

Gàidhlig 12 / Gaelic 12

Outcomes

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Gàidhlig 12 / Gaelic 12

General Curriculum Outcomes

1. Students will use Gaelic to communicate and interact effectively.
2. Students will create and experience works reflective of the Gaelic language and culture.
3. Students will demonstrate an appreciation and understanding of the Gaelic culture within Nova Scotia and the wider world.

Specific Curriculum Outcomes

By the end of Gaelic 12, students will be expected to

Communication

- 1.1 demonstrate the ability to communicate effectively in Gaelic
- 1.2 participate spontaneously in a conversation
- 1.3 engage, with confidence, in conversation with native speakers
- 1.4 engage in a variety of interactive activities to facilitate conversation and communication
- 1.5 interact with confidence in a classroom where Gaelic is the language spoken
- 1.6 differentiate between the various Gaelic dialects while using the local dialect
- 1.7 paraphrase and tell Gaelic stories from Nova Scotia
- 1.8 incorporate world issues into text and conversation
- 1.9 engage in the advanced use of linguistic elements and idioms to communicate effectively
- 1.10 demonstrate an understanding of complex language structures, using an advanced vocabulary and phrase bank
- 1.11 use Gaelic to express and justify understandings, opinions, and points of view
- 1.12 read and comprehend text that is abstract and removed from personal experience
- 1.13 make inferences based on implicit information drawn from text and provide justification for these inferences
- 1.14 translate from English to Gaelic and Gaelic to English
- 1.15 create, and possibly publish, a variety of texts such as prose, stories, songs, newsletters, plays, advertisements, and poetry
- 1.16 use process writing (i.e., pre-writing, drafting, revising, proofreading, and presenting) in all its forms
- 1.17 prepare and present detailed descriptions and narrations
- 1.18 create sophisticated texts, using technology and other available resources
- 1.19 describe the geography of Canada and identify significant global place names, especially those with a Gaelic connection
- 1.20 maintain a journal or notebook, highlighting long- or short-term goals

Creative Works

- 2.1 create a variety of texts reflective of the language structures and vocabulary and expressions studied in Gaelic 12
- 2.2 develop a portfolio of texts created in Gaelic 12
- 2.3 share their language skills with other students and the community
- 2.4 develop and produce a public performance of Gaelic plays, skits, activities, and seachas (stories and lore)
- 2.5 gain an understanding of events from the history of the Gaels or the contributions of famous Gaels from Canadian history by researching and roleplaying or dramatizing
- 2.6 conduct detailed research and prepare a paper on an assigned topic of a particular Gaelic issue (e.g., *Ath-bheòthachadh na Gàidhlig ann an Canada*)
- 2.7 produce a multimedia presentation based on a Gaelic cultural activity for private viewing
- 2.8 facilitate demonstrations of Gaelic music, arts, crafts, and dance in the school or community

Culture

- 3.1 investigate the status of Gaelic within Nova Scotia, the rest of Canada, and Scotland
- 3.2 examine methods to preserve and promote the Gaelic language and culture and contribute to them
- 3.3 compare and contrast efforts being made to preserve and develop Gaelic worldwide, with particular emphasis on new developments
- 3.4 demonstrate an understanding of the contributions of Gaelic language and culture on the cultural mosaic of Nova Scotia and the rest of Canada
- 3.5 discuss the effects of changing economies, improved communication, religion, education, and the media on the development and preservation of a language, particularly Gaelic
- 3.6 examine employment, educational, and language-learning opportunities in the Gaelic world
- 3.7 discuss the role of the Gaels in the growth of Canada (e.g., political, economic, military, educational)
- 3.8 examine the role of culture on the growth of communities
- 3.9 compare the development of Gaelic regions, nationally and internationally (e.g., St. Ann's, Cape Breton; and Waipu, New Zealand)