

Curriculum for Excellence: Experiences and Outcomes for Second/Third level learning packs.

Task	Es and Os	Benchmarks
Newspaper Activities	<p>To show my understanding across different areas of learning, I can identify and consider the purpose and main ideas of a text and use supporting detail. LIT 2-16a</p> <p>To help me develop an informed view, I can identify and explain the difference between fact and opinion, recognise when I am being influenced, and have assessed how useful and believable my sources are. LIT 2-18a</p>	<p><input type="checkbox"/> Identifies the purpose of a text with suitable explanation. <input type="checkbox"/> Identifies the main ideas of a text with appropriate detail.</p> <p><input type="checkbox"/> Distinguishes between fact and opinion with appropriate explanation. <input type="checkbox"/> Recognises techniques used to influence the reader, for example, word choice, emotive language, rhetorical questions and/or repetition. <input type="checkbox"/> Identifies which sources are most useful/reliable.</p>
Filling in forms	Throughout the writing process, I can check that my writing makes sense and meets its purpose. LIT 2-23a	<p><input type="checkbox"/> Reviews and corrects writing to ensure it makes sense, is technically accurate and meets its purpose. <input type="checkbox"/> Makes appropriate choices about layout and presentation, including in digital texts, to engage the reader, for example, headings, bullet points, fonts, graphics and/or captions.</p>

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Social media profile/text talk	I can explore online communities demonstrating an understanding of responsible digital behaviour and I'm aware of how to keep myself safe and secure. TCH 2-03a	☐ Demonstrates an understanding of the content they should include in an online profile.
Research a famous person	I can use digital technologies to search, access and retrieve information and are aware that not all of this information will be credible. TCH 2-02a	☐ Uses search engines to search the internet for specific or relevant information for example, using quotation marks to narrow the results. ☐ Access websites and use navigation skills to retrieve information for a specific task.
History of Gypsy/Traveller comprehension	To show my understanding, I can respond to literal, inferential and evaluative questions and other close reading tasks and can create different kinds of questions of my own. ENG 2-17a	☐ Responds to a range of questions, including literal, inferential and evaluative questions, to demonstrate understanding of texts. ☐ Creates different types of questions to show understanding of texts.
Writing an email to sell a car	I can explore and experiment with digital technologies and can use what I learn to support and enhance my learning in different contexts. TCH 1-01a	☐ Communicate and collaborate with others using digital technology for example, email, Glow or other platforms.
Writing a review for a film trailer		☐ When writing to persuade, evaluate, explore issues or express an opinion: ☐ Presents relevant ideas and information, including supporting detail, to convey view point. ☐ Organises ideas in a logical way

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<p>A train journey to London</p> <ul style="list-style-type: none"> <li>• Ticket costs</li> </ul>		
<p>Reading train and bus timetables</p>	<p>I can use and interpret electronic and paper-based timetables and schedules to plan events and activities, and make time calculations as part of my planning. MNU 2-10a</p>	<p><input type="checkbox"/> Uses and interprets a range of electronic and paper-based timetables and calendars to plan events or activities and solve real life problems. <input type="checkbox"/> Calculates durations of activities and events including situations bridging across several hours and parts of hours using both 12 hour clock and 24 hour notation. <input type="checkbox"/> Estimates the duration of a journey based on knowledge of the link between speed, distance and time.</p>
<p>Speed/distance/time worksheet</p>	<p>Using simple time periods, I can work out how long a journey will take, the speed travelled at or distance covered, using my knowledge of the link between time, speed and distance. MNU 3-10a</p>	<p><input type="checkbox"/> Applies knowledge of the relationship between speed, distance and time to find each of the three variables.</p>
<p>A weekend in London</p> <ul style="list-style-type: none"> <li>• Using calendars</li> <li>• Calculations using money</li> <li>• Extracting information from graphs</li> </ul>	<p>I can use and interpret electronic and paper-based timetables and schedules to plan events and activities, and make time calculations as part of my planning. MNU 2-10a</p> <p>I can manage money, compare costs from different retailers, and determine</p>	<p><input type="checkbox"/> Uses and interprets a range of electronic and paper-based timetables and calendars to plan events or activities and solve real life problems. <input type="checkbox"/> Calculates durations of activities and events including situations bridging across several hours and parts of hours using both 12 hour clock and 24 hour notation.</p>

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	<p>what I can afford to buy. MNU 2-09a</p> <p>☐ Collects, organises and displays data accurately in a variety of ways including through the use of digital technologies, for example, creating surveys, tables, bar graphs, line graphs, frequency tables, simple pie charts and spreadsheets. ☐ Analyses, interprets and draws conclusions from a variety of data.</p> <p>MNU 2-20a</p>	<p>☐ Carries out money calculations involving the four operations. ☐ Compares costs and determines affordability within a given budget.</p> <p>☐ Analyses, interprets and draws conclusions from a variety of data.</p>
<p>Restaurant</p> <ul style="list-style-type: none"> <li>• Handling money</li> <li>• Adding money</li> </ul>		
Converting time		
Proverbs		
Measure		
Motor vehicle vocabulary		
Driving test/Young drivers comprehension		

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Travelling distances		
Car service maths		
Designing a garden		
Timings in a salon		
Questions for hair appointments		
Alphabetical order		
Instructions in order		
Recipes		
Food pyramid		
Design a 3 course meal		
Traveller budget	<p>I can budget effectively, making use of technology and other methods, to manage money and plan for future expenses. MNU 3-09b</p>	<p><input type="checkbox"/> Chooses the best value for their personal situation and justifies choices. <input type="checkbox"/> Budgets effectively, using digital technology where appropriate, showing development of financial capability.</p>