

# Gàidhlig 3–9 / Gaelic 3–9

*Guide*

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Gàidhlig 3–9 / Gaelic 3–9

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**Gàidhlig, Ire 3–9 / Gaelic, Grades 3–9**

**Draft**

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Resources consulted in the creation of this document:

*Gàidhlig 10 / Gaelic 10*, Nova Scotia Department of Education,  
2008  
*The Languages Template* (Draft, March 2000) Nova Scotia  
Department of Education  
*Foundation for Mi'kmaw Language Curriculum*, Nova Scotia  
Department of Education  
*Curriculum and Assessment in Scotland*, National Guidelines (June  
1993), The Scottish Office Education Department  
*Gaelic Orthographic Conventions*, 2005. Scottish Qualifications  
Authority  
Core French Curriculum Second Language Model.

## *Vision*

The foundation for the Gaelic language curriculum is shaped by a vision of promoting the growth and development of students' communicative skills to enable them to engage in the perpetuation of the Gaelic language and cultural identity by choosing to speak Gaelic.

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# Gaelic Language (Public School Programs)

## Elementary (Grades 3–6)

The aim in teaching Gaelic at the elementary level is to encourage communication in the Gaelic language and to gain an appreciation for the Gaelic culture and its role in Nova Scotia.

Through experiential learning such as songs, games, stories, and role-play, students develop the skills to communicate in Gaelic with an emphasis on the oral/aural skills. This early introduction to the language will develop a foundation for further learning through a continuum of stages. Learning materials should be drawn as much as possible from the local tradition allowing students to relate to their own experiences and to interact with their own communities.

Daily periods of instruction are recommended as they are more effective than longer and infrequent periods. It is advantageous to have a particular classroom assigned to the teacher of Gaelic. The teacher may then create a better learning environment where language, social studies, and cultural projects can be integrated as part of the Gaelic program. The grade level, or levels, at which Gaelic is to be included is a matter for local decision, with advice from staff of English Program Services, if desired.

## Junior High (Grades 7–9)

Junior high continues to develop students' oral/aural skills in Gaelic, and to provide the opportunity to deepen the students' understanding of Gaelic culture. Students at this level, are becoming more adept at reading and writing Gaelic, and become more independent learners. Communication through the medium of Gaelic is a priority. At the end of this stage, the student should be able to use a four skill (listening, speaking, reading, and writing) approach to prepare simple compositions for both oral and written presentations.

## Background

Knowledge of one's culture and heritage engenders a sense of security, confidence, and self-worth and provides a sense of place and belonging.

Study of the Gaelic language provides students with opportunities to interact with the Gaelic community and to deepen their knowledge of a shared heritage, traditionally passed down “*o ghlùin gu glùin*.” It promotes positive attitudes toward cultural diversity and commonality and fosters students' appreciation for Nova Scotia's diverse heritage and way of life.

The Gaels of Nova Scotia are a people whose culture was formed for the most part in the tradition of Gaelic Scotland and Ireland. The overwhelming majority of Gaelic Nova Scotia's heritage is derived from the Gaelic culture of the late eighteenth to mid-nineteenth century emigrants from the Highlands and Islands of Scotland.

The culture and traditions of these Gaels are evident and thrive throughout Nova Scotia and are a vital part of Nova Scotia's cultural mosaic. Central to the culture is the Gaelic language. A precious aspect of Nova Scotia heritage, the Gaelic language has had a long and important history in Nova Scotia, being the mother tongue of many of its founding pioneers.

Gaels live all over the world. Pockets of people who speak Gaelic can be found in various parts of Canada, the United States, throughout Europe, South America, Australia and New Zealand. This international *Gàidhealtachd* (Gaelic-speaking community) regards Nova Scotia as the heartland of Gaelic culture in North America. Visitors from around the world come to experience the rich, vibrant way of life in communities steeped in Gaelic traditions. Indeed, in its report, *Gaelic in Nova Scotia: Opportunities* (The Gaelic Council of Nova Scotia, 1997) Comhairle na Gàidhlig, Alba Nuadh, the Gaelic Council of Nova Scotia, promoted Gaelic language and culture as a vehicle for sustaining economic growth in Nova Scotia. A further study in 2002, *Gaelic Nova Scotia: An Economic, Cultural, and Social Impact Study* by Michael Kennedy reported that Gaelic in Nova Scotia generates over twenty-three million dollars in direct revenue annually. This in no way indicates the larger overall effect of Gaelic economic activity.

Instrumental music, including that of the bagpipes and the fiddle, step dancing, and Gaelic singing all come from a rich Gaelic cultural tradition spanning the scope of two millennia. These traditions are based in the language of the Gael. Nova Scotia performers who use Gaelic song and music as their inspiration have championed a resurgence of interest in the Gaelic language. Throughout Nova Scotia, in the large centres and small villages, there is evidence of a resurgence in interest in learning the Gaelic language. This is seen through an experimental method of teaching adults through Total

Physical Response. The heightened interest in Gaelic language and culture in Nova Scotia reflects a greater worldwide trend.

The development of curriculum for elementary and junior high levels reflects the increased interest among younger Nova Scotians in learning Gaelic, and the commitment of the Department of Education to fostering and sustaining this interest and to preserving and promoting Gaelic language and culture.

## Gaelic Language

Gaelic (*Gàidhlig*) is an ancient language belonging to the Celtic family of Indo-European languages. The Celtic family of languages also includes Irish and Manx Gaelic, Breton, Welsh, and Cornish. Scottish, Irish, and Manx Gaelic are similar in that they belong to the Q or Goidelic branch of the Celtic linguistic family tree. Cornish, Welsh, and Breton belong to the P or Brythonic branch of Celtic languages.

Gaelic was brought to Nova Scotia in the mid-eighteenth century to mid-nineteenth century by the early waves of emigrants from the Highlands and Islands of Scotland. Because these early settlers lived in relative isolation, many of the traditions of Gaelic language and culture that vanished from other Gaelic-speaking areas generations ago, still exist in Nova Scotia.

Gaelic is the vehicle through which many of Nova Scotia's customs, values, beliefs, and attitudes have been passed down from one generation to the next. To learn the language, therefore, is to deepen one's understanding of the Gaelic consciousness and identity.

At one time, it was estimated that the number of speakers in the province was as many as 100 000. In the last fifty years, the number is said to have declined from 25 000–30 000 to fewer than 1000 native speakers today. Census figures for 2001 indicate that there are fewer than 500 native Gaelic speakers left in Nova Scotia. However, if the large number of Gaelic learners were included in this number, the figure would probably be closer to 2000.

The United Nations Educational, Scientific and Cultural Organization (UNESCO) recognized Gaelic to be one of the World's top nine endangered languages in the world in 2003. Although the language is threatened globally, there are many signs of revival in the old country, Scotland. In Nova Scotia, in May 2004, Comhairle na Gàidhlig (the Nova Scotia Gaelic Council) presented to government and community, a document entitled *Developing and Preserving Gaelic in Nova Scotia: a Strategy for a Community-Based Initiative*. This looks at creating a twenty-year long-range plan to preserve, maintain, and develop Gaelic in Nova Scotia. One visible result of this is the posting of bilingual Gaelic/English road signs where requested by the community. In November 2007, the government of Nova Scotia demonstrated its commitment to Gaelic by establishing an office of Gaelic Affairs for the province located in Antigonish with satellite offices in Mabou and Halifax. Recently, minority language groups from around the world have been looking at Nova Scotia's use of the Total Physical Response (TPR) method of teaching Gaelic to adults in order to revitalize the language.

The Gaelic language is at a critical stage in its evolution; and it is, therefore, important that the youth of Nova Scotia have the opportunity to learn to communicate in Gaelic, one of Nova Scotia's ancestral languages, and maintain and foster a Gaelic identity.

## Curriculum Focus

Elementary and junior high Gaelic curriculum is described on a continuum of stages designed to develop the student's ability to communicate effectively in Gaelic using basic language skills. The curriculum integrates general language education, technology, culture, social studies, music, the arts, and linguistic elements. A three-stage model has been chosen due to the complex and varied schedules for Gaelic language instruction within the school systems. This allows for flexibility within the curriculum guidelines.

This curriculum allows students opportunities to

- communicate in a second language
- experience and appreciate the Gaelic culture of Nova Scotia
- interact with community members and the Gaelic community of Nova Scotia
- develop an awareness of Gaelic in a global context
- explore authentic Gaelic texts
- create Gaelic texts
- explore the role of technology in developing Gaelic
- use Internet sources to discover authentic digitized materials
- perform and role play in public
- develop reading ability
- contribute to the preservation, promotion, and continuation of the Gaelic language
- use drama to illustrate comprehension of text
- explore the role of song, storytelling, and folklore in the daily lives of the Gaels
- develop interviewing skills
- examine the historic origin of the Gaels in Nova Scotia
- reflect on the role of Gaelic in Nova Scotia today
- demonstrate an awareness of the living Gaelic heritage
- enhance learning and communication by using web-based Gaelic programs
- develop their communicative competencies through authentic and relevant communication situations and experiences
- reflect on and understand how they learn language
- better understand Gaelic culture and to be open to other cultures

## The Learning Environment

Students need an environment rich in opportunities to use Gaelic in an ever widening variety of school and community contexts. For students living in communities where the Gaelic culture is very evident, school is a place where they continue to develop a process that has begun naturally and informally in the home community. For students who have not been previously exposed to the Gaelic language and culture, the richness of their language opportunities and their understanding of the culture begins at school and extends outwards into the wider community from there.

Gaelic language classrooms provide special places that may build on natural learning experiences outside of the school. They provide an inviting environment where students feel comfortable taking risks that are an integral part of language learning. Gaelic language learning environments are characterized by an emphasis on interaction, inquiry, collaboration, community involvement, and challenging learning experiences supported by a wide range of resources.

Daily periods of instruction are recommended as they are more effective than longer and infrequent periods. It is advantageous to have a particular classroom in the school dedicated to the learning of Gaelic. The teacher may then create a better learning environment where language, social studies, and cultural projects can be integrated as part of the Gaelic program.

Whether students are working as a whole class, in small groups, pairs, triads, or individually, teachers should

- encourage participation by all students during whole-class discussion, or in groups
- demonstrate confidence in and respect for their ideas
- encourage questions, never assuming prior knowledge
- help students establish a comfort zone in small groups where they will be willing to contribute to the learning experience
- observe students during group work, identifying strengths and needs, and confer with individuals to help them develop new roles and strategies
- encourage students to discover and work from the prior knowledge in their own social, racial, or cultural experiences
- provide appropriate resources to enhance learning
- provide regular feedback and encouragement
- focus on successes

## Engaging All Students

A supportive environment is important for all learners and is especially important in encouraging disengaged or underachieving learners. These students may need substantial support in essential skills in language and in interacting with others. These students need essentially the same learning experiences as their peers; experiences that

- they perceive as authentic and worthwhile
- build on prior knowledge
- are not threatening or intimidating and minimize risk
- are organized into clear structured segments
- feature frequent feedback and encouragement
- link learning to their own experiences

## Guidelines for Gaelic Orthography

In 1976, it was recognized in Scotland that inconsistencies occurred in the standard of written Gaelic. As a result of this, a set of guidelines was set up to be used by the Scottish Certificate of Education Examination Board (SCEEB). This was later updated under the Scottish Qualifications Authority (SQA), which superseded the SCEEB, in 2005.

In order to maintain a similar consistency in Nova Scotia, and internationally, the updated more user-friendly version of *Gaelic Orthographic Conventions 2005* will be referred to and used for this document and is recommended for use in Gaelic text in Nova Scotia schools. This does not negate the recognition, value, and use of expressions and words unique to Nova Scotia dialects. This document recognizes the orthography used in pre-twenty-first century Gaelic literature and text and makes absolutely no attempt to alter it, but to present it to students in context.

Copies of *Gaelic Orthographic Conventions 2005* can be downloaded from the Internet, and it is recommended that every teacher of Gaelic language possess a copy.

## Local Dialects

Teachers are advised to encourage students to use the local dialects or the dialect with which they are most familiar, as this is what they will hear outside the school environment.

Comhairle na Gàidhlig, the Gaelic Council of Nova Scotia, has been instrumental in gathering words and expressions unique to Nova Scotia through a project known as *Cainnt Mo Mhàthar* (My Mother's Language). Teachers are encouraged to access this valuable resource ([cainntmomhathar.com](http://cainntmomhathar.com)), and to incorporate examples into daily conversation.

## **Essential Graduation Learnings**

Essential graduation learnings are statements describing the knowledge, skills and attitudes expected of all students who graduate from high school. The Gaelic language curriculum is designed to support the acquisition of the essential graduation learnings described in *Public School Programs 2003–2004* (Nova Scotia Department of Education 2003).

Some examples of learning in the Gaelic language program, which help students move toward attainment of the essential graduation learnings, are given below.

## **Aesthetic Expression**

**Graduates will be able to respond with critical awareness to various forms of the arts and be able to express themselves through the arts.**

Students will have opportunities to perform and participate in song, dance, and drama; to create works of art, craft, and drama; and to develop their use of modern technology to demonstrate a variety of forms of cultural expression.

## **Citizenship**

**Graduates will be able to assess social, cultural, economic, and environmental interdependence in a local and global context.**

Students will develop awareness of one's own culture and heritage and develop a respect for that of others.

Study of the Gaelic language provides students with opportunities to interact with the Gaelic community and to deepen their knowledge of a shared heritage. Study of the Gaelic language promotes positive attitudes toward cultural diversity and commonality and fosters students' appreciation for Nova Scotia's diverse heritage and way of life.

Students are given the opportunity to gain an understanding of the contribution of Gaels to the building of this nation, Canada, and to the wider world.

## **Communication**

**Graduates will be able to use the listening, viewing, speaking, reading, and writing modes of language(s) and mathematical and scientific concepts and symbols to think, learn, and communicate effectively.**

Study of the Gaelic language will strengthen the students' understanding of the nature of language and will enhance their study of other languages. Students also have opportunities to explore attendant communication forms such as storytelling, song, music, dance, and the visual arts. Students will be able to explore the ways in which language contributes to cultural identity. Communication in the Gaelic language is very important in the preservation of Gaelic language and culture.



The curriculum emphasizes the spoken word. The ability to communicate effectively involves the correct and appropriate use of language conventions, mechanics, and idioms. Learning about these will enable students to become increasingly competent in their ability to communicate with confidence.

## **Personal Development**

**Graduates will be able to continue to learn and pursue an active, healthy lifestyle.**

Language learning builds self-confidence and encourages the student to become more involved with the community. It fosters pride in accomplishments and achievement. Opportunities arise in Gaelic language learning where the student can become involved in public appearances involving Gaelic music, drama, song, and dance, and to interact on a personal basis with persons of a range of ages in society. For Gaelic speakers, language fluency not only serves to sustain language but it also forms the basis for healthy relationships in the larger community. These relationships are fostered by positive self-concepts and through the recognition and valuing of Gaelic language and culture. The Gaelic language curriculum encourages students to develop into lifelong learners and to be active proponents of the Gaelic language and community.

## **Problem Solving**

**Graduates will be able to use the strategies and processes needed to solve a variety of problems including those requiring language, mathematical, and scientific concepts.**

Language learning is, in essence, a problem-solving activity. Students are encouraged to think critically and creatively. Students will have the opportunity to acquire, process, and interpret information critically and to make informed decisions and/or solve problems individually and/or collaboratively. They will be able to ask questions, make connections and draw conclusions. Students will have the opportunities to develop problem-solving skills through their experiences in using a variety of strategies, resources, and technologies to gain, manage, evaluate, and produce information.

## **Technological Competence**

**Graduates will be able to use a variety of technologies, demonstrate an understanding of technological applications, and apply appropriate technologies for solving problems.**

Technological competence is an essential part of life in this century. Studying Gaelic will offer the students the opportunity to utilize on-line, interactive Gaelic lessons; the opportunity to interact with Gaelic language students from other schools and countries; the opportunity to present findings and interviews using a variety of available technological equipment and programs (e.g., video/digital cameras, tape recorders, video editing, Powerpoint presentations, and website creation); the opportunity to critically evaluate existing Gaelic websites; and to demonstrate an understanding of ethical issues related to the use of technology.

## Organization

Due to the complex and varied schedules for Gaelic language instruction within the school systems, the curriculum is described on a continuum of stages.

## Stages

Stage 1: *Toiseach Tòiseachaidh* / Introduction

Stage 2: *Ceum Air Adhart* / Developing

Stage 3: *Comas* / Independent Use

## Strands

*Còmhradh is Eisteachd* / Speaking and Listening

*Sgrìobhadh is Leughadh* / Reading and Writing

*Aire air Cultur* / Cultural Awareness

**Note:** These three strands should not be treated independently but should be integrated in most activities throughout the course.

## General Curriculum Outcomes

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

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**

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

### ***Aire air Cultur* / Cultural Awareness**

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.

## **Stage 1: Toiseach Tòiseachaidh / Introduction**

### **Theme: Self/Environment**

### **Suggested Topics:**

Names  
Clothing  
Numbers  
Colours  
Feelings  
Days of the Week  
Weather  
Classroom Objects  
Immediate Family  
Actions  
Body

### **Recommended Resources**

**Note:** A complete list of resources is included in this document from which teachers can draw further materials. The following is a suggested list for this stage. Materials marked with an asterisk (\*) are available through special arrangement from Stòrlann, Scotland.

*Facail is Dealbhan*, ISBN: 0861526910

*Gaelic Learning in the Primary Schools* (GLPS)\*

Games from GLPS pack (my house, clothes, days of the week, weather)\*

*Sneachd* (Grian)

*Oidhche Gheambraidh* (Grian), ISBN: 0861520181

*Dadaidh agus an Càr* (Grian): ISBN 0861520084

*Air do Bhonnagan a Ghaoil*, ISBN: 0861526880

*Children's Illustrated Dictionary*, ISBN: 0781807212

Heinemann Story World Series 1 (Stòrlann)

*Eisd is Seinn, Leabhar agus CD* (1994, Highland Regional Council)

*Gluais* CD

## **Stage 2: Ceum Air Adhart / Developing**

### **Theme: Home and Community**

#### **Suggested Topics:**

Extended Family  
Friends  
Food  
Animals  
Around the House  
Land and Sea  
Community Landmarks  
Place Names  
Time  
Communication

### **Recommended Resources**

**Note:** A complete list of resources is included in this document from which teachers can draw further materials. The following is a suggested list for this stage. Materials marked with an asterisk (\*) are available through special arrangement from Stòrlann, Scotland.

*Gaelic Learning in the Primary Schools\**

Games (time, weather, food)\*

*Facail is Dealbhan*, ISBN: 0861526910

*Coineanach! Coineanach!* (Grian), ISBN: 0861520599

*An teaghlach againn*, ISBN: 0861520920

*Leughadh agus Sgrìobhadh 1*

*Eisd agus Seinn* CD (1994, Highland Regional Council)

Heinemann Storyworld Series 1 and 2 (Stòrlann)

*Gaelic Songs in Nova Scotia*, ISBN: 0660001446

*Air Do Bhonnagan a Ghaoil*, ISBN: 08615268 80

## Stage 3: *Comas* / Independent Use

### Theme: Occupations and Pastimes

Suggested topics:

Hobbies/Pastimes  
Preferences  
Special Occasions  
Travel  
Idioms  
Occupations  
Seasonal Activities

### Recommended Resources

**Note:** A complete list of resources is included in this document from which teachers can draw further materials. The following is a suggested list for this stage. Materials marked with an asterisk (\*) are available through special arrangement from Stòrlann, Scotland.

*Gaelic Learning in the Primary Schools* (GLPS)\*

Games from GLPS\*

Heinemann Storyworld Series 2 (Stòrlann)

*Teach Yourself Gaelic-English / English-Gaelic Dictionary*, ISBN:  
9780071426671

*Everyday Gaelic* (with CD), ISBN: 97818747441466

*Leughadh agus Sgrìobhadh: a-muigh agus mun cuairt*

Heinemann Storyworlds *Dealbh Chluich* (Stòrlann)

*Còmhla Cruinn* CD

## Key-Stage Curriculum Outcomes

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

#### General Curriculum Outcome

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.

#### Key Stage Curriculum Outcomes

##### Stage 1: *Toiseach Toiseachaidh / Introduction*

*By the end of the introduction stage, students will be able to*

1. understand and convey some basic everyday courtesy phrases; respond to simple questions about self
2. understand and convey basic information about common topics
3. understand and convey simple language for giving instructions and directions in a school setting

##### Stage 2: *Ceum Air Adhart / Developing*

*By the end of the developing stage, students will be able to*

4. understand and use a variety of everyday courtesy phrases; respond to questions about self
5. understand and use information about common topics and past events
6. understand and use language for giving instructions and directions and respond to same
7. understand and use simple expressions of feelings and opinions

##### Stage 3: *Comas / Independent Use*

*By the end of the independent use stage, students will be able to*

8. understand and use a wider range of courtesy expressions, questions, and answers; respond to questions about self and others
9. understand and use information about common topics, past events, future intentions
10. understand and use more complex language structures for giving instructions and directions and respond to same
11. understand and use a variety of expressions of feelings, opinions, and preferences

## ***Leughadh agus Sgrìobhadh / Reading and Writing***

### **General Curriculum Outcome**

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

### **Key Stage Curriculum Outcomes**

**Stage 1: *Toiseach Toiseachaidh /***  
Introduction

*By the end of the introduction stage, students will be able to*

12. identify familiar words and expressions in print

**Stage 2: *Ceum Air Adhart /***  
Developing

*By the end of the developing stage, students will be able to*

13. read simple signs, phrases, and instructions and demonstrate comprehension

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

**Stage 3: *Comas /***  
Independent Use

*By the end of the independent use stage, students will be able to*

15. read familiar texts to extract specific information

16. read and write to respond to texts using more complex structures

17. create Gaelic texts

## ***Aire air Cultur / Cultural Awareness***

### **General Curriculum Outcome**

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.

### **Key Stage Curriculum Outcomes**

**Stage 1: *Toiseach Toiseachaidh /***  
Introduction

*By the end of the introduction stage, students will be able to*

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

**Stage 2: *Ceum Air Adhart /***  
Developing

*By the end of the developing stage, students will be able to*

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

**Stage 3: *Comas /***  
Independent Use

*By the end of the independent use stage, students will be able to*

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



# Specific Curriculum Outcomes

## **Còmhradh is Eisteachd / Speaking and Listening**

### Stage 1: *Toiseach Tòiseachaidh* / Introduction

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

**General Curriculum Outcome:** 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.

##### **Key Stage Outcome**

*By the end of the introduction stage, students will be able to*

1. understand and convey some basic everyday courtesy phrases; respond to simple questions about self
2. understand and convey basic information about common topics
3. understand and convey simple language for giving instructions and directions in a school setting

##### **Suggestions for Learning and Teaching**

Teachers can

- create a comfortable non-threatening environment where students feel safe taking risks with a new language
- provide opportunities for students to speak to each other within the classroom and throughout the school environment
- encourage interactive language learning activities
- be consistent in embedding common phrases in and out of the instructional area
- use games to introduce a variety of topics (e.g., *Chì mi cat, chì mi peann, chì mi uinneag ...*)
- ask students to identify classroom objects (e.g., *bòrd, sgeilp*)

##### **Specific Curriculum Outcome**

*Students will be expected to*

- 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 understand and use questions and statements regarding name, age, and place of residence
- 2.1 understand 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!*)

##### **Suggestions for Assessment**

Note and record the willingness of students to risk take and participate. Use criteria such as

- frequency of oral participation
- level of confidence in participating
- clarity of voice
- good enunciation of words

Observe the students in role-playing situations and look for evidences of

- spontaneity
- comprehension
- confidence

**General Curriculum Outcome:** 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.

- use pictorial clues and mime to emphasize meaning
- create and use flash cards to create an association between sounds and objects or actions
- use routine in giving class directives (e.g., *Cuir suas do làmh!*)
- model language usage
- provide interactive songs to learn (e.g., names, days of the week, weather)
- use repetition, patterns, songs, and rhymes to enhance listening skills and to increase student participation

Students can

- use simple greetings to address others (e.g., *Madainn mhath!*) In and out of the instructional area
- use listening skills to understand the meaning of expressions
- participate in interactive activities in large and small groups
- identify key objects by listening
- express feelings (e.g., responses to the question *Ciamar a tha thu? Tha mi tinn.*)
- introduce themselves and others (e.g., *Is mise Màiri. Seo Calum.*)
- use mime to demonstrate meaning
- participate in singing and rhyming
- act out requests and commands
- prepare and act out a puppet show demonstrating an understanding of basic courtesy phrases.
- address others and respond (e.g., *A Mhàiri! A Chalum! Seadh*)

- use of new terms
- reaction to others

Use teacher generated checklists or rubrics to assist with assessing.

Note the extent to which students identify, by listening, key objects in the classroom. Criteria could include

- use of correct word order in speaking simple sentences
- accuracy in identification
- frequency of participation

### Notes and Resources

# ***Còmhradh is Eisteachd / Speaking and Listening***

## **Stage 2: *Ceum Air Adhart / Developing***

### **Home and Community**

**General Curriculum Outcome:** 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.

#### **Key Stage Outcome**

*By the end of the development stage, students will be able to*

4. understand and use a variety of everyday courtesy phrases; respond to questions about self
5. understand and use information about common topics and past events
6. understand and use language for giving instructions and directions and respond to same
7. understand and use simple expressions of feelings and opinions

#### **Suggestions for Learning and Teaching**

Teachers can

- ensure a safe non-threatening environment where students feel comfortable taking risks in second language usage
- encourage students to use Gaelic in the classroom, in the school, and in the community environment
- provide props such as food items, dishes, clothing to use in modelling
- provide hands-on activities (e.g., food preparation, and field trips, for vocabulary development)
- embed common phrases, expressions, and directives in daily routine
- provide interactive songs to assist in learning new terms and expressions

#### **Specific Curriculum Outcome**

*Students will be expected to*

- 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 understand 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.*)

#### **Suggestions for Assessment**

Observe the students in role-playing situations and look for evidences of

- spontaneity
- comprehension
- confidence
- use of new terms
- reaction to others
- *blas* (the Gaelic sound)

When students participate in talking circles or discuss events, note the extent to which students

- convey clear ideas, feelings, or impressions
- focus on the given topic
- use a range of vocabulary

**General Curriculum Outcome:** 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.

- read *sgeulachdan* aloud to students to convey meaning
- give students the opportunity to hear, repeat, and use the language
- give students the opportunity to follow routine classroom directions in Gaelic on a daily basis (e.g., *fosgail an leabhar, faigh do pheann*)
- provide the opportunity to visit the local community to identify the various buildings (e.g., *an eaglais, an stòr*)

Students can

- portray information about personal experiences
- participate in talking circles and interactive activities
- use role play to facilitate language usage and experimentation
- express likes and dislikes for food and drink (e.g., *Is toigh leam bainne.*)
- discuss past events (e.g., the answer to the question *Dè bha thu a'dèanamh an raoir?*)
- describe feelings (e.g., *Tha an t-acras orm, tha am pathadh orm.*)
- give instructions in the classroom (e.g., *Tòisich thusa.*)
- describe their own community
- express desires (e.g., *Tha mi ag iarraidh aran.*)
- interview each other about feelings and/or past events
- ask, and respond to, basic questions and directions
- listen to *sgeulachdan* to extract meaning
- describe situations from past events, from photographs or pictures
- participate in singing sessions

- convey mood or feeling
- follow or present a sequence of events

Use teacher generated check lists or rubrics to assist with assessment

As students participate in communication activities, note the extent to which they

- take risks
- speak clearly
- listen actively to instructions
- choose appropriate expressions
- support and encourage peers
- approximate pronunciation in Gaelic

### Notes and Resources

# **Còmhradh is Eisteachd / Speaking and Listening**

## **Stage 3: Comas / Independent Use**

### **Occupations and Pastimes**

**General Curriculum Outcome:** 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.

#### **Key Stage Outcome**

*By the end of the Independent Use stage, students will be able to*

8. understand and use a wider range of courtesy expressions, questions, and answers; respond to questions about self and others
9. understand and use information about common topics, past events, future intentions
10. understand and use more complex language structures for giving instructions and directions and respond to same
11. understand and use a variety of expressions of feelings, opinions, and preferences

#### **Suggestions for Learning and Teaching**

Teachers can

- provide opportunities for students to converse independently in pairs or groups
- create opportunities for students to participate in public speaking
- create a non-threatening, safe environment for engaging students in language learning
- provide role-playing situations
- give students the opportunity to hear, repeat, and use the language
- provide video cameras and/or digital voice recorders so that students may self-evaluate
- read stories aloud so that students can extract meaning
- provide a collection of working songs (e.g., milling, spinning)
- expose students to different dialects and to a variety of idiomatic expressions

#### **Specific Curriculum Outcome**

*Students will be expected to*

- 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

#### **Suggestions for Assessment**

Observe student interaction and note the extent to which students

- understand each other
- are able to respond and react to questioning
- use an extended vocabulary and new structures
- self-correct
- support and encourage one another
- actively listen to each other

When public speaking, note the extent to which students

- use new structures and vocabulary
- project their voices
- use inflection and expression
- speak clearly and with fluency
- are comfortable with a second language

**General Curriculum Outcome:** 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.

Students can

- role-play situations (e.g., going on a vacation; interview for a job)
- participate in interactive games (e.g., *Dè th'annam? Cò mise? Càite bheil mi?*)
- create a Gaelic talk show
- emcee an event (e.g., *cèilidh*)
- profile a favourite celebrity and take on the role of that person
- play sports (e.g., soccer using Gaelic expressions for instructions. *Breab e! An seo! Ruith!*)
- interview each other about likes, dislikes, and preferences (e.g., *Dè an leabhar is fheàrr leat?*)
- converse with others, respond, and ask questions in small- and large-group discussions about future plans.
- listen to short selections of text and illustrate to convey meaning
- explore and learn working songs and study their value in the various occupations
- listen to selections from storybooks to extract meaning
- create audio versions of text

Encourage students to self-assess. Consider how often they or their peers

- ask/answer questions
- initiate conversation
- self-correct
- use Gaelic to ask for assistance (e.g., *Dè tha \_a'ciallachadh?*)
- use correct pronunciation
- spontaneously use appropriate Gaelic comments
- attempt to use new structures

### Notes and Resources

# **Sgrìobhadh is Leughadh / Reading and Writing**

## Stage 1: *Toiseach Tòiseachaidh / Introduction*

### **Self / Immediate Environment**

**General Curriculum Outcome:** Students will be able to make connections between the spoken and written word in Gaelic.

#### **Key Stage Outcome**

*By the end of the introduction stage, students will be able to*

- 12. identify familiar words and expressions in print

#### **Suggestions for Learning and Teaching**

Teachers can

- display signs and labels of common objects in the classroom (e.g., *peann, balla*)
- create flash cards with pictures and corresponding words
- encourage students to identify and read posted signs
- provide an illustrated version of the Gaelic alphabet
- create charts of like-sounding Gaelic words
- read from books on familiar topics or familiar stories
- provide a written version of student first names and surnames
- provide opportunities for students to match the aural sounds to the written word
- create and display illustrated signs of common expressions (e.g., *Oidhche Mhath*)
- identify familiar Gaelic words from prior knowledge and display on a word wall (e.g., *cù, cèilidh*)

Students can

- identify and read their own names in print
- identify, by reading, key words in the classroom (e.g., *bòrd, doras, leabhar*)
- begin to read simple sentences (e.g., *Tha mi beag*)
- respond to direct questions and be able to answer to *Cò?* and *Dè?*
- explore the Gaelic alphabet

#### **Specific Curriculum Outcome**

*Students will be expected to*

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

#### **Suggestions for Assessment**

Note the extent to which students

- identify, by viewing, key objects in the classroom
- identify, by representing, key objects in the classroom

When reading, note the extent to which students

- use correct pronunciation
- identify key words and expressions correctly
- use intonation

Note the extent to which students

- participate
- volunteer answers
- risk take

When creating pictorial text, note the extent to which students

- create accurate pictorial text
- respond to pictorial text

**General Curriculum Outcome:** Students will be able to make connections between the spoken and written word in Gaelic.

- read and respond to calendar activities (e.g., holidays, days of the week, seasons)
- match pictures with words (e.g., body parts—*ceann, cas*)
- create posters related to theme topics and/or the letters of the alphabet
- create personal pictorial dictionaries
- create personal information cards (e.g., *Is mise Màiri. Tha mi deich. Tha mi ...*)
- begin to write more simple sentences (e.g., *Tha mi fuar*)
- create flash cards with pictures and words to display in class
- create posters that reflect feelings (e.g., *Tha mi sgìth*)

**Notes and Resources**



# **Sgrìobhadh is Leughadh / Reading and Writing**

## Stage 2: *Ceum Air Adhart* / Developing

### **Home/Community**

**General Curriculum Outcome:** Students will be able to make connections between the spoken and written word in Gaelic.

#### **Key Stage Outcome**

*By the end of the developing stage, students will be able to*

13. read simple signs, phrases, and instructions and demonstrate comprehension
14. read and respond to texts consisting of familiar language in a familiar context

#### **Suggestions for Learning and Teaching**

Teachers can

- provide labelled posters focussed on the home and community
- supply text pertinent to the topics of home and community
- use repetition, patterns, songs, and rhymes to enhance listening, speaking, and writing skills
- provide simple plays for students to read and act out
- photograph and display selections of Gaelic road signs for reading and identification
- provide suitable storybooks for students to read
- provide a non-threatening environment
- provide written models and activities illustrating sentence structures and word order
- display student work

Students can

- begin to write more detailed sentences giving time and location and including past events
- create a labelled family tree identifying each family member (e.g., *piuthar, athair*)
- compose a simple character sketch of a family member

#### **Specific Curriculum Outcome**

*Students will be expected to*

- 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

#### **Suggestions for Assessment**

When students create text, give priority to the message before the form. However, correction and precision are still important in their role in communication. Check for

- correct word order
- level of comprehension
- correct use of tenses
- use of appropriate vocabulary
- use of new words and expressions
- sequencing of events

As students work on creative projects, note the extent to which they

- focus on the topic or theme
- seek assistance
- provide accurate word order
- sequence the information
- use appropriate vocabulary and expressions
- use checklists or rubrics

**General Curriculum Outcome:** Students will be able to make connections between the spoken and written word in Gaelic.

- compile questions for an interview with a family member using a variety of interrogatives (*Cò? Dè? Cuine? Càite? Cia mbeud?*)
- express emotions (e.g., hunger, thirst, desires; *Is toigh leam buntàta. Tha an t-acras orm.*)
- compose e-mails or simple letters in Gaelic using a model passage
- answer questions on a story to demonstrate comprehension
- create a personal dictionary of new words and expressions
- create and perform a simple puppet show
- create a portfolio about your home and community with simple descriptive sentences
- participate in singing sessions and illustrate a verse of a song to demonstrate meaning
- read Gaelic storybooks to extract meaning
- research the existence and origin of Gaelic place names in their school geographic area
- create a labelled scrapbook or model of community buildings
- illustrate a verse of a song to demonstrate meaning
- listen to text and extract meaning
- read text and extract meaning
- create journal entries on topics of interest

**Notes and Resources**

# **Sgrìobhadh is Leughadh / Reading and Writing**

## Stage 3: *Comas* / Independent Use

### **Occupations and Pastimes**

**General Curriculum Outcome:** Students will be able to make connections between the spoken and written word in Gaelic.

#### **Key Stage Outcome**

*By the end of the independent use stage, students will be able to*

15. read familiar texts to extract specific information
16. read and write to respond to texts using more complex structures
17. create Gaelic texts

#### **Suggestions for Learning and Teaching**

Teachers can

- create presentations on occupations and/or pastimes and present to students
- provide job applications for students
- provide a selection of books (with audio, if available) for students to read for pleasure
- provide a selection of action songs focussed on work
- provide games based on occupations
- provide business letters for students to use as samples
- encourage students to read aloud in a non-threatening environment
- encourage students to share their creative writing with their peers
- engage students in discussion on how they best learn a second language
- encourage students to reflect on their writings

#### **Specific Curriculum Outcome**

*Students will be expected to*

- 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)

#### **Suggestions for Assessment**

When students collect their work in a portfolio, note the extent to which

- student work has improved through time
- the work is accurate
- an extended vocabulary is used
- idioms are introduced
- the samples are organized

When students work collaboratively, note

- the level of participation of each student
- the motivation of each student
- the extent to which work is shared
- the level of support given to each other

**General Curriculum Outcome:** Students will be able to make connections between the spoken and written word in Gaelic.

Students can

- express ideas, thoughts, feelings, and preferences in writing for self and others
- give reasons for actions, feelings, and preferences
- create more complex sentences
- create a Gaelic newsletter, newspaper, brochure, short story, or résumé
- respond to a job advertisement
- compose formal letters for seeking employment
- research a particular occupation and write a brief description
- create a Gaelic play, comic strip, and/or game
- report on an imaginary trip, past or future
- become a reading buddy for younger children
- act out and perform a play to facilitate language usage
- create a portfolio of written materials
- create illustrated text for a younger audience
- create a detailed character sketch on a well-known personality
- prepare a lesson to teach to a younger audience or peers
- develop a Gaelic language workshop

When reading, note

- the confidence level of the reader
- the use of expression, intonation, and fluency when reading
- the ability to cope with new words

When assessing written material, identify criteria such as the extent to which

- language is understandable
- correct word order is followed
- appropriate tenses are used
- time sequence is relevant and accurate
- new challenging words and expressions are used

**Notes and Resources**

## ***Aire air Cultur / Cultural Awareness***

### **Stage 1: *Toiseach Tòiseachaidh / Introduction***

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

**General Curriculum Outcome:** Students will be expected to develop an appreciation for and understanding of, and make connections to, Gaelic culture through its various contexts and expressions of Gaelic language.

##### **Key Stage Outcomes**

*By the end of the introduction stage, students will be able to*

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

##### **Suggestions for Learning and Teaching**

Students and teachers can

- in groups, brainstorm ideas about tradition, heritage, language, and culture
- create a word wall of ideas to do with culture
- highlight similarities and differences in cultures
- identify family origins, and be able to recite "*sloinneadh*"
- share and celebrate family customs and traditions from the Gaelic culture and other cultures, and look for similarities
- identify community Gaelic speakers, invite them to class, and participate in storytelling circles
- identify Gaelic place names in the local area and create a map/board game pertaining to those names (e.g., Lochaber, Iona, Inverness, Skye Glen, Arisaig)
- invite a guest speaker to discuss traditions and customs (e.g., weather observations, Halloween, New Year, weddings)
- participate in a local *cèilidh*, concert, or festival that celebrates culture
- arrange for a classroom milling frolic
- create their own verse for a milling song
- search for signs of cultural diversity in the community

##### **Specific Curriculum Outcomes**

*Students will be expected to*

- 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

##### **Suggestions for Assessment:**

In the event of having guests, note the extent to which students

- respect and welcome the guest
- are prepared to ask pertinent questions
- participate in discussion
- communicate clearly

When students participate in an event, note the extent to which students

- are able to recount ideas or impressions
- organize and sequence events
- select information relevant to Gaelic culture

When students engage in discussion about culture, note the extent to which they

- show an interest in cultures other than their own
- contribute ideas about other cultures
- share information about their culture
- respect other cultures

**General Curriculum Outcome:** Students will be expected to develop an appreciation for and understanding of, and make connections to, Gaelic culture through its various contexts and expressions of Gaelic language.

- sing songs, recite rhymes, and perform dance typical of the Gaels
- celebrate Gaelic Month in Nova Scotia (May) with a variety of activities (e.g., a cultural festival)
- on a weekly rotation system, celebrate the culture of a particular student

**Notes and Resources**

# ***Aire air Cultur / Cultural Awareness***

## **Stage 2: *Ceum Air Adhart / Developing***

### **Home/Community**

**General Curriculum Outcome:** Students will be expected to develop an appreciation for and understanding of, and make connections to, Gaelic culture through its various contexts and expressions of Gaelic language.

#### **Key Stage Outcome**

*By the end of the developing stage, students will be able to students will be able to*

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

#### **Suggestions for Learning and Teaching**

Teachers and students can

- search for evidences of cultural diversity in the Nova Scotia community
- organize a cultural fair in the school and/or community
- research, organize, and implement a Highland games competition between classes
- research and prepare traditional foods (e.g., *bonnach*, *fuarag*)
- expose students to the lifestyle of the Gaels through visits to Highland Village, Hector Museum in Pictou, Celtic Music Interpretive Centre in Judique, or local museums
- organize and participate in an event traditionally celebrated by the Gaels (e.g., *Samhainn*)
- investigate traditional pastimes and games
- invite Gaels from the community to share their life experiences; conduct interviews
- identify Gaelic place names in Nova Scotia and create a map/board game pertaining to place names

#### **Specific Curriculum Outcomes**

*Students will be expected to*

- 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

#### **Suggestions for Assessment**

When students organize an event, note the extent to which students

- collaborate
- generate ideas
- foresee problems and engage in problem solving
- participate actively in organizing and planning
- contribute to the success of the event
- reflect on experiences from participation in the event

When students participate in field trips, note the extent to which they

- make observations
- ask pertinent questions
- recognize and identify Gaelic words
- make connections to their own lives and culture
- show respect to the hosts
- reflect on experiences from participation in the event

**General Curriculum Outcome:** Students will be expected to develop an appreciation for and understanding of, and make connections to, Gaelic culture through its various contexts and expressions of Gaelic language.

- peruse translations of locally composed songs to gain insight into the life of the Gaels at specific time periods (e.g., *Oran do Cheap Breatuinn* by Dan Alex MacLeod, *A' Choille Ghruamach* by the Bard MacLean)
- examine several locally composed songs and explore the purpose of the songs (e.g., *Cumha Cheap Breatuinn* by Allan the Ridge MacDonald)
- identify Gaelic place names in the local area and create a map/board game pertaining to those names (e.g., Lochaber, Iona, Inverness, Skye Glen, Arisaig)
- search for signs of cultural diversity in the community

When students complete research or investigations, or interview community members, criteria for assessment should include

- preparedness
- formulation of appropriate questions
- following through on answers
- organization of information
- completeness of presentation
- documentation of sources

### **Notes and Resources**



## ***Aire air Cultur / Cultural Awareness***

### Stage 3: *Comas / Independent Use*

#### **Occupations and Pastimes**

**General Curriculum Outcome:** Students will be expected to develop an appreciation for and understanding of, and make connections to, Gaelic culture through its various contexts and expressions of Gaelic language.

##### **Key Stage Outcome**

*By the end of the independent use stage, students will be able to*

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

##### **Suggestions for Learning and Teaching**

Students and teachers can

- establish pen pals / e-pals with students studying Gaelic in other parts of Canada or in other countries
- invite musical performers (e.g., during Celtic Colours week, into the classroom to share their diverse musical and cultural expertise)
- use song to gain glimpses into the past history of the Gaels
- plan and organize a *cèilidh* for the public highlighting the many aspects of Gaelic culture
- research the influence of traditional stories on the Gaelic arts such as paintings, textiles (woven items, quilts)
- apply modern day interpretations to Gaelic proverbs
- examine the reasons for differences in Gaelic singing styles internationally
- research and critically evaluate web-based information on Gaelic using pre-determined criteria (e.g., scavenger hunt)
- examine the role of Gaelic organizations, Government, and the community in Nova Scotia in preserving and maintaining the language
- invite guests who are skilled at traditional crafts

##### **Specific Curriculum Outcomes**

*Students will be expected to*

- 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

##### **Suggestions for Assessment**

When students organize an event, note the extent to which they generate ideas

- collaborate with peers
- contribute to the planning and organization
- foresee and solve problems
- participate in the event
- reflect on the process

When students research and critically evaluate web-based information on Gaelic, criteria could include

- extent of use of Gaelic language
- range of activities
- intended audience / participants
- value to the language learner
- bias

Create rubrics to assess the level of success of research projects. Use criteria such as

- use of diverse sources of information
- accurate recording of sources
- organization and clarity of findings
- completeness of presentation

**General Curriculum Outcome:** Students will be expected to develop an appreciation for and understanding of, and make connections to, Gaelic culture through its various contexts and expressions of Gaelic language.

- interview community members who organize cultural events
- use interviewing skills to record the stories of people who use Gaelic in their everyday lives

**Notes and Resources**

## Language Structures

The following is a compilation of language structures to be mastered at the introduction, developing, and independent use stages of the Gaelic curriculum for the elementary and junior high schools. Where examples are given in singular form in this summary, plural and emphatic forms should also be taught. Local idioms should also be patterned and encouraged.

<b>Stage 1: Toiseach Tòiseachaidh / Introduction</b>	<b>Stage 2: Ceum Air Adhart / Developing</b>	<b>Stage 3: Comas / Independent Use</b>
<ul style="list-style-type: none"> <li>• A Mhàiri! A Sheumais! Seadh.</li> <li>• 'S mise Mairead. Seo Alasdair. Sin Calum.</li> <li>• Madainn mhath. Oidhche mhath</li> <li>• Feasgar Math. Latha math.</li> <li>• Ciamar a tha thu / sibh? Tha mi gu math, tapadh leat / leibh.</li> <li>• Ma's e do thoil e.</li> <li>• Beannachd leat / leibh. Mar sin leat / leibh.</li> <li>• 'S e do bheatha.</li>   <li>• Cò thusa?</li> <li>• Dè'n t-ainm a th'ort? Is mise _____</li> <li>• Dè'n aois a tha thu?</li> <li>• Cò às a tha thu? Cò às a tha thu fhèin?</li> <li>• A bheil thu deiseil?</li>   <li>• Thig a-steach. Thig a-staigh.</li> <li>• Suidh sìos. Seas. Seasaibh.</li> <li>• Cuir suas do làmh. Greas ort. Fuirich mionaid. Stad. Fhalbh.</li> <li>• Bi socair. Bi sàmhach. Cuir dhìot do chòta. Cuir ort do mhiotagan. Coimhead seo. Seall. Bi modhail. Dùin an doras. Fosgail an doras. Dèan cearcall. Dèanaibh sreath. Na ruith. Mar sin. Mar seo.</li>   <li>• A bheil? Tha / Chan eil</li> <li>• Cò tha? Dè tha? Ciamar a tha? Càite bheil?</li> <li>• Dè tha sin / Dè tha seo?</li> <li>• Cò tha sin? Cò tha seo?</li> <li>• Chan eil sìon. Chan eil duine.</li> <li>• Am faod mi dhol a-mach? Faodaidh / chan fhaod.</li> <li>• Dè tha _____ a' ciallachadh?</li> <li>• Ciamar a chanas tu _____ anns a' Ghàidhlig?</li> <li>• Dè tha ceàrr?</li> </ul>	<ul style="list-style-type: none"> <li>• Tha mi duilich.</li> <li>• Gabh mo leisgeul.</li> <li>• Tha mise coma.</li> <li>• Mo thogair.</li> <li>• Chan eil dona. Meadhanach.</li> <li>• Chan eil mi gad thuigsinn.</li> <li>• Abair a-ris e. Can a-ris e.</li> <li>• Feumaidh mi falbh.</li> <li>• Chì mi thu/sibh am màireach.</li>   <li>• Càite bheil thu a'fuireach?</li> <li>• Dè'n àireamh fòn a th'agad?</li> <li>• A bheil cù agad?</li> <li>• A bheil Gàidhlig agad?</li>   <li>• Fosgail do leabhar. Tòisich thusa. Cò nis?</li> <li>• Abair a-ris e. Fuirich mionaid. Gabh air do shocair. Fhalbh mach. Croch do chòta. Tog do pheann. Dùisg. Eist. Gabh òran. Siuthad. Trobhad. Cuir air/às an solas. Thoir an aire. Tha mise coma. Mo thogair. Seasaibh ann an sreath. Greasaibh oirbh.</li>   <li>• An robh? Bha/Cha robh.</li> <li>• Cò bha? Dè bha? Cuine bha? Cia mheud a bha? Càit'an robh? Ciamar a bha?</li> <li>• An gabh thu glainne bainne? Gabhaidh / Cha ghabh.</li> <li>• Dè chì thu? Cò chì thu?</li> <li>• Dè fhuair thu ?</li> <li>• Ciamar a litricheas tu _____?</li> <li>• An e Calum a tha seo? 'S e / Chan e</li> <li>• An e sin do leabhar?</li> <li>• Cò leis a tha seo? Tha e le lain.</li> <li>• Cha robh an àite.</li> </ul>	<ul style="list-style-type: none"> <li>• Dè do chor?</li> <li>• Tha i brèagha an diugh, nach eil?</li> <li>• Dè'n obair a th'agad?</li> <li>• A bheil Gàidhlig agad?</li> <li>• Nach math sin!</li> <li>• Tha sin mìorbhuileach</li> <li>• Tha mi beò fhathast.</li>   <li>• Cò tha a'fuireach còmhla riut?</li> <li>• Dè tha dol agad? Chan eil mòran. Tha gu leòr</li> <li>• Dè do bheò?</li> <li>• Dè do naidheachd?.</li>   <li>• Bruidhinn gu socair. Tog do ghuth. Rach sìos an staidhre. Coisich suas an staidhre. Rach gu do làimh chli. Sgrìobh ugam. Thoir dhomh sin. Cuir sin sìos. Breab am ball. Ruith luath, luath, luath. Na ruith. Na seinn. Dèan suidhe. Na gabh dragh.</li>   <li>• Am bi? Bidh. Cha bhi.</li> <li>• Cò/dè/cuine/cia mheud/ciamar/carson a bhitheas? Càit'am bi?</li> <li>• Chaidh/fhuair/rinn/chunnaic/ràinig/thàinig/ghabh/</li> <li>• Chì/nì/gabhaidh/faodaidh/ gheibh/ thèid</li> <li>• An e nurs a th'annam? 'Se/Chan e</li> <li>• Tha cèilidh ann a-nochd.</li> </ul>

<b>Stage 1: Toiseach Tòiseachaidh / Introduction</b>	<b>Stage 2: Ceum Air Adhart / Developing</b>	<b>Stage 3: Comas / Independent Use</b>
<ul style="list-style-type: none"> <li>• Mi , thu, e, i, sinn sibh. iad</li> <li>• mise, thusa,</li> <li>• mi-fhèin/mi-fhìn, thu fhèin, sibh fhèin</li> <li>• agam, agad, agaibh, againn</li>   <li>• Glè mhòr, glè bheag,</li> <li>• gu math</li>   <li>• Tha mi sgìth, fuar, tinn, leisg, brònach, sona, mosach</li>   <li>• Dè'n latha th'ann an diugh?</li> <li>• Diluain, Dimàirt, Diciadain, Diardaoin, Dihaoine, Disathairne, Didòmhnaich neo Latha na Sàbaid.</li> <li>• anns a' mhadainn, feasgar, air an oidhche</li> <li>• Dè'n seòrsa latha th'ann? Tha i fuar, stoirmeil, brèagha, mosach, bog, blàth,</li> <li>• an Nollaig, a' Bhliadhn' Ur, A'Chàisg, Oidhche Shàmhna</li>   <li>• Air an rathad, aig an taigh, anns an sgoil</li> <li>• anns a' mhuir, anns a' bheinn</li>   <li>• Dè tha thu a' dèanamh?</li> <li>• Tha mi a' ruith, a' coiseachd, a' seinn, ag iasgach, ag ithe, ag òl, a' snàmh ...</li>   <li>• Làmh, ceann, cas, òrdag ...</li> </ul>	<ul style="list-style-type: none"> <li>• An toil leat ...? Is toil leam ... Cha toil leam ('S toil/ Cha toil.)</li> <li>• Cò is toil leat? Dè is toil leat? (Is toigh leam, leat, etc. are also commonly found.)</li>   <li>• leam, leat, leis, leatha, leinn, leibh , leatha</li> <li>• orm, ort, air, oirre, oirnn, oirbh, orra</li> <li>• agam, agad, aige, aice, againn, agaibh, aca</li>   <li>• Cho mòr, cho beag</li>   <li>• uabhasach fuar</li> <li>• gàbhaidh teth</li> <li>• cuimseach blàth</li>   <li>• Tha i fliuch, fionnar, àluinn, teth, ceòthail.</li> <li>• Seachdain, mìos, bliadhna</li> <li>• an-dè, an-diugh, a-màireach</li> <li>• a-raoir, a-nochd</li> <li>• Dè'n uair a tha e? Tha e uair, dà uair, trì uairean, ceithir uairean</li> <li>• Tha e leth uair an dèidh còig.</li> <li>• Tha e cairteal gu sia.</li> <li>• Tha e cairteal an dèidh seachd.</li>   <li>• aig an taigh bheag, aig an uinneig</li> <li>• dhan sgoil, dhan bhùth, dhan stòr</li>   <li>• Tha an t-acras orm. Tha am pathadh orm.</li> <li>• Tha mi ag iarraidh biadh agus deoch.</li>   <li>• Buntàta, feòil, ùbhal, aran ...</li> </ul>	<ul style="list-style-type: none"> <li>• An fheàrr leat ...? Is fheàrr leam/ Chan fheàrr leam ('S fheàrr/Chan fheàrr.)</li> <li>• Cò is fheàrr leat? Dè is fheàrr leat? Aran neo ìm?</li> <li>• Is beag orm ... Is lugha leam ...</li> <li>• Carson is toil leat?</li> <li>• Oir ...</li>   <li>• rium, riut, ris, rithe, rinn, ribh, riutha</li> <li>• leamsa, leatsa ...</li> <li>• Ormsa, ortsa ...</li> <li>• Agamsa, agadsa ...</li> <li>• Annam, annad, ann, innte, annainn, annaibh, annata</li>   <li>• Ro mhòr. Ro bheag</li> <li>• coltach ri</li> <li>• nas motha na, nas lugha na</li> <li>• cho fuar ri, cho teth ri</li>   <li>• eireachdail</li> <li>• sgoinneil</li> <li>• easgaidh</li>   <li>• Tha i a' cur an t-sneachd. Tha flinne ann. Tha i reòidhte. Tha clach mheallain ann.</li> <li>• Am-bliadhna, an-uiridh, a' bhòn-uiridh, an ath-bhliadhna</li> <li>• Tha e còig mionaidean an dèidh sia.</li> <li>• Tha e fichead mionaid gu naoi.</li> <li>• Am Faoilleach, an Gearran, am Màrt ...</li> <li>• An samhradh, am foghar, an t-earrach, an geamhradh</li> <li>• as t-earrach, as t-fhoghar, as t-samhradh, anns a' gheamhradh</li>   <li>• ri taobh na beinne</li> <li>• fon bhòrd</li>   <li>• nam shuidhe, nam sheasamh, nam ruith, nam chadal, nam shìneadh</li>   <li>• Dè tha bhuat?</li>   <li>• Cleasan, fuaigheal, fighe, leughadh ...</li> </ul>

<b>Stage 1: Toiseach Tòiseachaidh / Introduction</b>	<b>Stage 2: Ceum Air Adhart / Developing</b>	<b>Stage 3: Comas / Independent Use</b>
<ul style="list-style-type: none"> <li>• Briogais, seacaid, còta, miotagan ...</li> <li>• Buidhe, dearg, òr, dubh ...</li> <li>• Uinneag, bòrd, sgeilp, leabhar ...</li> <li>• Aon, dhà, trì, ... fichead ceud, mìle, leth-cheud, Ceud mìle fàilte!</li> <li>• Piuthar, bràthair, màthair ...</li> <li>• Mo phiuthar, do bhràthair ...</li> <li>• cù dubh, piseag gheal</li> </ul>	<ul style="list-style-type: none"> <li>• Bò, each, muc, gobhar ...</li> <li>• Beinn, cnoc, loch, muir ...</li> <li>• Staidhre, cidsin, gàradh, simileir ...</li> <li>• Trìthead, ceathrad, caogad ...</li> <li>• Ochdad 's a còig ...</li> <li>• millean, billean</li> <li>• Seanair, seanmhair, co-ogha, uncail, sinn-seanair ...</li> <li>• Mo, do, a, a, ar, ur, an</li> </ul>	<ul style="list-style-type: none"> <li>• Dùthchanan cèin, port adhair, tacsaidh, aiseag, trèan ...</li> <li>• Co-là breith, Nollaig, banais, fèis ...</li> <li>• Iomain, ball-coise, rugbaidh ...</li> <li>• Dotair, saor, clèireach, nurs ...</li> </ul>



# Resources

The following is a list of suggested resources for Gaelic in elementary and junior high schools in Nova Scotia. Please note that many of these resources have been purchased by the Department for classroom use and can be acquired upon request to English Program Services, PO Box 578, Halifax NS B3J 2S9.

*Facal Furasta* Units

*Gaelic Learning in the Primary Schools* (GLPS) Training Folder

GLPS Training Programme CDs

GLPS *Geamannan* (e.g., *Geamannan: Uair/Sìde/Biadh*)

*Geamannan: An Taigh, Cairtean Còmhraidh, Aodach* (lotto), *Aireamhan* (lotto), *Laithean na Seachdain* (lotto), *Peataichean* (lotto)

*Postairean*

*Facail is Dealbhan*, ISBN: 0861526910

*An Teaghlach Againn* (Grian), ISBN: 0861520920

*Sneachd* (Grian)

*Oidhche Gheambraidh* (Grian), ISBN: 0861520181

*Dadaidh agus an Càr* (Grian), ISBN: 0861520084

*A' Togail a' Bhuntàta* (Grian)

*Coineanaich! Coineanaich!* (Grian), ISBN: 0861520599

*Air do Bhonnagan a ghaoil*, ISBN: 0861526880

Gaelic Map of the World / *Map-Balla an t-saoghail*, ISBN: 0007692714

Gaelic Map of Scotland / *Map Gàidhlig de dh'Alba*, ISBN: 1904730477

Heinemann Storyworlds *Dealbh Chluich*, ISBN: 1904730329 and 1904730345

*Teach Yourself Gaelic–English / English–Gaelic Dictionary*, ISBN: 9780071426671

*The Illustrated Gaelic–English Dictionary* compiled by Edward Dwelly, ISBN: 9781841581095

*Gràmar na Gàidhlig*, ISBN: 0861527534

*Gaelic Songs in Nova Scotia*, ISBN: 0660001446

*Collins Clans and Tartans*, ISBN: 0004725018

*World Tartans Collins and Brown*, ISBN: 1552671798

*Gaelic Proverbs*, ISBN: 9781874744146

*Everyday Gaelic* with CD, ISBN: 97818747441466

*Teach Yourself Gaelic* with CD, ISBN: 9780071418843

*Gluais* (leabhar +CD), No ISBN available (Stòrlann)

*Children's Illustrated Dictionary*, ISBN: 0781807212

*Gaelic Verbs Systemized and Simplified*, ISBN: 9781904246138

*Leughadh agus Sgrìobhadh 1*, ISBN: 0973360054

*Leughadh agus Sgrìobhadh A-muigh agus mun Cuairt*, ISBN: 9780973360073

Heinemann Storyworld Series *Sreath 1*

*Spògan Salach* by Dee Reid, ISBN: 0861522672

*A'Chearc Bheag Ruadh* by Diana Bentley, ISBN: 0861522877

*An Tuirneap Mòr* by Diana Bentley, ISBN: 0861522826

*Am Bonnach Mòr* by Diana Bentley, ISBN: 086152277X

*An Leomhann agus an Luchag* by Diana Bentley, ISBN: 0861522923

*Càite Bheil e?* by Diana Bentley, ISBN: 0861522036

*Càite Bheil an Leabhar?* by Diana Bentley, ISBN: 0861522974  
*Anns an Sgoil* by Diana Bentley, ISBN: 0861522087  
*An t-Uilebheist* by Diana Bentley, ISBN: 0861522133  
*Cò tha seo?* by Dee Reid, ISBN: 0861522575  
*Air Chall* by Dee Reid, ISBN: 0861522729  
*Mata Mòr a'dol air saor laithean* by Dee Reid, ISBN: 0861522524  
*Co là Breith Mhata Mhòir* by Dee Reid, ISBN: 0861522478  
*Mata Mòr anns a'phairc* by Dee Reid, ISBN: 0861522370  
*Mata Mòr air chuairt* by Dee Reid, ISBN: 086152242 7  
*Boo!* by Dee Reid, ISBN: 0861522621

### *Sreath 2*

*Micheal mì-mhodhail* by Keith Gaines, ISBN: 086152263X  
*Micheal Tapaidh* by Keith Gaines, ISBN: 0861522737  
*A'Cuideachadh* by Keith Gaines, ISBN: 0861522583  
*An Sionnach agus a'Chorra Gheal* by Keith Gaines, ISBN: 0861522834  
*Na Mathain agus a'Mhil* by Keith Gaines, ISBN: 086152 2931  
*A'Chailleach agus a'Chearc* by Keith Gaines, ISBN: 0861522788  
*An Sionnach agus an Coinneanach* by Keith Gaines, ISBN: 0861522885  
*Bingo agus an Slaman Milis* by Dee Reid, ISBN: 0861522532  
*O mo chreach* Dee Reid, ISBN: 0861522389  
*Bingo a'Cluich* by Dee Reid, ISBN: 0861522435  
*Bingo agus an Cnàimh* by Dee Reid, ISBN: 0861522486  
*Montaidh agus Trèan nan Taibhs* by Diana Bentley, ISBN: 0861522330  
*Montaidh agus am Partaidh* by Diana Bentley, ISBN: 0861522184  
*Montaidh aig an Tràigh* by Diana Bentley, ISBN: 0861522338  
*Montaidh agus am Burgar* by Diana Bentley, ISBN: 0861522281

*Bluenose Ghosts* by Helen Creighton, ISBN: 0070777098



## Suggested Websites

Note: some of these sites may have changed since last accessed.

<a href="http://gaelic.ca">gaelic.ca</a>	<i>Comhairle na Gàidhlig</i> / The Nova Scotia Gaelic Council
<a href="http://gaelicbooks.com">gaelicbooks.com</a>	Siol Cultural Enterprises (Gaelic books)
<a href="http://acgamerica.org">acgamerica.org</a>	<i>An Comunn Gàidhealach Ameireaganaich</i>
<a href="http://acgamerica.org/links/scotlinks.html">acgamerica.org/links/scotlinks.html</a>	Links to useful Gaelic sites.
<a href="http://www.gaelicbooks.net">www.gaelicbooks.net</a>	<i>Comhairle nan Leabhraichean</i> (Gaelic Books Council, Scotland)
<a href="http://www.storlann.co.uk">www.storlann.co.uk</a>	School purchases of Gaelic books.
<a href="http://www.bbc.co.uk/scotland/alba">www.bbc.co.uk/scotland/alba</a>	BBCAlba (games, educational materials, recorded programs)
<a href="http://www.cnag.org">www.cnag.org</a>	<i>Comunn na Gàidhlig</i> (Scottish Gaelic Development Agency)
<a href="http://feisean.org">feisean.org</a>	Information on <i>Fèisean</i> and music in Scotland.
<a href="http://gaelicworld.ca">gaelicworld.ca</a>	Information on Gaelic playgroups.
<a href="http://www.ltscotland.org.uk/gaidhlig">www.ltscotland.org.uk/gaidhlig</a>	<i>Gàidhlig air Loidhne</i> . Online Gaelic teaching resources.
<a href="http://www.smo.uhi.ac.uk">www.smo.uhi.ac.uk</a>	<i>Sabhal Mòr Ostaig</i> . Gaelic college on the Isle of Skye. Online games. Excellent links. Terminology database.
<a href="http://internetradio.co.uk">internetradio.co.uk</a>	Lessons
<a href="http://geocities.com/alltandubh">geocities.com/alltandubh</a>	Cape Breton Gaelic Music Archive
<a href="http://www.feismhabu.com">www.feismhabu.com</a>	Workshops available at different times throughout the year.
<a href="http://museum.gov.ns.ca/hv">museum.gov.ns.ca/hv</a>	Nova Scotia Highland Village audio and visual excerpts from local culture.
<a href="http://gaelstream.stfx.ca">gaelstream.stfx.ca</a>	Online archive of song, music, and story from collections at St. Francis Xavier University.
<a href="http://www.ambaile.org.uk">www.ambaile.org.uk</a>	History and culture of the Scottish Highlands and Islands.
<a href="http://www.ablekids.co.uk">www.ablekids.co.uk</a>	Gaelic posters, children's books, CDs, DVDs and videos.
<a href="http://capebretonceilidh.com">capebretonceilidh.com</a>	
<a href="http://www.capebretonlive.com">www.capebretonlive.com</a>	
<a href="http://Gaelic4parents.com">Gaelic4parents.com</a>	