

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)
Organising and using information	3	Adapting communication, ICT E-Lit, Presentational skills, self-projection, setting information out, sharing ideas, vocabulary, analytical skills, gathering facts, team skills, strategic planning, organising	I have contributed successfully to a group to plan and prepare short talks in the language I am learning on topics of personal interest or linked to an aspect of a country where the language I am studying is spoken. <b>MLAN 3-06a</b>	Any topic in any modern language, and/or in relation to any country where the languages being studied are spoken.	Up to and including P31-32 <b>Probably also 33-36</b>
<b>Reading to appreciate other cultures</b>	4	Adapting communication, ICT E-Lit, sharing ideas, vocabulary, analytical skills, gathering facts, image modelling, reaching conclusions, weighing up different points of view	I work on my own and with others to read and research texts in the language I am learning. I can demonstrate my understanding of different cultures and my appreciation of different ways of looking at the world in countries where the language I am learning is spoken. <b>MLAN 4-09a</b>	Different perspectives of the world and different cultures; culture in relation to any country where the languages being studied are spoken.	Up to and including P31-32 <b>Probably also 33-36</b>

Notes: -

- 1) All the information in the first 2 & 4<sup>th</sup> columns above is taken from the final Modern Languages experiences and outcomes document available on the Curriculum for Excellence website [http://www.ltscotland.org.uk/Images/modern\\_languages\\_experiences\\_outcomes\\_tcm4-539713.pdf](http://www.ltscotland.org.uk/Images/modern_languages_experiences_outcomes_tcm4-539713.pdf)
- 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 Modern Languages Experiences & outcomes document shows that all of these terms appear in it.; indeed the term “literacy” has an extensive section (identical to the one in Classical languages & English and literacy)

# **CURRICULUM FOR EXCELLENCE**

## **MODERN LANGAUGES EXPERIENCES AND OUTCOMES**

### **Skills Analysis**

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