize and identify similarities and differences between their own culture and other cultures</li> </ol>
Supporting Outcomes	
<i>S-3 General learning</i>	<input type="checkbox"/> <b>S-3.1 cognitive</b> <ol style="list-style-type: none"> <li>a. identify and use a variety of cognitive strategies, with guidance, to enhance general learning; e.g., use graphic organizers to make information easier to understand, connect what they already know with what they are learning</li> </ol>
<b>Materials</b> <ul style="list-style-type: none"> <li>• Ukrainian-language materials showing people of different ages participating in daily activities; e.g., work, household chores and leisure activities</li> <li>• A Venn diagram, T-chart and/or other types of graphic organizers</li> </ul>	

### Alternative Assessment Task

Your Ukrainian class has been approached by the editor of a local newspaper to write a feature article highlighting the cultural practices that are followed during an upcoming celebration; e.g., Thanksgiving. In the article, address how your community's cultural practices that are followed during this celebration are both similar to and different from Ukrainian cultural practices that are followed during a similar celebration. You must also address the similarities and differences in the way this celebration is observed in different places that Ukrainian speakers live.

## Різниця між поколіннями / Generation Gap

### Performance Task Description

In health class, you and your classmates have been talking about the generation gap between young people and adults. Your assignment is to create a report about how young people and older people are different. To make sure you have lots of information for your report, you will compare the generation gap in your culture with the differences between younger and older people in Ukrainian culture. Use Ukrainian-language materials to help you research the generation gap in Ukrainian culture. Create an outline for your report.

### Instructions

1. Think about how adults and young people are similar and different in your own culture; e.g., young people may like rap music, older people like classic rock or folk music and young people and older people may both like to go to movies. Use a Venn diagram to organize your ideas.
2. Use Ukrainian-language resources (e.g., magazine advertisements and articles, TV shows, Web sites and textbooks) to find information about how young people and older people are similar and different in Ukrainian culture.
3. Organize your information in a Venn diagram, T-chart or other kind of graphic organizer.
4. Use all the information you have organized to make an outline for your report. Be sure to state how the generation gap in Ukrainian culture is similar to or different from the generation gap in your own culture.

### Evaluation Tools

- Self-assessment
- Self-assessment
- Observation Checklist

**Різниця між поколіннями / Generation Gap: Self-assessment**

Ім'я: \_\_\_\_\_

Дата: \_\_\_\_\_

S-3.1a Using a Venn diagram helped me organize my ideas because ...

Thinking about the topic (how young people and adults are similar and different) helps me because ...

Something important I learned during this task was ...



**Різниця між поколіннями / Generation Gap: Self-assessment**

Ім'я: \_\_\_\_\_

Дата: \_\_\_\_\_

S-3.1a Using a Venn diagram helped me organize my ideas because ...

Thinking about the topic (how young people and adults are similar and different) helps me because ...

Something important I learned during this task was ...

## Різниця між поколіннями / Generation Gap: Self-assessment

Ім'я: \_\_\_\_\_

Дата: \_\_\_\_\_

GC-1.4a

One important way younger and older people are similar in Ukrainian culture is ...

- \_\_\_\_\_
- \_\_\_\_\_

GC-1.4b

This similarity is important because ...

- \_\_\_\_\_
- \_\_\_\_\_

GC-1.4a

One important way younger and older people are different in Ukrainian culture is ...

- \_\_\_\_\_
- \_\_\_\_\_

GC-1.4b

This difference is important because ...

- \_\_\_\_\_
- \_\_\_\_\_

GC-2.3a

Something I noticed that is similar between the generation gap in Ukrainian culture and my own culture is ...

- \_\_\_\_\_
- \_\_\_\_\_

**Різниця між поколіннями / Generation Gap:  
Observation Checklist**

Дата: \_\_\_\_\_

Учні	GC-1.4a identify similarities and differences among young people and adults in Ukrainian culture		GC-2.3a identify similarities and differences between their own culture and Ukrainian culture	
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## Вибери слово / Pick a Word

### Student's Performance Task Description

Someone in your Ukrainian class has mentioned how challenging it has been in grades 4, 5 and 6 to learn so many new Ukrainian words. Your teacher would like to help you understand that this is a challenge when learning any new language, including English, and would like to be able to address this problem with future students. Explore this idea further and create a helpful resource for Ukrainian students.

### Principal Outcomes

#### *GC-2 Affirming diversity*

- GC-2.1 awareness of first language**
  - a. identify similarities and differences between their first language and Ukrainian
- GC-2.2 general language knowledge**
  - a. recognize that in any language there are different words for the same thing

### Supporting Outcomes

#### *S-1 Language learning*

- S-1.1 cognitive**
  - a. identify and use a variety of cognitive strategies, with guidance, to enhance language learning; e.g., group together sets of words with similar meanings, identify similarities between an aspect of their own language and the language being learned

### Materials

- Paper for creating a simple resource
- Ukrainian dictionaries

### Alternative Assessment Task

Make an English/Ukrainian personal dictionary to help remember new vocabulary words. Organize the Ukrainian words into groups with similar meanings.

## Вибери слово / Pick a Word

### Performance Task Description

Someone in your Ukrainian class has mentioned how challenging it has been in grades 4, 5 and 6 to learn so many new Ukrainian words. Your teacher would like to help you understand that this is a challenge when learning any new language, including English, and would like to be able to address this problem with future students. Explore this idea further and create a helpful resource for Ukrainian students.

### Instructions

1. Participate in a discussion about groups of different English words that mean the same thing; e.g., vehicle can mean car, auto, truck or van and a couch could also be referred to as a sofa, chesterfield or love seat.

2. Think of some similar Ukrainian examples.

#### Examples

- Машина/авто/мікроавтобус/вантажник
- диван/канапа
- канапка/сандвіч/будерброд

3. Working with your classmates and your teacher, create a list of Ukrainian cognates that you have learned. (Cognates are words that sound or are spelled the same/similarly and have the same meaning.)

4. Write a short resource in which you point out the similarities and differences between English and Ukrainian you think would be helpful for a Ukrainian student to know.

5. Share your resource with your classmates.

### Evaluation Tools

- Self-assessment
- Rating Scale
- Peer Assessment

**Вибери слово / Pick a Word: Self-assessment**

Ім'я: \_\_\_\_\_

Дата: \_\_\_\_\_

Слово англійською мовою	Слово українською мовою	Як це допоможе мені у навчанні

Що я вивчив/вивчила про письмові системи інших мов ...

Я хочу більше дізнатися про ...

## Вибери слово / Pick a Word: Rating Scale

Дата: \_\_\_\_\_

Учні	GC-2.1a identify similarities and differences between their first language and Ukrainian			GC-2.2a recognize that in any language there are different words for the same thing		
	Так	Майже	Ще ні	Так	Майже	Ще ні
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## Вибери слово / Pick a Word: Peer Assessment

Ім'я: \_\_\_\_\_ Дата: \_\_\_\_\_

Ім'я партнера: \_\_\_\_\_

**GC-2.1a, GC-2.2a, S-1.1a** **Моя думка про твою роботу**

Ти добре зробив/зробила ...

Що я вивчив/вивчила з твого ресурсу ...

Я пропоную ...

### Student Response to Peer Assessment

Ім'я: \_\_\_\_\_

**Коли я читав/читала коментарі мого партнера до моєї роботи ...**

- Я усвідомлюю, що я був успішним/була успішною у ...
  
- Я дізнався/дізналася, що наступного разу я можу ...

## Хто ми? / Who Are We?

### Student's Performance Task Description

Your class has been learning about Ukrainian culture and your teacher suggests you and your classmates should find out more about one another's cultural backgrounds. Share some information about your own cultural background with your class. Listen to your classmates as they share information about their own cultural backgrounds and think about what you have learned from them.

Principal Outcomes	
<i>GC-2 Affirming diversity</i>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>GC-2.4 general cultural knowledge</b> <ul style="list-style-type: none"> <li>a. recognize that speakers of the same language may come from different cultural backgrounds</li> </ul> </li> <li><input type="checkbox"/> <b>GC-2.5 valuing diversity</b> <ul style="list-style-type: none"> <li>a. engage in activities that reflect other ways of doing things</li> </ul> </li> <li><input type="checkbox"/> <b>GC-2.6 intercultural skills</b> <ul style="list-style-type: none"> <li>b. explore how their perspective is shaped by a variety of factors</li> </ul> </li> </ul>
Supporting Outcomes	
<i>S-3 General learning</i>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>S-3.1 cognitive</b> <ul style="list-style-type: none"> <li>a. identify and use a variety of cognitive strategies, with guidance, to enhance general learning; e.g., write down key words and concepts in abbreviated form to assist with the performance of a learning task; use word maps, mind maps, diagrams, charts or other graphic representations to make information easier to understand and remember</li> </ul> </li> <li><input type="checkbox"/> <b>S-3.2 metacognitive</b> <ul style="list-style-type: none"> <li>a. identify and use a variety of metacognitive strategies, with guidance, to enhance general learning; e.g., reflect on learning tasks with the guidance of the teacher</li> </ul> </li> </ul>
<b>Materials</b> <ul style="list-style-type: none"> <li>• A chart or other graphic organizer to help students organize information</li> </ul>	

### Alternative Assessment Task

Interview your family and/or community members to find out about their cultural backgrounds. Be sure to discover which languages your interviewees speak or which languages they may have grown up hearing. Write a short report about what you find out and submit it to your teacher.

## Хто ми? / Who Are We?

### Performance Task Description

Your class has been learning about Ukrainian culture and your teacher suggests you and your classmates should find out more about one another's cultural backgrounds. Share some information about your own cultural background with your class. Listen to your classmates as they share information about their own cultural backgrounds and think about what you have learned from them.

### Instructions

1. As a class, brainstorm information to use when trying to find out about a person's cultural background.

#### Sample ideas

- Which languages do you speak?
  - Which languages did you grow up hearing?
  - Have you ever lived anywhere else?
  - Where did your parents/grandparents grow up?
  - Which holidays do you celebrate?
  - How do you celebrate holidays; e.g., Thanksgiving, birthdays?
2. On your own, find out information about your own cultural background. You may want to ask your parents or other family members to help you.
  3. In class, share your information about your own cultural background with your classmates.
  4. When your classmates are sharing information about their own cultural backgrounds, use a chart to write down one or two pieces of information from each person. (You do not have to write down complete sentences. You can just write key words or ideas.)
  5. After hearing about all of your classmates' cultural backgrounds, reflect, orally or in writing, about what you have learned and what you found particularly interesting.

### Evaluation Tools

- Observation Checklist
- Self-assessment Rating Scale and Feedback
- Self-assessment

## Хто ми? / Who Are We?: Observation Checklist

Дата: \_\_\_\_\_

Учні	S-3.2a reflect on their cultural backgrounds and the cultural diversity within the classroom		S-3.1a use graphic representations (e.g., mind maps, charts, diagrams) to record information	
	Так	Майже	Так	Майже
1.				
2.				
3.				
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5.				
6.				
7.				
8.				
9.				
10.				
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## Хто ми? / Who Are We?: Self-assessment Rating Scale and Feedback

Ім'я: \_\_\_\_\_

Дата: \_\_\_\_\_

<b>Хто ми? / Who Are We?: Self-assessment Rating Scale</b>				
У цій вправі ...		Так	Майже	Ще ні
S-3.1a	<ul style="list-style-type: none"> <li>• I formulated key questions</li> </ul>			
S-3.2a	<ul style="list-style-type: none"> <li>• I actively participated in class brainstorming</li> </ul>			
S-3.1a	<ul style="list-style-type: none"> <li>• I connected what I already know about culture to what I am learning</li> </ul>			
S-3.1a	<ul style="list-style-type: none"> <li>• I used supports (e.g., charts, mind maps, diagrams) to make information easier to remember</li> </ul>			
S-3.2a	<ul style="list-style-type: none"> <li>• I reflected on what I learned</li> </ul>			
S-3.1a	<ul style="list-style-type: none"> <li>• I listened for and recorded key words and ideas</li> </ul>			
<b>Коментарі</b>				
Наступного разу я ...				
<b>Хто ми? / Who Are We?: Feedback</b>				
<b>Коментарі</b>				

## Хто ми? / Who Are We?: Self-assessment

Ім'я: \_\_\_\_\_

Дата: \_\_\_\_\_

GC-2.6b, S-3.2a

Що я дізнався/дізналася про своє власне походження ...

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

GC-2.4a, GC-2.6b, S-3.2a

Що я дізнався/дізналася про своїх однокласників, що допомагає мені краще їх розуміти...

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

GC-2.6b, S-3.2a

Найбільш цікавим є ...

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

Тепер я краще розумію...

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

## Заява на обмін учнями / Exchange Application

### Student's Performance Task Description

There are opportunities for students in your community to participate in exchanges with other countries. To be considered for the exchange, you will complete an application. On the application, you are required to specify the country you would like to visit and prove you have some knowledge about how people live in that country. Gather the information you need for the application.

### Principal Outcomes

<i>GC-2 Affirming diversity</i>	<input type="checkbox"/> <b>GC-2.4 general cultural knowledge</b> b. recognize some of the factors that affect the culture of a particular region
<i>GC-3 Personal and career opportunities</i>	<input type="checkbox"/> <b>GC-3.2 cultural and linguistic diversity</b> b. identify countries where there is linguistic and cultural diversity

### Supporting Outcomes

<i>S-3 General learning</i>	<input type="checkbox"/> <b>S-3.1 cognitive</b> a. identify and use a variety of cognitive strategies, with guidance, to enhance general learning; e.g., connect what they already know with what they are learning, use charts to make information easier to remember and understand
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### Materials

- A graphic organizer

### Alternative Assessment Task

Write a report about a country in which you are interested. In your report, include information about how people live in the country and what languages they speak. Share your report with your teacher and classmates.

## Заява на обмін учнями / Exchange Application

### Performance Task Description

There are opportunities for students in your community to participate in exchanges with other countries. To be considered for the exchange, you will complete an application. On the application, you are required to specify the country you would like to visit and prove you have some knowledge about how people live in that country. Gather the information you need for the application.

### Instructions

1. With your teacher's help, create a chart to organize information about a country you have decided to research. Include information about different regions of the country and how living in a particular region affects the lifestyle of the people.

### Examples

	Їжа	Одяг	Мови	Розвага
Міста	<ul style="list-style-type: none"> <li>• купують у супермаркеті</li> </ul>	<ul style="list-style-type: none"> <li>• більш модний</li> </ul>		<ul style="list-style-type: none"> <li>• кіно, театр, фестивалі, ресторани</li> </ul>
Села	<ul style="list-style-type: none"> <li>• дістають з городу, саду</li> </ul>	<ul style="list-style-type: none"> <li>• більш практичний/робочий одяг</li> <li>• тепліший</li> </ul>		<ul style="list-style-type: none"> <li>• події у сім'ї, громаді</li> </ul>
Морське узбережжя	<ul style="list-style-type: none"> <li>• риболовля</li> <li>• городи</li> <li>• сади</li> </ul>	<ul style="list-style-type: none"> <li>• дощовик</li> </ul>		

2. Fill in the information you remember about the country. Do the necessary research to fill in the rest of your chart.
3. Share with your classmates what you have learned about the country and its culture.

### Evaluation Tools

- Self-assessment
- Observation Checklist
- Self-assessment

**Заява на обмін учнями / Exchange Application:  
Self-assessment**

Ім'я: \_\_\_\_\_

Дата: \_\_\_\_\_

GC-2.4b, GC-3.2b, S-3.1a

Що я дізнався/дізналася нового ...

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

Найбільш цікавим є ...

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

**Заява на обмін учнями / Exchange Application:  
Observation Checklist**

Дата: \_\_\_\_\_

Учні	GC-2.4b recognize some factors that affect the culture of a particular region		GC-3.2b identify some countries where there is significant cultural and linguistic diversity	
	Так	Ще ні	Так	Ще ні
1.				
2.				
3.				
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**Заява на обмін учнями / Exchange Application:  
Self-assessment**

Ім'я: \_\_\_\_\_

Дата: \_\_\_\_\_

S-3.1a Створення схеми допомогло мені організувати інформацію, тому що ...

Попередні знання по темі допомагають мені, тому що ...



**Заява на обмін учнями / Exchange Application:  
Self-assessment**

Ім'я: \_\_\_\_\_

Дата: \_\_\_\_\_

S-3.1a Створення схеми допомогло мені організувати інформацію, тому що ...

Попередні знання по темі допомагають мені, тому що ...

## Інакший погляд / A Different Perspective

### Student's Performance Task Description

Your teacher would like each person in your Ukrainian class to be prepared to act as a buddy to new students. You and your classmates decide to try and see the first day of school through the eyes of new students to best understand what they might need to feel more comfortable. In a small group, you and your classmates will discuss the challenges that new students face and how a student buddy could help with each challenge. Use your findings to decide what the most important duties are for a student buddy and share this information with your teacher.

### Principal Outcomes

#### *GC-2 Affirming diversity*

- GC-2.5 valuing diversity**
  - b. recognize the limitations of adopting a single perspective
- GC-2.6 intercultural skills**
  - a. reflect on their actions and the implications of their actions for others

### Supporting Outcomes

#### *LC-3 Interpret and produce written and visual texts*

- LC-3.2 written production**
  - a. produce short, simple written texts in guided situations

#### *S-3 General learning*

- S-3.1 cognitive**
  - a. identify and use a variety of cognitive strategies, with guidance, to enhance general learning; e.g., use charts and other graphic representations to make information easier to understand and remember
- S-3.3 social/affective**
  - a. identify and use a variety of social and affective strategies, with guidance, to enhance general learning; e.g., participate in cooperative group-learning tasks

### Materials

- Paper

### Alternative Assessment Task

Grade 6 students in your school are being trained as conflict mediators. As part of your training, you and your classmates need to think about situations you have seen or experienced at school where students were involved in a conflict. Discuss how those who were involved may have felt. Complete this first step of your conflict mediator training with your Ukrainian class and write a short summary describing the most important things you have learned.

## Інакший погляд / A Different Perspective

### Performance Task Description

Your teacher would like each person in your Ukrainian class to be prepared to act as a buddy to new students. You and your classmates decide to try and see the first day of school through the eyes of new students to best understand what they might need to feel more comfortable. In a small group, you and your classmates will discuss the challenges that new students face and how a student buddy could help with each challenge. Use your findings to decide what the most important duties are for a student buddy and share this information with your teacher.

### Instructions

1. In a small group, brainstorm challenging situations new students might face; e.g., finding their classroom, recognizing the various school staff, finding places in the school, meeting new people.
2. For each challenging situation, discuss what the student buddy could do to assist new students. Use a T-chart to organize your ideas.

#### Example

Challenging Situation	Possible Solution
Finding their classroom	Take new students on a tour and show them their classrooms

3. With your group, decide the most important things that you have learned. Share your ideas with the class.
4. With your teacher's help, brainstorm and write short phrases that new students can use to meet challenging situations.

#### Examples

- Чи можна піти до туалету/до лазнички?
  - Де канцелярія?
  - Чи я можу позичити \_\_\_\_\_?
5. Write these phrases in your notebook to use when you are a student buddy to new students.

- |                         |   |
|-------------------------|---|
| <b>Evaluation Tools</b> | <ul style="list-style-type: none"> <li>- Self-assessment and Goal Setting</li> <li>- Feedback</li> <li>- Student Reflections</li> </ul> |
|-------------------------|---|



## Інакший погляд / A Different Perspective: Feedback

Критерій ...

GC-2.5b recognizes the limitations of adopting a single perspective

GC-2.6a reflects on their actions and the consequences of their actions for others

Дата: \_\_\_\_\_

Дорогий/Дорога \_\_\_\_\_,

Ти добре зробив/зробила ...

Я також помітив/помітила ...

Наступного разу ти можеш спробувати ...

Від \_\_\_\_\_

**Інакший погляд / A Different Perspective:  
Student Reflections**

Ім'я: \_\_\_\_\_

Дата: \_\_\_\_\_

**Let me tell you about my learning**

1. Some challenging situations my group thought of were ...
  
2. GC-2.5b Looking at situations from the point of view of new students was interesting because ...
  
3. S-3.3a How I think I could best help a new student would be ...
  
4. My Ukrainian classroom survival phrases could help a new student because ...

## Бізнесова організація / Chamber of Commerce

### Student's Performance Task Description

The local Chamber of Commerce will hold their meetings in different schools in the area. Your school has been chosen as the site for one of the meetings. Your principal wants to show the members of the Chamber of Commerce how knowledge of Ukrainian language and culture, and other languages and cultures, can be important in many careers. Your Ukrainian class will create posters to display in the meeting area that show the usefulness of speaking other languages and knowing about other cultures.

### Principal Outcomes

*GC-3 Personal and career opportunities*

- GC-3.1 Ukrainian culture and language**
  - a. identify some careers for which knowledge of Ukrainian is useful
- GC-3.2 cultural and linguistic diversity**
  - a. identify some careers for which knowledge of different languages and cultures is useful

### Supporting Outcomes

*S-3 General learning*

- S-3.2 metacognitive**
  - a. identify and use a variety of metacognitive strategies, with guidance, to enhance general learning; e.g., make a plan in advance about how to approach a task

### Materials

- Materials for making posters; e.g., paper, clip art

### Alternative Assessment Task

Your school is preparing for a Career Day. Your Ukrainian class has been asked to create an electronic slide show presentation or a poster to show how knowledge of Ukrainian language and culture, and other languages and cultures, is useful in many careers.

## Бізнесова організація / Chamber of Commerce

### Performance Task Description

The local Chamber of Commerce will hold their meetings in different schools in the area. Your school has been chosen as the site for one of the meetings. Your principal wants to show the members of the Chamber of Commerce how knowledge of Ukrainian language and culture, and other languages and cultures, can be important in many careers. Your Ukrainian class will create posters to display in the meeting area that show the usefulness of speaking other languages and knowing about other cultures.

### Instructions

1. With your classmates, brainstorm different careers in which knowledge of Ukrainian language and culture is necessary or advantageous; e.g., Ukrainian teacher, Ukrainian interpreter, flight attendant.
2. Brainstorm any other careers you can think of in which knowledge of other languages and cultures would be helpful; e.g., working for the federal government, police officer.
3. Using this information, make a plan for a poster. Make sure that on the poster you focus on the importance of knowing both Ukrainian language and culture and other languages and cultures.
4. On your own or with a partner, decide how you will organize your information. On your poster, include reasons for knowing:
  - Ukrainian
  - Ukrainian culture
  - other international languages
  - other cultures.
5. Create your poster and share it with your classmates.

### Evaluation Tools

- Feedback
- Peer Assessment
- Self-assessment Rating Scale

**Бізнесова організація / Chamber of Commerce:  
Feedback**

Критерій ...

GC-3.1a identifies some careers for which knowledge of Ukrainian language and culture is useful

GC-3.2a identifies some careers for which knowledge of different languages and cultures is useful

S-3.2a identifies and uses metacognitive strategies; e.g., makes a plan, divides tasks into subtasks

Дата: \_\_\_\_\_

Дорогий/Дорога \_\_\_\_\_,

Ти добре зробив/зробила ...

Я також помітив/помітила ...

Наступного разу ти можеш спробувати ...

Від \_\_\_\_\_

**Бізнесова організація / Chamber of Commerce:  
Peer Assessment**

Ім'я: \_\_\_\_\_ Дата: \_\_\_\_\_

Ім'я партнера: \_\_\_\_\_

**GC-3.1a, GC-3.2a Моя думка про твою роботу**

Ти добре зробив/зробила...

Що я дізнався/дізналася з твого плаката ...

Я пропоную ...

**Student Response to Peer Assessment**

Ім'я: \_\_\_\_\_

**Коли я читав/читала коментарі мого партнера до моєї роботи ...**

- Я усвідомлюю, що я був успішним/була успішною у ...
- Я дізнався/дізналася, що наступного разу я можу ...

## Бізнесова організація / Chamber of Commerce: Self-assessment Rating Scale

Ім'я: \_\_\_\_\_

Дата: \_\_\_\_\_

Я можу ...	Так	Майже	Ще ні	Коментарі
GC-3.1a <ul style="list-style-type: none"> <li>• show how knowing about Ukrainian language and culture is useful for careers</li> </ul>				
GC-3.2a <ul style="list-style-type: none"> <li>• show how knowing other languages and cultures is useful for careers</li> </ul>				
S-3.2a <ul style="list-style-type: none"> <li>• make a plan for my poster</li> </ul>				

