

S1 Reporting Information 2011

Experiences and Outcomes in S1 Art and Design



Level 2 Experience and Outcomes	Level 3 Experiences and Outcomes
I have the opportunity to choose and explore an extended range of media and technologies to create images and objects, comparing and combining them for specific tasks.	I have experimented with a range of media and technologies to create images and objects, using my understanding of their properties.
I can create and present work that shows developing skill in using the visual elements and concepts.	I can use and combine the visual elements and concepts to convey ideas, thoughts and feelings in expressive and design work.
Through observing and recording from my experiences across the curriculum, I can create images and objects which show my awareness and recognition of detail.	Through observing and recording, I can create material that shows accuracy of representation.
Inspired by a range of stimuli, I can express and communicate my ideas, thoughts and feelings through activities within art and design.	While working through a design process in response to a design brief, I can develop and communicate imaginative design solutions.
I can develop and communicate my ideas, demonstrating imagination and presenting at least one possible solution to a design problem.	I can respond to the work of artists and designers by discussing my thoughts and feelings. I can give and accept constructive comment on my own and others' work.
I can respond to the work of artists and designers by discussing my thoughts and feelings. I can give and accept constructive comment on my own and others' work.	
I have experienced the energy and excitement of presenting/performing for audiences and being part of an audience for other people's presentations/performances.	<p>I have used the skills I have developed in the expressive arts to contribute to a public presentation/performance.¹</p> <p>I have experienced the energy and excitement of being part of an audience for other people's presentations/performances.</p>

Developing Literacy Skills in Art and Design

- I can listen and talk with others when discussing about Artist, Designers and the work of myself and peers.
- I can find and analyse/evaluate visual and textual data from primary and secondary sources.
- I can take a point of view and express personal judgements about Art and Design work.
- I can research and assemble information for my investigations, from a range of sources.
- I can create texts about Artists and Designers.

Developing Numeracy Skills in Art and Design

- I can solve practical problems in drawing by applying my knowledge of measure, choosing the appropriate units and degree of accuracy for the task and using a formula to calculate area or volume when required.
- I can use a variety of methods to solve number problems in design contexts, clearly communicating my processes and solutions.
- I can work collaboratively, making appropriate use of technology, to source information presented in a range of ways, interpret and discuss what Art and Design conveys.

Developing Health and Wellbeing Skills in Art and Design

- I am aware of and able to express my feelings and am developing the ability to talk about them.
- When working with others, I can explore my rights, accept my responsibilities, and show respect for the rights of others.
- I value working with others in a group.
- I can develop my learning skills and identify my achievements, skills and areas for development

Experiences and Outcomes in S1 Communicating Graphically

Level 2 Experience and Outcomes	Level 3 Experiences and Outcomes
I can use drawing techniques, manually or electronically, to represent objects or ideas, enhancing them using effects such as light, shadow and textures.	Having explored graphical techniques and their application, I can select, organise and represent information and ideas graphically.
Throughout my learning, I experiment with the use of colour to develop an awareness of the effects and impacts it can have.	I gain inspiration from natural forms, the built environment or imagination to develop a creative idea which could be realised using computer aided manufacture.

Developing Literacy Skills in Communicating Graphically

- I can discuss how colour and graphics impact on society.
- I can investigate and record the meanings of colours, and from different cultures
- I can use correct colour terminology.
- I can recognise and use correct terminology of equipment and drawing styles.
- I can make notes, organise these under suitable headings and use these to understand ideas and information.

Developing Numeracy Skills in Communicating Graphically

1. When using isometric paper I can;
 - Count accurately to produce lines and 3D objects.
 - I can use the grid and interpret accurately to accommodate rotations of the 3D object.
2. When using squared paper I can;
 - Count accurately to produce 2D views which align in two directions.
3. When completing perspective drawings I can estimate depths to show a proportioned 3D object.

Developing Health and Wellbeing Skills in Communicating Graphically

- When working with others, I can explore my rights, accept my responsibilities, and show respect for the rights of others.
- I value working with others in a group.
- I can develop my learning skills and identify my achievements, skills and areas for development
- I use my chances to improve and manage my learning and can encourage learning and confidence in others.

Experiences and Outcomes in S1 Computing Science

Level 3 Experiences and Outcomes

Within the context of 'Know the correct Software to use.'

'I can explore and use the features of a variety of familiar and unfamiliar software to determine the most appropriate to solve problems or issues.'

Within the context of 'Scratch Animation'

'Using appropriate software, I can work individually or collaboratively to design and implement a game, animation or other application.'

Within the context of 'Acting Responsibly with Computers' and 'Safe Surfing Using Computers'

'By considering ways to protect technological devices, I can act safely and responsibly when selecting and using different technologies to communicate and collaborate.'

Within the context of 'Using PowerPoint', 'Health and Safety Using Computers' and 'Creating a PowerPoint presentation of a computer system designed to create a school website and distribute this on DVD'.

'I can build a digital solution which includes some aspects of multimedia to communicate information to others.'

Within the context of 'Identifying Computer Components'.

'Having gained knowledge and understanding of the components of a computer, I can make an informed choice when deciding on the system required for a specific purpose.'

Developing Literacy Skills in Computing Science

1. **Within the context of creating a PowerPoint presentation of a computer system designed to create a school website and distribute this on DVD. I will be :**

'Engaging with others, I can make a relevant contribution, encourage others to contribute and acknowledge that they have the right to hold a different opinion.'

2. **Within the context of creating a PowerPoint presentation of a computer system designed to create a school website and distribute this on DVD. I will be :**

'Responding in ways appropriate to my role and use contributions to reflect on, clarify or adapt thinking.'

Developing Numeracy Skills in Computing Science

1. **Within the context of creating a PowerPoint presentation of a computer system designed to create a school website and distribute this on DVD. I will be :**

'Considering how to spend my money, I can source, compare and contrast different contracts and services, discuss their advantages and disadvantages, and explain which offer best value to me.'

Developing Health and Wellbeing Skills in Computing Science

1. **Within the context of 'Acting Responsibly with Computers' and 'Safe Surfing Using Computers' :**

'I will explore the rights to which I and others are entitled, I am able to exercise these rights appropriately and accept the responsibilities that go with them. I show respect for the rights of others'

2. **Within the context of 'Using PowerPoint' and 'Health and Safety Using Computers'.**

'I am learning to assess and manage risk, to protect myself and others, and to reduce the potential of harm where possible'

3. **Within the context of 'Computing Careers'.**

'I am developing the skills and attributes which I will need for learning, life and work. I am gaining understanding of the relevance of my current learning to future opportunities. This is helping me to make informed choices about my life and learning.'

Experiences and Outcomes in S1 English

Level 2 Experience and Outcomes	Level 3 Experiences and Outcomes
In a critical evaluation of a text I can discuss structure, characterisation and/or setting. I can recognise a theme and discuss some aspects of style.	In a critical evaluation of a text I can discuss and evaluate structure, characterisation and/or setting. I can identify theme and comment on aspects of style using some relevant evidence.
In close reading tasks I can respond to literal, inferential and evaluative questions and I can read unfamiliar texts with increasing fluency, understanding and expression.	In close reading tasks I can respond to literal, inferential and evaluative questions and I can read more challenging and unfamiliar texts with increasing fluency and understanding.
In imaginative writing I can create stories, poems and plays with an appropriate structure and/or interesting characters and/or settings.	In imaginative writing I can create interesting, convincing and appropriate characters and/or settings and/or structures.
In personal writing I can describe and share my experiences, expressing what they made me think about and how they made me feel.	In personal writing I can recount a personal experience reflecting on my thoughts and feelings.
In functional writing I can persuade, argue, explore issues or express an opinion. I can combine lettering, graphics and other features of presentation and layout to engage my reader.	In functional writing I can persuade, argue, evaluate or explore issues using a clear line of thought. I can present my work appropriately for purpose and audience and I can engage readers through use of language, style and tone.
I can spell most of the words I use, punctuate and use different types of sentences, divide my work into paragraphs and check that my writing makes sense and meets its purpose.	I can ensure my spelling is mostly accurate, punctuate and use different types of sentences, paragraph accordingly, and review and edit work ensuring my meaning is clear.
In speaking to an audience or participating in a group discussion I can share information, experiences and opinions with others and use a suitable vocabulary.	In speaking to an audience or participating in a group discussion I can convey ideas, information, thoughts/feelings or opinions to others in a logical order and using a suitable vocabulary.

Developing Literacy Skills in English

- In creating different types of text I can select relevant ideas and information, and organise these in an appropriate way for my purpose.
- I regularly select and read, listen to or watch texts which I enjoy and find interesting. I can develop my thinking, explore problems and use features of different types of text for a variety of purposes.
- When listening and talking with others I can identify issues raised, summarise and clarify points, ask questions and share information, ideas and opinions.

Developing Numeracy Skills in English

- I can discuss the variety of ways and range of media used to present data, and can interpret and draw conclusions from the information displayed, recognising that the presentation may be misleading.
- I can solve problems involving whole numbers using a range of methods, sharing my approaches and solutions with others.

Developing Health and Wellbeing Skills in English

- When working with others, I can explore my rights, accept my responsibilities, and show respect for the rights of others.
- I value working with others in a group.
- I can develop my learning skills and identify my achievements, skills and areas for development
- I use my chances to improve and manage my learning and can encourage learning and confidence in others.

Experiences and Outcomes in S1 French

Level 2 Experience and Outcomes	Level 3 Experiences and Outcomes
I can write a short text about myself in French.	I can write a longer text in French describing myself and other people. I can check the accuracy of my writing using my knowledge about language and support from other people.
I can use my knowledge about language and pronunciation to make sure other people understand me when I say new words.	I can apply my knowledge about language, intonation and pronunciation to ensure that other people can understand me and to help me work out how to pronounce new words.
I can choose and read a variety of poems and short texts. I can work with others to understand a poem about animals in French.	I can choose and read a variety of longer texts. I can work on my own and with others to understand a longer text about daily life in France.
I have worked with others to contribute to a presentation in English about Christmas in France and Scotland.	I can deliver an individual presentation in French on my life in Scotland in comparison to life in a French-speaking country.
I understand how pronouns and verb endings work. I can understand how a bilingual dictionary works and use it with help.	I can apply my knowledge of pronouns and verb endings to work out how to express new language. I can confidently use a bilingual dictionary to help me understand new language.
I understand what a stereotype is. I am aware of the geography of French-speaking countries.	I can give examples of stereotypes and understand how they can be used positively or negatively. I have a good understanding of the geography of French-speaking countries and can identify key cities and landmarks.

Developing Literacy Skills in French

- I can listen and talk with others when discussing life in French -speaking countries.
- I can apply my knowledge of language and grammar in English to French.
- I can create texts about myself and other people.
- I can write a report comparing my life to that of people in French -speaking countries.
- I can successfully use a bilingual dictionary.
- I can use Look, Cover, Write/Say, Check to help me learn new words and essays.
- I can read texts in French to find information.
- I can find and use data from sources.

Developing Numeracy Skills in French

- I can count to 100 in French and use numbers in a variety of language contexts.
- I can use cardinal and ordinal numbers in French.
- I can give dates in French.
- I can tell the time in French using the 12 and 24-hour clock.
- I can use my numeracy skills to read a school timetable in French and to read a TV/Movie guide.
- I can use money to buy tickets in French.
- I can find and interpret data on life in France.

Developing Health and Wellbeing Skills in French

- When working with others, I can explore my rights, accept my responsibilities, and show respect for the rights of others.
- I value working with others in a group.
- I can develop my learning skills and identify my achievements, skills and areas for development.
- I use my chances to improve and manage my learning and can encourage learning and confidence in others.

Experiences and Outcomes in S1 Geography

Level 2 Experience and Outcomes	Level 3 Experiences and Outcomes
<p>I can describe the major features of Scotland's landscape.</p> <p>I can explain how these were formed.</p>	<p>I can investigate how landscapes are formed.</p> <p>I can explain how these ways have affected the Scottish Highlands and the Alps in Italy.</p>
<p>I can discuss the impact of farming on the environment.</p> <p>I can then suggest ways that we can live in a way that is more caring about the environment.</p>	<p>I can identify the effects of farm chemicals on Scottish farms.</p> <p>After studying organic farming, I can suggest how to lessen their effect on the environment.</p>
<p>I have studied my local area.</p> <p>I can present information on different places to live, work, relax and visit in my "Our Scotland" website.</p>	<p>I can investigate the climate, physical features and living things in the natural environment in Italy.</p> <p>I can explain how these are linked.</p>
<p>I can compare the main features of weather and climate in my local area and Italy.</p> <p>I can discuss the effects of weather and climate on living things.</p>	<p>I can investigate the links between weather and climate in Britain and Italy.</p> <p>I can understand the causes of anticyclones in Britain and Italy.</p>
<p>I can explain how the physical environment affects the ways in which people use land in the Alps.</p> <p>I can compare my local area with a life in the Alps.</p>	<p>I can compare places and ways of life in the Alps and South of Italy,</p> <p>I can then reach conclusions about how landscapes affect how people live.</p> <p>I can explain my findings to others.</p>
<p>I can interpret information from different types of basic maps.</p> <p>I am beginning to locate key features within Scotland, UK, Europe or the wider world.</p>	<p>I can use a range of atlas maps and Ordnance Survey maps to gather facts, interpret data and present conclusions.</p> <p>I can locate a range of features within Scotland, UK, Europe and the wider world</p>

Developing Literacy Skills in Geography

- I can listen and talk with others when discussing about the weather, Italy and farming.
- I can find and use data from sources and go on to analyse it.
- I can take a point of view e.g. about organic farming.
- I can read to gain data for my investigations, from a range of sources.
- I can create texts about weather and farming,

Developing Numeracy Skills in Geography

1. When I use an atlas and Ordnance Survey maps I can:

- Estimate and round numbers when using contours and latitude and longitude
- Solve practical problems, and measure with accuracy
- Use scale to interpret maps, create plans and drawings
- Use coordinates and grid references to plot points on a grid.

2. I can find data and present it different ways such as in graphs.

I can then interpret what my climate graph shows.

Developing Health and Wellbeing Skills in Geography

- When working with others, I can explore my rights, accept my responsibilities, and show respect for the rights of others.
- I value working with others in a group.
- I can develop my learning skills and identify my achievements, skills and areas for development
- I use my chances to improve and manage my learning and can encourage learning and confidence in others.

Experiences and Outcomes in S1 German

Level 2 Experience and Outcomes	Level 3 Experiences and Outcomes
<p>I can write a short text about myself in German.</p>	<p>I can write a longer text in German describing myself and other people.</p> <p>I can check the accuracy of my writing using my knowledge about language and support from other people.</p>
<p>I can use my knowledge about language and pronunciation to make sure other people understand me when I say new words.</p>	<p>I can apply my knowledge about language, intonation and pronunciation to ensure that other people can understand me and to help me work out how to pronounce new words.</p>
<p>I can choose and read a variety of poems and short texts.</p> <p>I can work with others to understand a poem about animals in German.</p>	<p>I can choose and read a variety of longer texts.</p> <p>I can work on my own and with others to understand a longer text about daily life in Germany.</p>
<p>I have worked with others to contribute to a presentation in English about Christmas in Germany and Scotland.</p>	<p>I can deliver an individual presentation in German on my life in Scotland in comparison to life in a German-speaking country.</p>
<p>I understand how pronouns and verb endings work.</p> <p>I can understand how a bilingual dictionary works and use it with help.</p>	<p>I can apply my knowledge of pronouns and verb endings to work out how to express new language.</p> <p>I can confidently use a bilingual dictionary to help me understand new language.</p>
<p>I understand what a stereotype is.</p> <p>I am aware of the geography of German-speaking countries.</p>	<p>I can give examples of stereotypes and understand how they can be used positively or negatively.</p> <p>I have a good understanding of the geography of German-speaking countries and can identify key cities and landmarks.</p>

Developing Literacy Skills in German

- I can listen and talk with others when discussing life in German-speaking countries.
- I can apply my knowledge of language and grammar in English to German.
- I can create texts about myself and other people.
- I can write a report comparing my life to that of people in German-speaking countries.
- I can successfully use a bilingual dictionary.
- I can use Look, Cover, Write/Say, Check to help me learn new words and essays.
- I can read texts in German to find information.
- I can find and use data from sources.

Developing Numeracy Skills in German

- I can count to 100 in German and use numbers in a variety of language contexts.
- I can use cardinal and ordinal numbers in German.
- I can give dates in German.
- I can tell the time in German using the 12 and 24-hour clock.
- I can use my numeracy skills to read a school timetable in German and to read a TV/Movie guide.
- I can use money to buy tickets in German.
- I can find and interpret data on life in Germany.

Developing Health and Wellbeing Skills in German

- When working with others, I can explore my rights, accept my responsibilities, and show respect for the rights of others.
- I value working with others in a group.
- I can develop my learning skills and identify my achievements, skills and areas for development.
- I use my chances to improve and manage my learning and can encourage learning and confidence in others.

Experiences and Outcomes in S1 German

Level 2 Experience and Outcomes	Level 3 Experiences and Outcomes
<p>I can write a short text about myself in German.</p>	<p>I can write a longer text in German describing myself and other people.</p> <p>I can check the accuracy of my writing using my knowledge about language and support from other people.</p>
<p>I can use my knowledge about language and pronunciation to make sure other people understand me when I say new words.</p>	<p>I can apply my knowledge about language, intonation and pronunciation to ensure that other people can understand me and to help me work out how to pronounce new words.</p>
<p>I can choose and read a variety of poems and short texts.</p> <p>I can work with others to understand a poem about animals in German.</p>	<p>I can choose and read a variety of longer texts.</p> <p>I can work on my own and with others to understand a longer text about daily life in Germany.</p>
<p>I have worked with others to contribute to a presentation in English about Christmas in Germany and Scotland.</p>	<p>I can deliver an individual presentation in German on my life in Scotland in comparison to life in a German-speaking country.</p>
<p>I understand how pronouns and verb endings work.</p> <p>I can understand how a bilingual dictionary works and use it with help.</p>	<p>I can apply my knowledge of pronouns and verb endings to work out how to express new language.</p> <p>I can confidently use a bilingual dictionary to help me understand new language.</p>
<p>I understand what a stereotype is.</p> <p>I am aware of the geography of German-speaking countries.</p>	<p>I can give examples of stereotypes and understand how they can be used positively or negatively.</p> <p>I have a good understanding of the geography of German-speaking countries and can identify key cities and landmarks.</p>

Developing Literacy Skills in German

- I can listen and talk with others when discussing life in German-speaking countries.
- I can apply my knowledge of language and grammar in English to German.
- I can create texts about myself and other people.
- I can write a report comparing my life to that of people in German-speaking countries.
- I can successfully use a bilingual dictionary.
- I can use Look, Cover, Write/Say, Check to help me learn new words and essays.
- I can read texts in German to find information.
- I can find and use data from sources.

Developing Numeracy Skills in German

- I can count to 100 in German and use numbers in a variety of language contexts.
- I can use cardinal and ordinal numbers in German.
- I can give dates in German.
- I can tell the time in German using the 12 and 24-hour clock.
- I can use my numeracy skills to read a school timetable in German and to read a TV/Movie guide.
- I can use money to buy tickets in German.
- I can find and interpret data on life in Germany.

Developing Health and Wellbeing Skills in German

- When working with others, I can explore my rights, accept my responsibilities, and show respect for the rights of others.
- I value working with others in a group.
- I can develop my learning skills and identify my achievements, skills and areas for development.
- I use my chances to improve and manage my learning and can encourage learning and confidence in others.

Experiences and Outcomes in S1 History

Level 2 Experience and Outcomes	Level 3 Experiences and Outcomes
I can use primary and secondary sources to research events in the past and to solve a murder mystery.	I can use my knowledge of a historical period to interpret the evidence and present an informed view.
I can interpret historical evidence from a range of periods, through timelines, to help build a picture of Scotland's heritage and my sense of chronology.	I can make links between my current and previous studies. I can show how the reign of Malcolm and Margaret contributed to the importance of Dunfermline and the development of the Scottish nation.
I can investigate a Scottish historical theme to discover how past events such as the Norman Conquest have shaped Scottish society.	I can explain why a group of people from beyond Scotland settled here in the past. I can discuss the impact Edgar and Margaret have had on the life and culture of Scotland.
I can compare and contrast the Norman feudal system with the democratic system today. I can contribute to a discussion of the similarities and differences.	I can explain the similarities and differences between the lifestyles, values and attitudes of people in Norman and Anglo-Saxon society.
I can discuss why the Battle of Hastings, William the conqueror and King Harold were important. I can place these within a historical sequence, using timelines.	I can discuss the motives of those involved in a significant turning point in the past such as 1066, and Margaret, Edgar and Malcolm in Scotland.. I can assess the consequences it had then and since.
	I can identify possible causes of conflict surrounding the Battle of Hastings. I can report on how this affected people at that time.

Developing Literacy Skills in History

- I can listen and talk with others when discussing historical events.
- I can identify and discuss similarities and differences between types of text.
- I can make and organise notes under suitable headings.
- I can find, select, sort, summarise, link and use information from different sources.
- I can recognise persuasion and assess the reliability of information.
- I can create texts and select subject, purpose, format and resources to suit my audience.
- I can quote from sources and acknowledge this.

Developing Numeracy Skills in History

When I use timelines and chronology I can :-

- Solve problems involving whole numbers.
- Communicate the processes involved and the solutions arrived at.
- Show my understanding of number lines including my understanding of numbers less than zero.
- I can explain units of time and which units are most appropriate to use in a historical context.

Developing Health and Wellbeing Skills in History

- When working with others, I can explore my rights, accept my responsibilities, and show respect for the rights of others.
- I value working with others in a group.
- I can develop my learning skills and identify my achievements, skills and areas for development
- I use my chances to improve and manage my learning and can encourage learning and confidence in others.

Experiences and Outcomes in S1 Mathematics

(This is a sample of experiences an S1 pupil will have in Maths)

Level 2 Experiences and Outcomes	Level 3 Experiences and Outcomes
Estimating and Rounding	
I can use rounding to estimate the answer	I can round a number to an appropriate degree of accuracy
Number and Number processes	
I can solve whole number problems	I can solve number problems using a variety of methods
Multiples, Factors and Primes	
I can identify multiples and factors	I can identify primes
Powers and Roots	
	I can evaluate powers of whole numbers
Fractions, decimal fractions and percentages	
I can find equivalent fractions, decimals and percentages	I can add and subtract fractions
Money	
I can manage money, making decisions on what I can afford to buy	I can compare different contracts and understand which is best value
Time	
I can interpret timetables and make time calculations	I can work out distance, speed and time using the link between the three
Measurement	
I can convert between related units in the metric system	I can use formulae to calculate area or volume
History of Maths	
I have explored how maths impacts on the world	I have researched a famous mathematician
Properties of 2D and 3D shapes	
I can use mathematical language to describe properties of shapes	I can accurately draw 2D shapes
Patterns	
I can explain the rule that generates a sequence	I can express rules to generate sequences in an appropriate notation
Expressions and Equations	
I can use number facts to find an unknown value	I can construct and use simple equations
Angle	
I can measure and draw angles	I can apply my understanding of bearings and scale
Data and Analysis	
I can gather, collate, organise and communicate results	I understand bias and how sample size can affect precision
Chance	
I can conduct simple experiments involving chance	I can find the probability of an event occurring

Developing Literacy Skills in Mathematics

I can read and discuss problems and I can communicate my answer in the most appropriate manner.

Developing Health and Wellbeing Skills in Mathematics

- When working with others, I can explore my rights, accept my responsibilities, and show respect for the rights of others.
- I value working with others in a group.
- I can develop my learning skills and identify my achievements, skills and areas for development
- I use my chances to improve and manage my learning and can encourage learning and confidence in others.

Experiences and Outcomes in S1 Modern Studies

Level 2 Experience and Outcomes	Level 3 Experiences and Outcomes
<p>I can describe the rights that people have in Scotland.</p> <p>I can explain how these rights change as you age.</p>	<p>I can investigate why we have the rights that we possess in Scotland.</p> <p>I can explain how laws are passed to change rights</p>
<p>I can explain how a local community gets their needs met.</p> <p>I can explain how we vote in Scotland.</p>	<p>I can discuss how Scotland's elections work.</p> <p>I can describe the roles of Mps, MSPs and Councillors.</p>
<p>I can describe how important events in the news affect me.</p> <p>I can compare the values of people in Scotland with those in other countries.</p>	<p>I can investigate the impact of the 9/11 attacks on the USA and the wider world.</p> <p>I can discuss the problems caused by terrorism worldwide.</p>
<p>I can explain how the different types of media that exist.</p> <p>I can describe the main features of tabloid and quality newspapers.</p>	<p>I can discuss bias in the media and explain how reporting shapes the way we look at issues.</p> <p>I can investigate how discrimination in the media can affect peoples lives.</p>
<p>I can describe the main features of Advertising in the media today.</p> <p>I can work with others to design a basic advert for a product.</p>	<p>I can discuss how advertising influences our choices.</p> <p>I can work with others to design an advertising campaign to sell a product we have designed.</p>
<p>I can work with others to describe problems facing young people in Scotland and design election materials to suggest solutions.</p>	<p>I can work with others to design a campaign to influence school policy to help S1 pupils.</p>

Developing Literacy Skills in Modern studies

I can:

- Write a report of a terrorist attack in a "newspaper" style.
- Produce election "manifestos" for my group
- Write a community council letter

Developing Numeracy Skills in Modern Studies

I can:

- Use tables and graphs to support my arguments in a letter.
- Understand how budgets work when producing advertising.
- Use %s and tabled information when looking at voting patterns.

Developing Health and Wellbeing Skills in Modern Studies

- When working with others, I can explore my rights, accept my responsibilities, and show respect for the rights of others.
- I value working with others in a group.
- I can develop my learning skills and identify my achievements, skills and areas for development
- I use my chances to improve and manage my learning and can encourage learning and confidence in others.

Experiences and Outcomes in S1 Music

Level 2 Experience and Outcomes	Level 3 Experiences and Outcomes
<p>I can sing and play music from a range of styles and cultures, showing skill and using performance directions, and/or musical notation. EXA 2-16a</p>	<p>I can sing and/or play music from a range of styles and cultures and perform my chosen music confidently using performance directions, musical notation and/or playing by ear. EXA 3-16a</p>
<p>I can use my voice, musical instruments and music technology to experiment with sounds, pitch, melody, rhythm, timbre and dynamics. EXA 2-17a</p>	<p>I can use my voice, musical instruments or music technology to improvise or compose with melody, rhythm, harmony, timbre and structure. EXA 3-17a</p>
<p>Inspired by a range of stimuli, and working on my own and/or with others, I can express and communicate my ideas, thought and feeling through musical activities. EXA 0-18a/ EXA 1-18a/ EXA 2-18a</p>	
<p>I have listened to a range of music and can respond by discussing my thoughts and feelings. I can give and accept constructive comment on my own and others' work. EXA 1-19a/ EXA 2-19a</p>	<p>I have listened to a range of music and can identify features and concepts. I can give constructive comments on my own and others' work, including the work of professionals. EXA 3-19a</p>

Developing Literacy Skills in Music

- I have developed musical notation and pitch skills
- I can listen and talk with others when discussing Instruments of the Orchestra and music from countries around the world.
- I can describe and record what I have achieved on a regular basis.
- I have increased my musical vocabulary i.e. concepts e.g. *arco*, *pizzicato*, *glissando* etc.
- I can read and follow a musical score.

Developing Numeracy Skills in Music

- I have had the opportunity to broaden my knowledge of pulse and rhythm by : -
- Interpreting rhythms from a score.
- Reading and understanding time signatures.

Developing Health and Wellbeing Skills in Music

- When working with others, I can explore my rights, accept my responsibilities, and show respect for the rights of others.
- I value working with others in a group.
- I can develop my learning skills and identify my achievements, skills and areas for development
- I use my chances to improve and manage my learning and can encourage learning and confidence in others.

Explanation of Experiences and Outcomes - S1 Physical Education

Level 2 Experience and Outcomes	Level 3 Experiences and Outcomes
<p>I am learning and developing a range of movement skills in a variety of team and individual activities. HWB 2-21 / HWB 3-21</p>	
<p>I practise to refine my skills in order to improve my performance. I am aware of the varying fitness demands for different activities. HWB 2-22 / HWB 3-22</p>	
<p>I can cooperate with others when learning and can work together in a team to demonstrate tactics in order to achieve identified goals. HWB 2-23</p>	<p>I am developing leadership skills and can recognise the strengths of classmates. I contribute to team strategies through my knowledge of tactics. HWB 3-23</p>
<p>By comparing my own and others' performance to a model performance, I can recognise achievement and improved performance in team and individual activities. HWB 2-24</p>	<p>I can analyse and discuss my own and others' performance. I can recognise good performance and can identify areas needing improvement. HWB 3-24</p>
<p>I can explain why I need to be physically active on a daily basis to maintain good health. I understand why I should try to achieve a balance of sleep, rest and physical activity. HWB 2-27 / HWB 3-27</p>	
<p>I can explain the links between the energy I use during physical activity, the food I eat, and my health and well being. HWB 2-28 / HWB 3-28</p>	

Developing Literacy Skills in Physical Education

When working with others, in pairs or team activities, I can express an opinion, encourage others to contribute, and accept that they may hold different opinions to mine.

When working in a non playing role, I can clearly communicate relevant information eg. when scoring, officiating and observing.

I can use suitable vocabulary to communicate with confidence during discussions which reflect on and evaluate performance.

Developing Numeracy Skills in Physical Education

I can calculate the appropriate work rate involved in fitness training using percentages, fractions and rounding of numbers.

I can use my knowledge of speed, time and distance to calculate an appropriate pace in running, cycling and rowing activities.

I can measure and time accurately in a variety of athletic and fitness activities

Developing Health and Wellbeing Skills in Physical Education

- I can explore my rights, accept my responsibilities and show respect for the rights of others
- I can value working with others in a group.
- I can improve and manage my learning and encourage learning and confidence in others.
- I can develop my learning skills, identify my achievements, skills and areas for development.

Experiences and Outcomes in S1 Science

Level 2 Experience and Outcomes	Level 3 Experiences and Outcomes
By considering examples where energy is conserved, I can identify the energy source, how it is transferred and ways of reducing wasted energy.	I can use my knowledge of the different ways in which heat is transferred between hot and cold objects and the thermal conductivity of materials to improve energy efficiency in buildings or other systems.
Through exploring non-renewable energy sources, I can describe how they are used in Scotland today and express an informed view on the implications for their future use.	By investigating renewable energy sources and taking part in practical activities to harness them, I can discuss their benefits and potential problems.
I can investigate the use and development of renewable and sustainable energy to gain an awareness of their growing importance in Scotland or beyond.	By contributing to experiments and investigations, I can develop my understanding of models of matter and can apply this to changes of state and the energy involved as they occur in nature.
By investigating some body systems and potential problems which they may develop, I can make informed decisions to help me to maintain my health and wellbeing.	I have explored the structure and function of organs and organ systems and can relate this to the basic biological processes required to sustain life.
	Using a microscope, I have developed my understanding of the structure and variety of cells and of their functions.
By contributing to investigations into familiar changes in substances to produce other substances, I can describe how their characteristics have changed.	I have developed my knowledge of the Periodic Table by considering the properties and uses of a variety of elements relative to their positions.

Level 2 Experience and Outcomes	Level 3 Experiences and Outcomes
	<p>Through evaluation of a range of data, I can describe the formation, characteristics and uses of soils, minerals and basic types of rocks.</p> <p>SCN 3-17a</p>
<p>I have collaborated in activities which safely demonstrate simple chemical reactions using everyday chemicals. I can show an appreciation of a chemical reaction as being a change in which different materials are made.</p> <p>SCN 2-19a</p>	<p>Through experimentation, I can identify indicators of chemical reactions having occurred. I can describe ways of controlling the rate of reactions and can relate my findings to the world around me.</p>
<p>Through research and discussion I have an appreciation of the contribution that individuals are making to scientific discovery and invention and the impact this has made on society.</p> <p>SCN 2-20a</p>	<p>I have collaborated with others to find and present information on how scientists from Scotland and beyond have contributed to innovative research and development.</p> <p>SCN 3-20a</p>
<p>I can report and comment on current scientific news items to develop my knowledge and understanding of topical science.</p> <p>SCN 2-20b</p>	<p>Through research and discussion, I have contributed to evaluations of media items with regard to scientific content and ethical implications.</p> <p>SCN 3-20b</p>

Developing Literacy Skills in Science

Pupils are making notes, writing up experiments, completing observations of work carried out in the Science lab..

Pupils are encouraged to use appropriate scientific vocabulary.

Pupils are encouraged to read about science in articles, web pages and newspapers.

Developing Numeracy Skills in Science

In science pupils draw line and bar graphs, carry out scientific measurements using stop clocks.

Pupils carry out calculations relevant to their experiments.

Pupils use balances, rulers, thermometers etc.

Developing Health and Wellbeing Skills in Science

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- I use my chances to improve and manage my learning and can encourage learning and confidence in others.

Experiences and Outcomes in S1 Religious & Moral Education

Level 2 Experience and Outcomes	Level 3 Experiences and Outcomes
I can describe the practices involved in the Initiation Ceremonies of three religions	I can explore the ideas of commitment and responsibility associated with Initiation Ceremonies of three religions
I can identify examples of the ultimate questions in life / religion	I can explain the importance of life's ultimate questions as identified in the world's religions
I can describe scientific and religious explanations of the origins of life	I can evaluate the ideas put forth by science and religion about the origins of life
I have an understanding of the Ten Commandments and the Golden Rule	I can understand and explain the connection between moral codes and our actions / behaviour
I can describe the ways in which people arrive at moral decisions	I can apply the ideas behind moral decision making in real life situations
I understand how beliefs influence the actions of inspirational figures	I can investigate the relationship between belief and actions. I can apply this understanding to my personal life planning

Developing Literacy Skills in Religious and Moral Education

- I can research and present information relating to Initiation Ceremonies.
- I can analyse different viewpoints about origins put forward by science and religion.
- I can discuss moral issues and express a point of view
- I can investigate inspirational quotations, stories and people and produce a 'Learning For Life' paper

Developing Numeracy Skills in Religious and Moral Education

- I can appreciate ideas of scale and time with reference to the created universe
- I can apply the concepts of B.C. and A.D.
- I can view and understand the calendars used by different world religions
- I can work with the number referencing system of the Bible

Developing Health and Wellbeing Skills in Religious and Moral Education

- When working with others, I can explore my rights, accept my responsibilities, and show respect for the rights of others.
- I value working with others in a group.
- I can develop my learning skills and identify my achievements, skills and areas for development
- I use my chances to improve and manage my learning and can encourage learning and confidence in others.

Experiences and Outcomes in S1 Understanding Technology

Level 2 Experience and Outcomes	Level 3 Experiences and Outcomes
<p>When exploring technologies in the world around me, I can use what I learn to help to design or improve my ideas or products</p>	<p>From my studies of technologies in the world around me, I can begin to understand the relationship between key scientific principles and technological developments.</p>
<p>Having analysed how lifestyle can impact on the environment and Earth's resources, I can make suggestions about how to live in a more sustainable way.</p> <p>I can investigate the use and development of renewable and sustainable energy to gain an awareness of their growing importance in Scotland or beyond.</p>	<p>From my studies of sustainable development, I can reflect on the implications and ethical issues arising from technological developments for individuals and societies.</p>
<p>As I extend and enhance my knowledge of features of various types of software, including those which help find, organise, manage and access information, I can apply what I learn in different situations.</p>	<p>I can explore and use the features of a variety of familiar and unfamiliar software to determine the most appropriate to solve problems or issues.</p>
<p>I can create, capture and manipulate sounds, text and images to communicate experiences, ideas and information in creative and engaging ways.</p>	<p>I enhance my learning by applying my ICT skills in different learning contexts across the curriculum.</p>
<p>I am developing my knowledge and use of safe and acceptable conduct as I use different technologies to interact and share experiences, ideas and information with others.</p>	<p>I can build a digital solution which includes some aspects of multimedia to communicate information to others.</p>

Developing Literacy Skills in Understanding Technology

- I can engage with others in energy discussions.
- I can make a relevant contribution to class discussions.
- I can encourage others to contribute and work together to produce a collaborative presentation.
- I can make notes and organise these to develop thinking, and explore energy and technological issues.
- I can independently select ideas and relevant information.
- I can convey information and explain electronic processes.

Developing Numeracy Skills in Understanding Technology

- I can work collaboratively, making appropriate use of technology, to source information presented in a range of ways, interpret what it conveys and use the information to produce a PowerPoint Presentation.

Developing Health and Wellbeing Skills in Understanding Technology

- When working with others, I can explore my rights, accept my responsibilities, and show respect for the rights of others.
- I value working with others in a group.
- I can develop my learning skills and identify my achievements, skills and areas for development
- I use my chances to improve and manage my learning and can encourage learning and confidence in others.