

CFE TOPIC	LEVEL	FUTURE SKILLS	DESCRIPTION	RESEARCH TOPICS	INFORMATION LITERACY FRAMEWORK LEVEL (S)  (Note – levels where skills sought appear to be above age/stage are in bold)
Culture and heritage	3	Adapting communication, ICT E-lit, objective reporting, presentational skills, self-projection, setting information out, analytical skills, big picture connections, gathering facts, objective rational thinking, processing information, synthesizing skills.	I have investigated the culture and heritage of the Greeks or Romans through language and literature. I can demonstrate my knowledge of their cultures by contributing to an oral or written presentation on their influences on the heritage of modern Scotland and the wider world. <b>CLAN 3-04a</b>	Greek & Roman heritage in Scotland and the wider world	Up to and including P31-32
	4	Adapting communication, ICT E-lit, objective reporting, presentational skills, self-projection, setting information out, analytical skills, big picture connections, gathering facts, objective rational thinking, processing information, synthesizing skills, reaching conclusions, assimilation.	I can demonstrate understanding of how their cultures have impacted in different ways on the culture and life in modern Scotland and the wider world through an oral or written presentation of my research. <b>CLAN 4-04a</b>	Greek & Roman heritage in Scotland and the wider world, and its impact.	Up to and including P31-32

Notes: -

- 1) All the information in the first 2 & 4<sup>th</sup> columns above is taken from the final Classical Languages experiences and outcomes document available on the Curriculum for Excellence website <http://www.ltscotland.org.uk/curriculumforexcellence/languages/classicallanguages/index.asp>
- 2) 3<sup>rd</sup> Level, according to the same website, is “in S1-S3”, and 4<sup>th</sup> level “broadly equates to SCQF Level 4”. I have not attempted to consider earlier levels, as only 3<sup>rd</sup> and 4<sup>th</sup> apply to secondary schools.
- 3) The page numbers refer to the information literacy framework <http://www.gcal.ac.uk/ils/documents/DraftFramework1g.pdf> (This document was consulted extensively before any page reference was determined to be the correct one.)

Comments:-

- 1) In the Literacy across learning document [http://www.ltscotland.org.uk/Images/literacy\\_across\\_learning\\_principles\\_practice\\_tcm4-540093.doc](http://www.ltscotland.org.uk/Images/literacy_across_learning_principles_practice_tcm4-540093.doc) , three “organisers” are highlighted, these being “listening and talking”, “reading” and “writing”. A search of the Classical Languages Experiences & outcomes document shows that all of these terms appear in it.; indeed the term “literacy” has a clear and extensive section devoted to it. (identical to the one in Modern Languages & English and literacy)

# **CURRICULUM FOR EXCELLENCE**

## **CLASSICAL LANGUAGES EXPERIENCES AND OUTCOMES**

### **Skills Analysis**

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