

# Gaelic 3–9

## General Curriculum Outcomes

### *CÒMHRADH AGUS EISTEACHD / SPEAKING AND LISTENING*

A: Students will be able to communicate effectively in Gaelic and will be able to interact appropriately in a variety of interactive situations linked to their needs and interests.

### *LEUGHADH AGUS SGRÌOBHADH / READING AND WRITING*

B: Students will be able to make connections between the spoken and written word in Gaelic.

### *AIRE AIR CULTUR / CULTURAL AWARENESS*

C: Students will be expected to demonstrate an appreciation for and understanding of, and make connections to, Gaelic culture through various contexts and expressions of Gaelic language.

## Specific Curriculum Outcomes

### *Còmhraidh agus Eisteachd / Speaking and Listening*

#### **STAGE 1: TOISEACH TÒISEACHAIDH / INTRODUCTION**

##### **Self / Immediate Environment**

Students will be expected to

KSCO 1: demonstrate an understanding of and convey some basic everyday courtesy phrases; respond to simple questions about self

KSCO 2: demonstrate an understanding of and convey basic information about common topics

KSCO 3: demonstrate an understanding of and convey simple language for giving instructions and directions in a school setting

1.1 use courtesy greetings (e.g., *Ciamar a tha thu?*)

1.2 respond to expressions of praise and reinforcement (e.g., *Tha sin math!*)

1.3 demonstrate an understanding of and use questions and statements regarding name, age, and place of residence

2.1 demonstrate an understanding of and use words and phrases for classroom objects, phrases for numbers, colours, clothing, feelings, days of the week, weather, body, actions, and family

3.1 respond to classroom directives (e.g., *Suidh sìos!*)

**STAGE 2: CEUM AIR ADHART / DEVELOPING****Home and Community**

Students will be expected to

KSCO 4: demonstrate an understanding of and use a variety of everyday courtesy phrases; respond to questions about self

KSCO 5: demonstrate an understanding of and use information about common topics and past events

KSCO 6: demonstrate an understanding of and use language for giving instructions and directions and respond to same

KSCO 7: demonstrate an understanding of and use simple expressions of feelings and opinions

4.1 use a variety of question forms to investigate self, home, and environment both past and present (e.g., *Càit'an robh thu?*)

5.1 demonstrate an understanding of and use words and phrases for common objects from the home and community (e.g., family, food, animals, household objects, land and sea, community landmarks, place names, time, communication)

6.1 follow and give directions in situations pertaining to the home and school (e.g., *Tòisich thusa!*)

7.1 express likes and dislikes (e.g., *Is toigh leam Ceap Breatainn.*)

**STAGE 3: COMAS / INDEPENDENT USE****Occupations and Pastimes**

Students will be expected to

KSCO 8: demonstrate an understanding of and use a wider range of courtesy expressions, questions, and answers; respond to questions about self and others

KSCO 9: demonstrate an understanding of and use information about common topics, past events, future intentions

KSCO 10: demonstrate an understanding of and use more complex language structures for giving instructions and directions and respond to same

KSCO 11: demonstrate an understanding of and use a variety of expressions of feelings, opinions, and preferences

8.1 independently initiate and engage in conversation

9.1 describe in more extended terms people, things, places, and experiences (e.g., hobbies, preferences, special occasions, occupations, travel, pastimes, seasonal activities)

10.1 give instructions and directions conveying several items of information related to school activities and situations

11.1 share information about personal experiences

11.2 share personal reflections

## Leughadh agus Sgrìobhadh / Reading and Writing

### STAGE 1: TOISEACH TÒISEACHAIDH / INTRODUCTION

#### Self / Immediate Environment

Students will be expected to

KSCO 12: identify familiar words and expressions in print

12.1 recognize, from print, key words, labels, and signs

### STAGE 2: CEUM AIR ADHART / DEVELOPING

#### Home/Community

Students will be expected to

KSCO 13: read simple signs, phrases, and instructions and demonstrate comprehension

KSCO 14: read and respond to texts consisting of language from a familiar context

13.1 read common expressions and phrases associated with routine (e.g., *Suidh sìos, Fosgail do leabhar*)

14.1 compose more detailed sentences and questions (*Bha mise anns an sgoil an diugh.*)

14.2 revise and correct texts using a checklist

### STAGE 3: COMAS / INDEPENDENT USE

#### Occupations and Pastimes

Students will be expected to

KSCO 15: read familiar texts to extract specific information

KSCO 16: read and write to respond to texts using more complex structures

KSCO 17: create Gaelic texts

15.1 read to find information in newspapers, signs, short stories, songs, comics, advertisements, and electronic resources

15.2 demonstrate an understanding of the main ideas in a simple text

16.1 provide a personal reflection to text

16.2 demonstrate comprehension through written response

17.1 produce a variety of more complex texts (e.g., character sketch, letter, short story, advertisements)

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## *Aire air Cultur / Cultural Awareness*

### **STAGE 1: TOISEACH TÒISEACHAIDH / INTRODUCTION**

#### **Self / Immediate Environment**

Students will be expected to

KSCO 18: recognize the value of one's own culture, and the culture, lifestyle, and experiences of the Gaels

18.1 recognize and celebrate cultural diversity in the classroom/school

18.2 make personal connections to Gaelic (e.g., place names, surnames, nicknames, "*sloinneadh*.")

18.3 participate in song, music, dance, storytelling, and lore of the Gael

### **STAGE 2: CEUM AIR ADHART / DEVELOPING**

#### **Home/Community**

Students will be expected to

KSCO 19: demonstrate respect for and understanding of the culture, lifestyle, and experiences of the Gael in Nova Scotia, and make connections to one's own culture

19.1 recognize and acknowledge cultural diversity in the broader Nova Scotia community (e.g., Acadian, Mi'kmaw, Gaelic, African Nova Scotian, Ukrainian, Irish)

19.2 research and examine the origins of the Gaels in Nova Scotia

19.3 compare and contrast the contemporary and traditional lifestyle of the Gaels in Nova Scotia

### **STAGE 3: COMAS / INDEPENDENT USE**

#### **Occupations and Pastimes**

Students will be expected to

KSCO 20: demonstrate a deeper awareness of the evolution and impact of Gaelic culture in the wider global community

20.1 recognize and acknowledge diversity in the global Gaelic community

20.2 research and examine the changing role of Gaelic in the twentieth and twenty-first centuries

20.3 express and interpret the culture of the Gaels through the fine arts