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# S2 COURSE OUTLINES

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2014-15



**NOVEMBER 2014**  
ST MODAN'S HIGH SCHOOL  
[www.stmodans.co.uk](http://www.stmodans.co.uk)

## **Introduction**

This document is designed to give pupils and parents a general understanding of the courses and topics covered in the Broad General Education of A curriculum for Excellence. In each curricular area Principal Teachers have outlined the main bodies of work planned for the session. The flexible nature of the broad general education phase gives teachers tremendous scope to apply their professional skills, knowledge and creativity to deliver varied, rich and rewarding educational experiences for their children. The core national expectations for the broad general education are described through the experiences and outcomes (the Es and Os) of CFE but teachers are free to interpret these to design courses which are not prescriptive but responsive to the needs and interests of our young people. The course outlines described are indicative only – teachers may choose to vary what and how they teach the Es and Os in a different way to what is described in this document. We hope you find this information useful when supporting your son or daughter.

# S2 MATHS

## General Course information

Our S2 Mathematics course is an extensive and engaging mix of learning areas where all pupils are exposed to experiences and outcomes at the Third and Fourth levels of CFE. Mathematics in the Broad General Education is designed to provide pupils with the opportunity to learn about a broad variety of Mathematical areas, digging deeper in to many of these, providing both challenge and enjoyment in equal measure. Pupils will realise the relevance and importance of Mathematics to the world around them and progress through learning areas with the confidence in knowledge that the skills they are learning is relevant to their life beyond school.

Prior skills and techniques will be built upon to further pupils' understanding of Mathematics, inspiring pupils to reflect their learning and become inquisitive about Mathematics and its use in everyday life.

## Course Outline

Pupils in S2 will work on a number of learning areas under the umbrellas of:

- **Shape, Position and Movement**
- **Information Handling**
- **Number, Money and Measure**

All pupils will continually access Number skills work including fractions, decimals and percentages, with more discrete learning areas including:

1. **Triangle calculations**
2. **Scale**
3. **Statistics**
4. **Patterns – further algebra**
5. **Chance and probability**
6. **Angles and Bearings**



## Assessment

A range of assessment methods are used throughout the Mathematics course which include formative and summative strategies. Pupil work will be corrected by the teacher, self-corrected or shared and marked by peers. Pupils will be given opportunities to reflect on the work they do in class and at home. Formal homework exercises are marked, graded and recorded by the teacher. On 3 occasions through the year S2 pupils will have a full written summative test, this in conjunction with other tasks and assessment evidence will be used to provide a full report on pupil progress.

## Homework

Pupils can expect to be issued with regular homework exercises to support/reinforce daily class work. This homework will be issued as and when required by a class teacher but at least once per week and should be logged in the student planner. In addition to this all pupils will be required to complete a formal homework exercise at least every 2-3 weeks. These formal exercises are common across the year group and will be marked then recorded by the faculty to measure progress.

## Resources

Pupils will access a large variety of textbooks, worksheets, games and other activities in class to provide them with consolidation work and inspiration for further engagement and understanding.

The following websites will be beneficial in further providing consolidation work and challenge to pupils:

<http://www.mathsrevision.com/>

<https://www.mangahigh.com/en-gb/>

Each pupil will also have access to an Edmodo page for their class and can access a large variety of further resources from there.

<https://www.edmodo.com/>

More materials will be added to our website pages in due course

# S2 SCIENCE

## General Course Information

Our S2 Science course is an exciting mix of the three Science disciplines where pupils are exposed to challenges, experiences and outcomes at CFE Levels 3 and 4. Each of the newly devised topics of the Science Broad General Education is designed to spark imagination and creativity in our pupils whilst embedding important skills of planning, hypothesising, problem solving and evaluation. All pupils are challenged to produce work of the highest standard at a level appropriate to his/her own ability. Skills are developed throughout the course but primarily through a wide range of practical work supported by formative and summative assessment to evaluate the learning. By the end of the S2 Science course pupils will have a wide knowledge from a variety of Science topics which are interesting, informative and relevant to their lives.

## Course Outline

### Units/Topics

Pupils in S2 will complete 6 topics; 2 of each Science discipline.

Topics include:

1. **Celltastic!** – pupils will be a trainee in a Cell Lab. They will learn how to use a microscope, make model cells and use cells to make products like yoghurt.
2. **pHun Metals** – pupils will take part in activities looking at acids and bases. They will make their own pH indicator and will learn about the reactivity of different metals.
3. **Bright Spark** – pupils will learn about electricity. They will find out about voltage and currents and how series and parallel circuits are produced.
4. **All Systems Go** – pupils will find out about the organ systems in the human body. In particular they will learn about the digestive system and the urinary system.
5. **Past to Present** – pupils will find out about our planet Earth and the materials on it. They will also investigate fuels and in particular find out about fossil fuels and their uses.
6. **Light and Sound** – pupils will learn about the structure and the function of the eye and the ear. They will conduct experiments to find out how they work.

Each topic will last approx. 6 weeks.

## Assessment

### How and when are pupils assessed?

A range of assessment methods are used throughout the Science course which include formative and summative strategies. Pupil work will be corrected by the teacher, self-corrected or shared and marked by peers. Formal homework exercises are marked, graded and recorded by the teacher. At the end of each topic all pupils will be asked to complete a full written end-of-topic assessment which will be used in conjunction with all other assessment evidence to report on pupil progress

## Homework

### Format

Homework will often be given out on sheets or question booklets and will constitute a variety of questions testing knowledge and problem solving skills. Pupils may also be asked to complete a Science Diary where, in their own words, they will present information about an experiment or activity they have conducted in class, a mindmap or facts for revision.

### Frequency

All pupils will be required to complete at least 2 formal homework exercises per topic in addition to regular additional homework exercises to support/reinforce daily class work as and when required. These additional homework tasks will be issued as and when required but pupils should expect at least one homework task per week which should be recorded in the student planner

### **Resources**

S2 Documents will be made available in class and electronically through our website:

#### **Celltastic! :**

Microscope Revision

Cells Worksheet

#### **pHun Metals :**

Homework Exercise 1

Homework Exercise 2

Homework Exercise 3

#### **Bright Spark :**

Electricity Exercise 1

Electricity Exercise 2

Electricity Exercise 3

Electricity Exercise 4

#### **All Systems Go :**

Body Systems

Digestive System

Controlling water balance

#### **Past to Present :**

Past & Present 1

Past & Present 2

#### **Light and Sound :**

Light and Sound 1

Revision questions



### **How can parents help?**

Parents/carers can help by asking the young person about their homework. They can ask them to explain what they were doing in class and what they have found out.

# S2 COMPUTING

## General Course Information

The purpose of the S2 Course is to develop learners' knowledge of the technological world and to develop their skills in devising computer-based solutions to problems. Computing science is vital to everyday life; it shapes the world in which we live and its future. Computing professionals play key roles in meeting the needs of society today and for the future, in fields which include science, communications, entertainment, education, business and industry.

Through the experiences and outcomes in S2 Computing, pupils will have the opportunities to develop their skills, knowledge and attributes in:

- curiosity and problem solving skills, a capacity to work with others and take initiative
- planning and organisational skills in a range of contexts
- creativity and innovation, for example through graphics, animation and games development
- skills in using tools, equipment, software and materials
- skills in collaborating, leading and interacting with others
- critical thinking through exploration and discovery within a range of learning contexts
- discussion and debate
- searching and retrieving information to inform thinking within diverse learning contexts
- making connections between specialist skills developed within learning and skills for work evaluating products, systems and services
- presentation skills.

## Course Outline

Pupils in S2 will complete a range of topics including:

- **About me- Avatar:** Pupils will create an avatar and discuss on line identity. Safety online and digital footprints are also covered in this introduction to Computing in S2.
- **Inside the Computer:** Pupils will learn about the difference between hardware and software, compare pieces of hardware to work out which ones are best value for money. They will also learn the basic components of a computer system including - input, output and Backing Storage devices, memory and processor.
- **Getting started with Scratch:** This topic is designed to introduce some basic concepts relating to making a computer game. Including the design process, as well as learning about the logic of how things interact with each other (and the user) in a computer game.
- **Computer animations:** This topic covers at least two different software packages used to create animations. We will also look at the history of animation and technical terms related to the creation of animation.
- **Computers and the Environment:** Pupils will learn about using images, text, video and animation to produce a presentation on environmental issues relating to computers. We will start by making looking at some different presentation tools that are available.



Each topic will last approx 7 weeks with the exception of About me (approx 2 week)

## Assessment

### How and when are pupils assessed?

The pupils will be assessed against the following CfE experiences and outcomes:

Having gained knowledge and understanding of the components of a computer system, I can make an informed choice when deciding on the system required for a specific purpose **TCH 3-08c**

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

#### **TCH 3-08b**

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

#### **TCH 3-09a**

I can integrate different media to create a digital solution which allows interaction and collaboration with others.

#### **TCH 4-08c**

I can use features of software to create my own animation which can then be used to create an animated sequence

#### **TCH 4-09a**

Ongoing formative assessment will be part of learning to track progress and ensure pupils are progressing. This is recorded as part of the pupil's Computing Profile sheet. Evidence that a pupil has achieved the required outcomes will include a wide range and variety of assessment approaches. For example, this might include software; photos; animations; blogs and wikis; podcasts; videos or designs. Written work might include reports, assignments and home learning projects.

For each unit a key piece of evidence will demonstrate a pupil's understanding of work covered:

- **About me- Avatar:** Pupils will produce an 'About me sheet'
- **Inside the Computer:** Pupils will carry out a research project to recommend hardware to someone who needs a new computer system.
- **Getting started with Scratch:** Pupils will design and produce, test and evaluate at least two small programs.
- **Computer animations:** Pupils will use the skills they have developed to plan and make their own short animation or video.
- **Computers and the Environment:** After seeing how to use some presentation tools, you will be tasked to produce a presentation on the environment. Pupils will write a brief script and provide a presentation to small groups or the class.

## Homework

### Format

- **Inside the Computer:** Worksheets on hardware terms, research on types of computer systems.
- **Getting started with Scratch:** Worksheets on Scratch. Pupils will be given sheets with programming code and be asked to describe what the program does.
- **Computer animations:** Research into types of animation used in popular films.
- **Computers and the Environment:** Worksheets on the impact of technology on the environment.

### Frequency

All pupils will be required to complete at least one formal homework exercise per Unit. Pupils will be given a range of worksheets for each topic.

## Resources

Scratch Programming: <http://scratch.mit.edu/>

Kodu Games Programming: <http://www.kodugamelab.com/>

BBC Education - Level 3: <http://www.bbc.co.uk/education/topics/zh7pr82>

BBC Education - Level 4: <http://www.bbc.co.uk/education/topics/z6qhkg7>

Edmodo

School Website: [stmodans.co.uk](http://stmodans.co.uk)

## How can parents help?

Please help support your young person by encouraging them to complete homework tasks, access interactive websites and ask for help if required.



# S2 Technical

## General Course Information

Our S2 technical course is an exciting mix of the skills involved in Design and Manufacture and Graphic Communication where pupils are exposed to challenges, experiences and outcomes at CFE Levels 3 and 4. Each of the topics of the Technical Broad General Education is designed to spark imagination and creativity in our pupils whilst embedding important skills of planning, hypothesising, problem solving and evaluation. All pupils are challenged to produce work of the highest standard at a level appropriate to his/her own ability. Skills are developed throughout the course but primarily through a wide range of practical work in the workshop and ICT skills in the computer suite supported by formative and summative assessment to evaluate the learning. By the end of the S2 Technical course pupils will have a wide knowledge from a variety of Technical topics which are interesting, informative and relevant to their lives.

## Course Breakdown

### Units/Topics

Pupils in S2 will complete a range of topics where they will be involved in design and manufacture of objects, develop drawing skills both by hand and using computer packages;

Topics include:

1. CD rack
2. Keyring
3. Coat hanger
4. Ice scraper
5. Environmental drawings
6. Orthographics
7. Pictorial drawings
8. Rendering

Each topic will last approx. 4 weeks.

## Assessment

### How and when are pupils assessed?

A range of assessment methods are used throughout the Technical course which include formative and summative strategies. Pupil work will be corrected by the teacher, self-corrected or shared and marked by peers. Formal homework exercises are marked, graded and recorded by the teacher. At the end of each topic all pupils will be asked to complete a full written end-of-topic assessment which will be used in conjunction with all other assessment evidence to report on pupil progress.

## Homework

### Format

Homework will be given to look and comment on the design of everyday objects. The pupils may also be asked to download free software packages to enhance their skills.

### Frequency

All pupils will be required to complete at least 2 homework exercises per term.

### How is it issued?

Pupils will be asked to note their homework in their planner.

## **Resources**

### Websites

S2 Documents available in class and electronically through our website

### **How can parents help?**

Parents/carers can help by asking the young person about their homework. They can ask them to explain what they were doing in class and what they have found out.

# S2 ENGLISH

## General Course Information

Remaining within the Broad General Education, S2 pupils can expect to build on their learning in S1, and continue to enjoy exposure to a wide range of writers, texts, activities and experiences. With the same four capacities in mind, young people are encouraged to embrace more challenging tasks, utilise prior knowledge and skills to produce work of a high standard, and continue to develop independent study skills. From S1, pupils are encouraged to be open-minded, creative and confident in working with others. Independent learning is developed through meaningful and purposeful homework tasks. Progress in S2 is assessed formatively, using Third Level Experiences & Outcomes, and success criteria shared with pupils to maximise ownership of learning. Assessment evidence is recorded, and held in a portfolio and/ or in special 'Excellence jotters', which follow each young person till the end of S3, by which time progress, areas of strength and areas for further development are very much in evidence.

## Course Outline

### Units/Topics

- Between Aug-Christmas pupils will study one or two topics of different genre which might be thematically linked.
- Drama, Poetry or Prose (fiction and/or non-fiction) or Media. (teacher choice).
- Focus is on Third Level Experiences and Outcomes.
- Personal Reading Programme (Reading Oscars).
- Not prescriptive but might comprise : '*The War of the Worlds*' novel study and related further research topic; a Book from '*Paradise Lost*' and related further research topic; '*Troy 24*' or '*The White Rose and the Swastika*' (dramascripts)...
- Between January to May: all pupils study Global Citizenship. Research, correspondence, discussion, collaboration with others to work on a shared topic. Based also on related literary texts (novels, short stories, poetry). Past examples include Animal Rights and War. Culminates in something 'real' – a whole S2 trip to Edinburgh Zoo (2013) or the design and commissioning of a war memorial in the school grounds (2014). This year's topic is yet to be confirmed

## Assessment

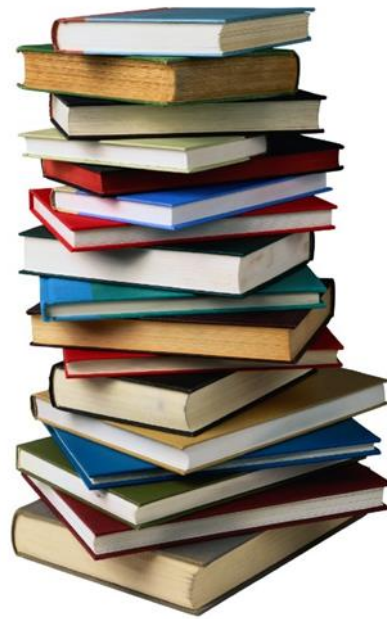
### How and when are pupils assessed?

Teachers choose and plan which Es&Os they aim to assess in any given topic. These are spread over the four modes of Reading, Writing, Talking and Listening, and success criteria shared and agreed by teacher and class. Assessment is formative, used to help pupils develop skills, capacities and attributes within the BGE; most assessment is undertaken by the class teacher but opportunities for self- and peer assessment are created to encourage an ethos of respectful collaborative working and ownership of learning. Teachers are mindful of individual needs and use professional judgement and discretion at all times. Pupil/teacher discussion on progress and learning takes place on an informal, ongoing basis but opportunities for more formal discussion/reflection are created at Tracking Update times, and at the end of a term. Towards the end of S3, Literacy at National 4 (and 3), using SQA materials.

## Homework

### Format

- Daily: (from early September). Personal Reading of fiction for Reading Oscars (class book or own); pupils set own challenging but manageable targets of pages/minutes per evening.
- Weekly: reading quality journalism (from late September).
- Fortnightly: Textual Analysis Booklet (from late September). Exercises on reading for understanding, analysis and evaluation of unseen passages from a variety of sources.
- Miscellaneous: Greater focus on independent learning and ownership thereof: completion, at home, of work planned or begun in class; longer-term and more demanding research tasks, to complement learning and teaching covered in class, as appropriate. Will normally include: Creative/Personal Writing, research and Discursive Writing, wider reading, preparation and practice of a Talk...and so on.



Pupils can expect at least one specific homework task (in addition to those listed above) each week which should be recorded in the student planner

## Resources

To be confirmed and shared by class teachers. Many will be uploaded to our new webpages during the current session

## How can parents help?

Your support is invaluable and greatly appreciated by us. You can get involved in your child's English learning and development in any number of the following ways:

- Read, Write, Talk and Listen at home as much as possible...the natural way to boost literacy skills...
- Celebrate language and languages! English, Scots, Urdu, Polish...wherever your linguistic roots lie...keep these alive in your home, in books, newspapers, conversations at the dinner table...all literacy is good literacy...☺
- Take an interest – younger pupils love to share their learning (this tendency disappears by S3 so make the most of it).
- Consider buying or subscribing to a quality newspaper...and discussing its contents. A good Sunday paper (Observer, Sunday Herald, Sunday Times) can be utilised over the course of a week.
- Help your child to use technology smartly – download a dictionary app, BBC/Sky News, Kindle app...and remember that most of these are relatively inexpensive...if not free ☺
- Speak to us if there is an issue...no matter how small it might seem. And don't hesitate to ask for help or advice.

# S2 SOCIAL SUBJECTS

## General Course Information

Through Social Subjects young people develop their understanding of the world by learning about other people and their values, in different times, places and circumstances; they also develop their understanding of their environment and of how it has been shaped. Children and young people as they participate in experiences and outcomes in Social Subjects:

- develop their understanding of the history, heritage and culture of Scotland, and an appreciation of their local and national heritage within the world
- broaden their understanding of the world by learning about human activities and achievements in the past and present
- develop their understanding of their own values, beliefs and cultures and those of others
- develop an understanding of the principles of democracy and citizenship through experience of critical and independent thinking
- explore and evaluate different types of sources and evidence
- learn how to locate, explore and link periods, people and events in time and place
- learn how to locate, explore and link features and places locally and further afield
- engage in activities which encourage enterprising attitudes
- develop an understanding of concepts that encourage enterprise and influence business
- establish firm foundations for lifelong learning and for further specialised study and careers



## Course Outline

Pupils in S2 will complete 5 topics from a choice of units based on the broad themes of Scottish Identity, Ideology, Human Rights, Physical & Human Environment, Conflict and Cooperation, World of Work

Topics include:

- **Who Are We?** Race Issues in UK (PPES, PSEB, PPE) World religions – hindu, jew, islam
- **Virtual World** - climate change, democracy, environment, world health (PPE, PSEB) or Wind Farms – decision making (PPES, PSEB, PPE)
- **Genocide** – mainly holocauste, modern genocide
- **Natural Disasters/ Climate Change** – volcanoes, earthquakes etc
- Big Brands – looking at branding, marketing

Each topic will last approx 8 weeks

## Assessment

How and when are pupils assessed?

Throughout the S1-S3 course pupils will have specific Key Assignments to complete in class and/or home.

Teachers can gather evidence as part of day-to-day learning, as children and young people describe and record, explore and analyse sources, interpret and display information, talk and debate with peers and adults, undertake investigations and present their thinking orally, in writing or in a multimedia format. Specific assessment tasks will be valuable in assessing progress at key points in the course

These key assignments include

- Speech on Race Issues in Scotstoun
- Speech to World Council or Letter on Wind Farms
- Research Task relating to Genocide
- Creation of an Appeal Leaflet on Earthquakes
- Report on Big Brands

## Homework

Due to the diverse nature of the Social Subjects, especially in S1-S3, independent study at home will take on a variety of exercises and tasks. The classroom teacher will provide homework when they feel it is appropriate and fits in with the work of the class and the needs of the pupils but will be issued at least once per week to all pupils who should record it in the student planner

Here are some examples of activities that pupils in the Social Subjects Faculty will be expected to do to reinforce learning in the classroom or in preparation for future learning.

- Traditional “ink exercise” homework tasks based on exam-style questions
- Completing a task on their own.
- ‘Tweet Sheet’ Summary: Pupils have to sum up the main points of the lesson in 140 characters.
- ‘Sum it Up’: Pupils should summarise key learning concepts in 20 words.
- ‘Question Time’: Pupils should prepare a question and answer for a recap as a starter activity for the previous lesson.
- ‘WWW and EBI: What Went Well and Even Better If’: Pupils are asked to write a review their progress at the end of the week including what they have done well this week and what they think they need to improve upon.
- ‘I Want to Know’: Pupils have to write down a question that they want to find out from the next lesson or a question that they are struggling with.
- ‘News Round’: Pupils are encouraged to watch the News or to read the newspaper over the weekend to encourage discussion at the start of the week.
- Pupils may be also issued with more formal homework during topics as and when necessary and will be given deadlines for submission, e.g. S2 Volcanoes Worksheet, re-draft of Letter/newspaper article.

Essential to all the Social Subjects is the need for pupils to learn about the world they live in by watching, listening and reading about their world. This should involve:

- reading quality newspapers e.g. The Sunday Herald
- researching the internet: e.g. BBC
- watching news and current affairs on TV e.g. Channel 4 News
- Watching documentaries on TV/Internet e.g. The History Channel
- Listening to the radio. E.g. Radio 4 The Today Programme

Having a conversation with friends, family and relatives about current affairs, history or business. It’s amazing what you can learn from your parents!

## Resources

Electronic powerpoints and workbooks will shortly be uploaded to our webpages

## How can parents help?

Buy quality newspaper or encourage your child to access free news websites eg Guardian Newspaper is free and interactive online

# S2 MODERN LANGUAGES

## General Course Information

Our S2 Modern Languages Course builds on prior learning and provides appropriate challenge and accessibility for all pupils. In S2, there is also a particular focus on Global Citizenship which encourages our young people to look beyond the classroom and become responsible citizens of a multi cultural world. To do this, pupils engage in a variety of learning activities to increase their awareness of life in a French Speaking country other than France. This is directly linked with SCIAF and CAFOD which enables pupils to forge links with language learning and the broader curriculum.

In line with the National agenda on the 1 plus 2, which outlines that all pupils will be exposed to mother tongue plus 2 languages by the end of S3, our pupils continue to study three periods of French and one period of Spanish each week. Throughout this course, pupils have the opportunity to further develop the four skills of Listening, Reading, Talking and Writing in a variety of different ways while also continuing to develop core Skills for Learning Life and Work such as ICT and collaborative working skills. Our curriculum allows pupils to access the experiences and outcomes at CFE Levels 3 and 4. Each topic is progressive and builds upon prior learning. Learning is interactive, accessible, challenging and uses the most up to date and engaging resources to give our young people real purpose to their learning. Our learning environment provides challenge for all but at the same time takes into consideration the values, needs and abilities of all learners. As such, all pupils are challenged to produce work of the highest standard at an appropriate level. Skills development is ongoing and is supported by formative and summative assessment to evaluate learning. By the end of S2 in French, pupils should be able to speak and write about their hobbies, where they live, food and holiday plans in an extensive way. They should also be able to access appropriate Reading and Listening activities on these topics. In Spanish, pupils should be able to engage in basic conversation and be able to order food and drink in a restaurant.

## Course Outline

Units/Topics

**Les Passetemps** – August until October

**Ma Ville** – October until December

**MiamMiam** – January until April

**La Francophonie Global Citizenship**- La Francophonie

**Les Vacances using the present tense**– May/June

## Assessment

As in S1, pupils are assessed both formatively and summatively throughout the course. Formal assessment for each topic takes place at the end of the unit and each assessment focuses on one of the four skills of Talking, Reading, Writing or Listening although will also incorporate Literacy, Numeracy, Health and Well Being and Skills for Learning Life and Work. Pupil work will be assessed by the teacher, self-corrected or shared and marked by peers. Teachers will discuss progress with young people during tracking update periods and next steps will be established. Assessment evidence will continue to be collated in SMART Folders. This evidence will be further developed in S3.

## Homework

The Modern Languages Department recognises the importance of homework as an integral part of the S2 Curriculum. Homework issued in the Modern Languages Department relates directly to the topic/skill currently being developed in class. All homework, whether learning or written, is designed to underpin and reinforce understanding of learning. All pupils must record homework in their homework planners. Homework may take the form of learning/memorising/revision (vocabulary and grammar), Reading/Writing tasks or preparation for Listening and Talking activities. Homework will be issued every lesson and will be marked through a combination of Teacher and Peer Marking. Homework will be taken from booklet issued to all pupils, language websites outlined in Pupil Planner and supplementary materials provided by class teacher. Homework tasks should take around 20 minutes

## Resources

Booklets issued in class

Class jotters

Websites (see below)

- Linguascope Beginner/Intermediate (username *stmodan05* and password *wisdom*)
- Español- extra (username *stmodan05* and password *losandes*)
- Francais-extra
- Languages Online
- Hello Mylo
- BBC Learning Clips
- French and Spanish Music

## How can parents help?

Please help support your young person by encouraging them to complete homework tasks, access interactive websites and ask for help if required.





# S2 RELIGIOUS EDUCATION

## General Course Information

Remaining within the Broad General Education, S2 pupils in RE can expect to build on their learning in S1, and continue to enjoy exposure to a wide range of activities and experiences. With the same four capacities in mind, young people are encouraged to embrace more challenging tasks, utilise prior knowledge and skills to produce work of a high standard, and continue to develop independent study skills. From S1, pupils are encouraged to be open-minded, creative and confident in working with others. Independent learning is developed through meaningful and purposeful homework tasks. Progress in S2 is assessed formatively, using Third Level Experiences & Outcomes from This Is Our Faith, and success criteria shared with pupils to maximise ownership of learning.

Assessment evidence is recorded, and held in a portfolio which follow each young person till the end of S3, by which time progress, areas of strength and areas for further development are very much in evidence.



## Course Outline

The S2 Course consists of the following Units:

Unit 1 - St. Luke

Unit 2 - Kingdom of God

Unit 3 - Advent & Christmas

Unit 4 - Islam

Unit 5 - Martin Luther King

Unit 6 - Lent & Easter

Unit 7 - Called to Love

Unit 8 - Genesis

Unit 9 - Jesus Human and Divine

## Assessment

How and when are pupils assessed?

Teachers choose and plan which Es&Os they aim to assess in any given topic. These are spread over the four modes of Reading, Writing, Talking and Listening, and success criteria shared and agreed by teacher and class. Assessment is formative, used to help pupils develop skills, capacities and attributes within the BGE; most assessment is undertaken by the class teacher but opportunities for self- and peer assessment are created to encourage an ethos of respectful collaborative working and ownership of learning. Teachers are mindful of individual needs and use professional judgement and discretion at all times. Pupil/teacher discussion on progress and learning takes place on an informal, ongoing basis but opportunities for more formal discussion/reflection are created at Tracking Update times, and at the end of a term

## Homework

- At the end of each unit pupils will complete a homework task.
- Miscellaneous: completion of work begun in class; discussions at home, research tasks, wider reading, writing tasks, etc...as appropriate, to complement learning and teaching covered in class.

## Resources

'Called to Love' Workbooks

St. Modan's RE Course Booklets

### **How can parents help?**

Your support is invaluable and greatly appreciated by us. You can get involved in your child's Religious and Moral development in any number of the following ways:

- Read, Write, Discuss and Listen at home as much as possible to the issues covered in RE.
- Take an interest in your child's Religious and Moral Development.
- Help your child to use technology smartly.
- Speak to your child's RE teacher if you need information. And don't hesitate to ask for help or advice.

# S2 ART & DESIGN

## General Course Information

In S2 Art and Design, learners will have exciting and new opportunities to be creative and to experience inspiration and enjoyment. Developing on prior skills they explore a wide range of two- and three-dimensional media through practical activities, and create, express, and communicate ideas. Their studies of the works of artists and designers enhance their enjoyment and deepen their knowledge and understanding.

- To develop skills and an understanding and appreciation of a wide range of visual concepts.
- To expand visual awareness on both critical and analytical levels.
- To demonstrate the relevance of Art and Design to the environment and its effects on society.
- To give opportunities for self-expression and encourage creativity and imagination.



## Course Outline

### Units/Topics

Three term topics include:

1. **Expressive Experience** –Still Life studies, Landscape in a variety of media. Observational Studies from Life.
2. **The Design Process** – African Project Design Brief, Research and Investigation, Development of Ideas, Final Solution, Evaluation, Presentation and performance to S1.
3. **Three Dimensional Work** – Papier-mâché, Model Making, Sculptural Forms.

## Assessment

### How and when are pupils assessed?

The pupils will be assessed against the following CfE experiences and outcomes:

I can use and combine the visual elements and concepts to convey ideas, thoughts and feelings in expressive and design work.

**EXA 3-03a**

Through observing and recording, I can create material that shows accuracy of representation.

**EXA 3-04a**

While working through a design process in response to a design brief, I can develop and communicate imaginative design solutions.

**EXA 3-06a**

I have used the skills I have developed in the expressive arts to contribute to a public presentation/performance.

**EXA 3-01a<sup>1</sup>**

A range of assessment methods are used throughout the course which include formative and summative strategies. Pupil work will be corrected by the teacher, self-corrected or shared and marked by peers. Formal homework exercises are marked, graded and recorded by the teacher. Formative assessment is used throughout the course in practical work discussing techniques and approaches and identifying next steps, this will be used in conjunction with all other assessment evidence showing what the pupil has learned (make, say do, write) to report on pupil progress.

## Homework

### Format

This can take various forms from design brief, story board, drawing task.

### Frequency

All pupils will be required to complete at least 1 formal homework exercises per topic in addition to regular additional homework exercises to support/reinforce daily class work as and when required.

#### How is it issued?

Pupils will be given a range of worksheets for each topic. We encourage pupils to practise their drawing and painting skills regularly at home and to keep a personal sketchbook to develop their skills, collect information and explore their own ideas.

#### **Resources**

BBC Bitesize

Edmodo as directed by teacher

[www.nationalgalleries.org](http://www.nationalgalleries.org)

[www.vam.ac.uk](http://www.vam.ac.uk)

Photo editing - [pixlr.com/](http://pixlr.com/)

Art Encyclopedia - [www.artcyclopedia.com/](http://www.artcyclopedia.com/)

BBC Arts and Culture - [www.bbc.co.uk/arts/0/](http://www.bbc.co.uk/arts/0/)

Art Materials - [www.winsornewton.com/resource-centre/](http://www.winsornewton.com/resource-centre/)

Impressionism - [www.impressionism.org/](http://www.impressionism.org/)

Scholar - <http://scholar.hw.ac.uk/scotland>

SCRAN - [www.scran.ac.uk/](http://www.scran.ac.uk/)

[www.bbc.co.uk/schools/gcsebitesize/design/textiles](http://www.bbc.co.uk/schools/gcsebitesize/design/textiles)

<http://www.youtube.com/watch?v=RJvOgS2g8pk&feature=related>

<http://www.youtube.com/watch?v=bKKff0TXJR0&feature=channel>

<http://www.vam.ac.uk/page/b/botanical-illustration>

<http://www.coroflot.com/zoon-design/plants-illustration>

<http://www.theartcareerproject.com/> ART CAREERS – all you want to know

<http://www.bbc.co.uk/arts/yourpaintings/artists> SEARCH MAJOR ARTISTS

<http://www.bbc.co.uk/arts/> GOOD for what's happening in the arts

<http://www.youtube.com/watch?v=sOAsjYgTK-8> WHACKY, FUN designers

<http://designhistorytimeline.com/> INTERACTIVE design history timeline

#### **How can parents help?**

Check planner regularly and discuss homework tasks. Encourage pupils to sketch and draw.

# S2 MUSIC

## General Course Information

Music in S2 continues to developing exciting new skills but encourages a greater sense of independent learning. Pupils will be introduced to the basics of all S2 instruments and with teacher support will work independently through a range of challenging differentiated material. The Listening course will further develop pupil's understanding and the Composing course will provide progression to allow pupil's to develop their musical literacy skills.

## Course Outline

Topics include:

### 1. PERFORMING

- Africa Project – Drumming and Singing
- S2 Class Talent show
- Instrumental Units – Drum-Kit, Bass Guitar, Guitar, Keyboard, Voice
- Samba Unit

### 2. LISTENING

- World Music, African, Latin
- Kodály – Aural awareness
- West Side Story

### 3. COMPOSITION

- Compose in a variety of styles including Kodály, rhythmic / melodic
- African Drumming workshop – Call and Response
- Technology based composition activities



## How and when are pupils assessed?

The pupils will be assessed against the following CfE experiences and outcomes:

I have used the skills I have developed in the expressive arts to contribute to a public presentation/performance. **EXA 3-01a**

I have experienced the energy and excitement of being part of an audience for other people's presentations/performances. **EXA 3-01b**

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**

I can use my voice, musical instruments or music technology to improvise or compose with melody, rhythm, harmony, timbre and structure. **EXA 3-17a**

I can use music technology to compose, record and produce music and to enhance performance. **EXA 4-17b**

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**

Ongoing formative assessment will be part of learning to track progress and ensure pupils are progressing. This is recorded in 'Pupil Workbook' in the Assessment Log by teacher. As part of the class routines pupils will be asked to self assess by means of their "Pupil Diary". Pupils will record performance regularly and will be asked to review their performance, perform for teacher or peers. Pupils will also complete a Listening test. Pupils will also complete a Listening test and a Composition Assessment.

## Homework

Each homework is timed to coincide with the teaching of the relevant topic and in S2 there are:

4 Exercises in Kodály

2 Exercises for Keyboard

1 Exercise for Base Guitar

1 Exercise for Electric / Acoustic Guitar

4 Exercises for Listening

How is it issued?

Pupils will be given a range of worksheets for each topic.

## Resources

Music resources are uploaded to our webpages

## How can parents help?

Check planner regularly and discuss class work and homework. Look over 'Pupil Workbook'.



# S2 PHYSICAL EDUCATION

## General Course Information

In S2 and S3 pupils are given the opportunity to develop performance through a range of challenging activities. They will be encouraged to take greater responsibility for learning and adopt a variety of leadership roles within the class. Pupils will have a much greater awareness of their own and others performance and be able to describe and explain strengths as well as be able to suggest ways to improve. Pupils will be given opportunities to select activities and experience working with others both cooperatively and competitively. Pupils will use technology to help analyse performance.

## Course Outline

Units include:

### MOVEMENT SKILLS, COMPETENCIES AND CONCEPTS

- Movement Skills e.g. Combining movements, footwork, Shape, pattern
- Fitness Needs (Physical and Skill Related) e.g. Agility, speed, anticipation, endurance
- Strategy e.g. creating space, passing around and between defenders, teamwork and support, width, depth
- Organisation of Time e.g. Mismatch games, drills, conditioned games, variety of competitions

### COOPERATION AND COMPETITION

- **Help the teacher, help others e.g. organise equipment**, help lay-out equipment, organise practise and play, record information, give feedback, leadership roles
- **Work for the benefit of others** help classmates to develop, appreciate various level of ability, admire effort
- **Work positively** e.g. recognise your 'starting point', expect to achieve, value your performance and effort, value your improvement

### EVALUATING AND APPRECIATING

- Recognise and appreciate strengths and weaknesses

#### HOW WILL WE DO IT?

- observing others
- observing games
- recording information
- giving feedback

#### WHAT WILL WE LOOK AT?

- skills
- strategies
- movement
- fitness

#### WHERE WILL WE DO IT

- individual practices
- partner practices
- co operative practices
- competitive practices



## Assessment

### How and when are pupils assessed?

The pupils will be assessed against the following CfE experiences and outcomes:

As I encounter a variety of challenges and contexts for learning, I am encouraged and supported to demonstrate my ability to select and apply a wide range of complex movement skills and strategies, creatively, accurately and with consistency and control. **HWB 4-21a**

I can organise my time to practise, consolidate and refine my skills to achieve my highest quality performance in a range of contexts. I am developing and sustaining my level of performance across all aspects of fitness. **HWB 4-22a**

While learning together, and in leadership situations, I can:

- experience different roles and take responsibility in organising a physical event
- contribute to a supportive and inclusive environment
- demonstrate behaviour that contributes to fair play. **HWB 4-23a**

I can:

- observe closely, reflect, describe and analyse key aspects of my own and others' performances
- make informed judgements, specific to an activity
- monitor and take responsibility for improving my own performance based on recognition of personal strengths and development needs. **HWB 4-24a**

Ongoing formative assessment as part of learning will allow the teacher to track progress and ensure pupils progress. Pupils will be recorded during performance and be asked to evaluate their own and others strengths and areas for development. Physical competencies will be assessed against agreed criteria in each activity as well as subjective judgements made on personal qualities related to cooperation and competition. Pupils will use their workbook to record personal reflection.

## Homework

Physical Education is fundamentally a practical subject however homework tasks are given to:

- Consolidate the work undertaken in class.
- Encourage students to research sporting activities in the local and wider community.
- Explore opportunities that are available to participate in sporting activities out with school.
- Encourage pupils to develop the practice of working on their own.
- Encourage pupils to develop their investigative skills and increase their knowledge and understanding.
- Develop literacy skills and become familiar with the concepts and terminology used in PE.
- Allows pupils to become familiar with the types of questions they will come across in exams.

To reinforce the value of homework, staff will:

- Ensure pupils write homework tasks in their student planner.
- Give pupils paper copies of homework tasks.
- Review all homework promptly and use to inform learning.
- For some homework tasks, display final pieces of work on the notice-boards within the PE Department.
- Keep a record of all homework issued and returned.



## Homework Tasks

### S1/S2/S3

All pupils will be given homework tasks in PE. This may involve doing some research or to follow up the work that they have been doing in class. Often pupils will be given a choice of methods with which to complete this work. For example they could produce a poster, an investigation, give a talk or discuss the information that they have found out with their peers, in small groups or as a class.

Pupils will be given at least one week to complete homework tasks.

Pupils in S1 and S2 will be asked to complete log books about their performance in physical activities this work will often be given as homework tasks.

Pupils can expect to receive at least one piece of formal homework per term.

## Resources

[www.bbc.co.uk/bitesize](http://www.bbc.co.uk/bitesize)

[www.badmintonengland.co.uk](http://www.badmintonengland.co.uk)

[www.youtube.co.uk](http://www.youtube.co.uk)

[www.bbc.co.uk/sport1/hi/academy/default.stm](http://www.bbc.co.uk/sport1/hi/academy/default.stm)

[www.topendsports.com](http://www.topendsports.com)

## How can parents help?

Please encourage your child to be active.

# S2 HOME ECONOMICS

## General Course Information

Pupils will build on the skills and knowledge gained in S1 in creating challenging and exciting dishes as they work with confidence to prepare food. Learners will continue to apply food safety principles when storing, preparing, cooking and consuming food.

## Course Outline

Topics include:

1. **A Taste of Scotland** – Traditional Scottish Foods, personal hygiene and kitchen routines, Scottish meat and fish and production behind these, origins and ingredients of Scottish dishes
2. **Eating for Life** – Food for life, food and health issues, factors affecting food issues and food choices, maintain a healthy lifestyle.
3. **Recycool** – Investigate consumer influences, personal hygiene and kitchen routines, communicate as part of a team
4. **Designing a Pizza** – Design and make a new food product, stages involved in developing a product, make healthy dishes safely and hygienically

## Assessment

How and when are pupils assessed?

The pupils will be assessed against the following CfE experiences and outcomes:

By taking part in practical food activities and taking account of current healthy eating advice, I can prepare healthy foods to meet identified needs. **HWB 3-30a**

I can apply my knowledge and understanding of nutrition, current healthy eating advice and the needs of different groups in the community when planning, choosing, cooking and evaluating dishes. **HWB 4-31a**

I am developing my understanding of the nutritional needs of people who have different conditions and requirements. **HWB 3-32a**

Having identified diet-related conditions, I can adapt and cook recipes to suit individual needs. **HWB 4-32a**

Having assessed how lifestyle or life stages can impact on people's nutritional needs, I can explain how these needs are met. **HWB 4-32b**

I can apply food safety principles when buying, storing, preparing, cooking and consuming food. **HWB 3-33a**

Having explored a range of issues which may affect food choice, I can discuss how this could impact on the individual's health. **HWB 3-34a / HWB 4-34a**

Using my knowledge of nutrition and current healthy eating advice, I can evaluate the information on food packaging, enabling me to make informed choices when preparing and cooking healthy dishes. **HWB 3-36a**

By investigating different influences on the consumer, I can discuss how consumers can be influenced by external sources. **HWB 4-37a**

I can explain basic legal rights and responsibilities of the consumer, recognising the agencies that can help. **HWB 4-37b**

I can confidently apply preparation techniques and processes to make items using specialist skills, materials, equipment or software in my place of learning, at home or in the world of work. **TCH 4-10a**

I can apply skills of critical thinking when evaluating the quality and effectiveness of my own or others' products. **TCH 4-11b**

A range of assessment methods are used throughout the course which include formative and summative strategies. Pupil work will be corrected by the teacher, self-corrected or shared and marked by peers. Formal homework exercises are marked, graded and recorded by the teacher. Formative assessment is used throughout the course in practical work discussing techniques and approaches and identifying next steps, this will be used in conjunction with all other assessment evidence showing what the pupil has learned (make, say do, write) to report on pupil progress. Evidence of learning will take the form of teacher observation, finished dishes and self and peer assessment, finished presentations and Ready Steady Cook photos.

## Homework

Unit 1 : A Taste of Scotland – Worksheet

Unit 2 : Eating for Life – Worksheet

Unit 3 : Recyclool – Gather Information for 3 R's Presentation, Preparation for Ready Steady Cook

Unit 4 : Designing a Pizza – Design brief, Selling your pizza

### Frequency

All pupils will be required to complete at least one formal homework exercises per topic including.

### How is it issued?

Pupils will be given a range of worksheets for each topic. We actively encourage pupils to practice their skills at home by using safe and hygienic practices in preparing simple dishes.

## Resources

[www.foodfactoflife.org.uk](http://www.foodfactoflife.org.uk)

[www.food.gov.uk](http://www.food.gov.uk)

[www.nutrition.org.uk](http://www.nutrition.org.uk)

[www.tradingstandards.gov.uk](http://www.tradingstandards.gov.uk)

[www.bbc.co.uk/food/](http://www.bbc.co.uk/food/)

[www.bhf.org.uk](http://www.bhf.org.uk)



## How can parents help?

Check planner regularly and discuss food choices ie weekly shopping, lunch, dinner. Encourage child to take a safe active role in the kitchen and to prepare healthy food for the family