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| **Experiences and Outcomes** | **Holistic Assessment Task** |
| **Reading** | Through developing my knowledge of context clues, punctuation, grammar and layout, I can read unfamiliar texts with increasing fluency, understanding and expression.ENG 2-12a / ENG 3-12a / ENG 4-12a***Before and as I read, I can apply strategies and use resources independently to help me read a wide variety of texts and/or find the information I need.*** ***LIT 4-13a******I can make notes and organise them to develop my thinking, help retain and recall information, explore issues and create new texts, using my own words as appropriate.******LIT 3-15a / LIT 4-15a***To show my understanding, I can give detailed, evaluative comments, with evidence, on the content and form of short and extended texts, and respond to different kinds of questions and other types of close reading tasks. ENG 4-17a | 1.) The poetry of Carol Ann DuffyChoose one of the verses from Carol Ann Duffy’s poem ‘In Mrs Tilscher’s Class’. Annotate your chosen verse, paying attention to Duffy’s use of word choice, structure, imagery, setting and/or symbolism to bring the poem to life.Create a set of textual analysis questions that can be given to another member of the class in order to test his/her understanding of the use of poetic techniques.After answering the questions provided by your partner, discuss your answers and add to your notes on the poem. IN MRS TILSCHER’S CLASSYou could travel up the Blue Nilewith your finger, tracing the routewhile MrsTilscher chanted the sceneryTana. Ethiopia. Khartoum. Aswan.That for an hour, then a skittle of milkand the chalky Pyramids rubbed into dust.A window opened with a long pole.The laugh of a bell swung by a running childImage result for school bell |

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* The marketing mix
* Branding
* Consumer legislation

In researching these aspects of marketing, you should refer to your notes and to relevant sources such as newspaper and magazine articles, television programmes and the internet.Image result for marketing |

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* ***make inferences from key statements and state these accurately in my own words; and***
* ***compare and contrast different types of text***

***LIT 4-16a***

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| I can: * discuss and evaluate the effectiveness of structure, characterisation and/or setting using some supporting evidence;
* identify how the writer’s main theme or central concerns are revealed and can recognise how they relate to my own and others’ experiences; and
* identify and make a personal evaluation of the effect of aspects of the writer’s style and other features appropriate to genre using some relevant evidence and terminology.

ENG 4-19a  |

***I enjoy creating texts of my choice and I am developing my own style. I can regularly select subject, purpose, format and resources to suit the needs of my audience.***  ***LIT 3-20a / LIT 4-20a******I can use a range of strategies and resources independently and ensure that my spelling, including specialist vocabulary, is accurate.******LIT 4-21a******As appropriate to my purpose and type of text, I can punctuate and structure different types of sentences with sufficient accuracy, and arrange these to make meaning clear, showing straightforward relationships between paragraphs.******LIT 3-22a / LIT 4-22a******Throughout the writing process, I can review and edit my writing independently to ensure that it meets its purpose and communicates meaning clearly at first reading.*** ***LIT 4-23a******I can use notes and other types of writing to generate and develop ideas, retain and recall information, explore problems, make decisions, or create original text.******I can make appropriate and responsible use of sources and acknowledge these appropriately.******LIT 4-25a******I can persuade, argue, evaluate, explore issues or express and justify opinions within a convincing line of thought, using relevant supporting detail and/or evidence.******LIT 4-29a*** | 3.) Media analysis  After watching the film ‘Dead Poets Society’, directed by Peter Weir, analyse the opening scene in detail, making notes on:* Diegetic sound: quiet preparations for the opening ceremony, bagpipe and organ music, applause etc.
* Mise-en-scene
* Lighting and colour: the contrast of light and shade e.g. the candles (the ‘light of knowledge’), the Principal’s academic gown.
* The director’s use of camera shots/camera angles e.g. long shots and close ups

Go on to write an analysis of the ways in which the director establishes and reinforces the ‘four pillars’ on which the school is founded i.e. ‘Tradition, Honor, Discipline, Excellence’.Next, choose another key scene from the film and analyse the techniques Peter Weir uses to **challenge** one or more of the ‘four pillars’.    |

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* Bulking
* Glazing
* Coagulation

In researching your topic, you should refer to the textbook, wall posters, relevant webpages, cookbooks or any other relevant source of information.Image result for caramelisationImage result for Coagulation food |

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* Genetic engineering
* Photosynthesis
* Anaerobic respiration
* Biodiversity

Write a science report on your research, remembering to record sources.Image result for photosynthesisImage result for genetic engineering |

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| **Experiences and Outcomes** | **Holistic Assessment Task** |
| **Reading****Listening and Talking** | ***Before and as I read, I can apply strategies and use resources independently to help me read a wide variety of texts and/or find the information I need. LIT 4-13a******Using what I know about the features of different types of texts, I can find, select, sort, summarise, link and use information from different sources. LIT 3-14a / LIT 4-14a******I can make notes and organise them to develop my thinking, help retain and recall information, explore issues and create new texts, using my own words as appropriate.******LIT 3-15a / LIT 4-15a******To help me develop an informed view, I can recognise persuasion and bias, identify some of the techniques used to influence my opinion, and assess the reliability of information and credibility and value of my sources. LIT 4-18a******When I engage with others I can make a relevant contribution, ensure that everyone has an opportunity to contribute and encourage them to take account of others’ points of view or alternative solutions. I can respond in ways appropriate to my role, exploring and expanding on contributions to reflect on, clarify or adapt thinking.*** ***LIT 4-02a******When listening and talking with others for different purposes, I can:**** ***communicate detailed information, ideas or opinions***
* ***explain processes, concepts or ideas with some relevant supporting detail; and***
* ***sum up ideas, issues, findings or conclusions.***

 ***LIT 4-09a******I can communicate in a clear, expressive manner when engaging with others within and beyond my place of learning, and can independently select and organise appropriate resources as required.******LIT 4-10a*** | 8.) Social issues in Scotland and the UKIn groups, you are going to prepare and hold a debate on health inequalities in Scotland and the UK. The debate will be based around:The causes and consequences of health inequality in Scotland and the UKPlans by the Scottish and UK governments to reduce these inequalities.By accessing relevant websites e.g. The Scottish Government, UK Government, NHS and the Joseph Rowntree Foundation websites, research the issues around health inequalities, making notes of those points for and against the motion: “This house believes that not enough is being done to address the growing health inequalities in our society”.Remember, you should use the interpretation of health data in the arguments you make.Image result for health inequalities ukImage result for harry burns ted talk |

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 ENG 4-19a  |

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* Main characters/relationships
* Setting in time and place
* Author’s style and how it is used to particular effect
* Theme

Once finished, write a book review in which you evaluate the effectiveness of these aspects of the text, giving reasons why you would or would not recommend the text to your peers. Image result for Life Of Pi Book The Book Thief Image result for Paper Towns John Green |

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* ***make inferences from key statements and state these accurately in my own words; and***
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***LIT 4-16a*** | 10.) RMPS: The Meaning of LoveRead and make notes on the case studies provided on the lives of: Mahatma Ghandi, Martin Luther King and Nicky Cruz. Go on to add to these notes by carrying out your own research. Write a persuasive monologue in which you adopt the persona of one of these leaders and, as well as describing your life, sum up the key spiritual messages you would like to share with the world. Next, read your monologue to the rest of your group and, by playing the role of your chosen religious leader, answer any questions your group might have on your beliefs, actions and motivation.Image result for mahatma gandhiImage result for martin luther kingImage result for nicky cruz |

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* Fractional distillation of crude oil
* Alkanes, alkenes and cycloalkanes
* Isomers
* Saturated and unsaturated hydrocarbons
* Alkanols and alkanoic acids
* Distillation

Sources of information should include the textbook and Google.Make notes on your findings and create a mind map that can be displayed on the classroom wall.Image result for • Fractional distillation of crude oil |

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* ***make inferences from key statements and state these accurately in my own words; and***
* ***compare and contrast different types of text***

***LIT 4-16a*** | 12.) Dementia Friends – Wider achievementAs part of your wider achievement activities with Dementia Friends, research the purpose and aims of Alzheimer’s Scotland.Next, devise a set of questions with which to interview your classmates, S6 wider achievement leader and coordinating teacher about their experience of participating in the wider achievement programme.Go on to design an informative piece of writing to be included in the school newsletter or blog, in which you describe and promote the work of the organisation. You should include information from your reading; a description of the Dementia Friends wider achievement programme and quotations from the interviews you have carried out.Image result for Alzheimer’s  ScotlandImage result for Alzheimer’s  Scotland |