



Education Services



Curriculum for Excellence

Hyndland Secondary School

S2 Course Outlines

A Guide for Parents

Rationale and Design of the curriculum.

In designing our curriculum Hyndland Secondary School has kept at the core of the development a commitment to the four capacities embedded within curriculum for Excellence and we remain committed to developing these capacities in all learners as they progress through each stage of school life: Successful Learners; Confident Individuals; Effective Contributors; Responsible Citizens.

The curriculum in Hyndland Secondary School embodies all aspects of school life and meets the commitment of Curriculum for Excellence to embody “the totality of all that is planned for children and young people throughout their education”

- Ethos and life of the school as a community
- Curriculum areas and subjects
- Interdisciplinary Learning
- Opportunities for Personal Achievement

We have also paid due diligence to the seven principles of curriculum design and ensures that they apply at all stages of learning, with different emphasis at different stages. These principles are

- Challenge and enjoyment
- Breadth
- Progression
- Depth
- Personalisation and choice
- Coherence and
- Relevance

Within the Broad General Education our curriculum is built around the Experiences and Outcomes for each curricular area. Literacy, Numeracy and Health and well-being are planned within learning across the curriculum. Where appropriate departments make connections across learning within the context of inter-disciplinary learning and the school has created a planning tool to help this process. In addition the school has developed a system for recognising and recording the many and various wider achievements of our young people. This process is currently being implemented across S1 and S2.

The following course outlines offer parents an overview of learning across the curricular areas and while it does not provide an exhaustive day to day outline of lessons and activities we hope it will provide a useful insight into our pupils' experiences in the various subjects across the school. We have also provided an indication of homework expectations within each area and possible support parents and carers can offer their children.

The following description is taken from “Building the Curriculum 3” advice from Scottish Government and has helped shape our curriculum.

Values

Wisdom, justice, compassion, integrity
The curriculum must be inclusive, be a stimulus for personal achievement and, through the broadening of experience of the world, be an encouragement towards informed and responsible citizenship.

The curriculum: 'the totality of all that is planned for children and young people throughout their education'

- Ethos and life of the school as a community
- Curriculum areas and subjects
- Interdisciplinary learning
- Opportunities for personal achievement

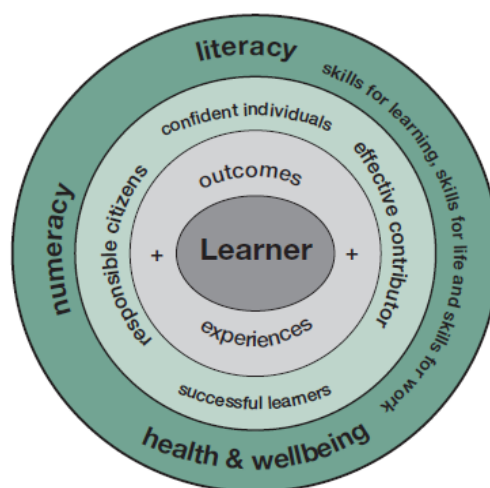
Learning and teaching

- Engaging and active
- Setting challenging goals
- Shared expectations and standards
- Timely, accurate feedback
- Learning intentions, success criteria, personal learning planning
- Collaborative
- Reflecting the ways different learners progress

Experiences and outcomes set out expectations for learning and development in:

- Expressive arts
- Languages and literacy
- Health and wellbeing
- Mathematics and numeracy
- Religious and moral education
- Sciences
- Social studies
- Technologies

Curriculum levels describe progression and development.



All children and young people are entitled to experience

- a coherent curriculum from 3 to 18
- a broad general education, including well planned experiences and outcomes across all the curriculum areas. This should include understanding of the world and Scotland's place in it and understanding of the environment
- a senior phase which provides opportunities for study for qualifications and other planned opportunities for developing the four capacities
- opportunities for developing skills for learning, skills for life and skills for work
- opportunities to achieve to the highest levels they can through appropriate personal support and challenge
- Opportunities to move into positive and sustained destinations beyond school

Personal Support

- review of learning and planning of next steps
- gaining access to learning activities which will meet their needs
- planning for opportunities for personal achievement
- preparing for changes and choices and support through changes and choices
- pre-school centres and schools working with partners


Principles for curriculum design:


- Challenge and enjoyment
- Breadth
- Progression
- Depth
- Personalisation and choice
- Coherence
- Relevance


Arrangements for


- Assessment
- Qualifications
- Self-evaluation and accountability
- Professional development

to support the purposes of learning

Department	Art & Design	S2 Course Outline	Hyndland Secondary School 
<p>Course Description</p> <p>The S2 Curriculum for Excellence course further develops all experiences and outcomes for Art and Design and Literacy outlined for level 3. Each sequence will have very specific teaching aims, and should start with observational drawing or another form of research, leading on to some form of development, culminating in a final piece. The following course covers line, shape, pattern, tone, texture & colour. It also covers design, including an introduction to graphic design and computer aided design. Also covered are drawing, painting, printmaking, design, 3d/sculpture, Literacy Outcomes are also included. While some sequences will have a more emphasised approach to this area of study, each sequence should have an appropriate element. This should relate to the practical work pupils are doing in that particular sequence, and may include responses to Art and Design work, the lives of Artists and Designers, or evaluation of the pupils own work.</p>			
Term Guide to course content and types of activities			
<p>Term 1 August - October</p> <p>Expressive Activity</p> <p>Title</p> <p>Rain forest – leading to print</p> <p>Main activities involve drawing and painting.</p>	<p>Term 2 October - December</p> <p>Design Activity</p> <p>Title</p> <p>Design a menu cover- mixed media.</p> <p>Looking at Designers - includes responses to Design, and the lives of Designers.</p>	<p>Term 3 January - April</p> <p>Expressive Activity</p> <p>Title</p> <p>Head – clay sculpture.</p>	<p>Term 4 April – June</p> <p>Expressive Activity</p> <p>Title</p> <p>Still life – painting.</p> <p>Looking at Artists - includes responses to Art work, and the lives of Artists.</p>
Guide to homework expectations and types of tasks			
<p>Type of Tasks</p> <p>Homework is a natural extension to the work undertaken in class. It will involve drawing, researching, investigating and other information gathering techniques. Written tasks such as word banks may also be issued and where relevant and within the pupils ability; critical activity</p>	<p>Frequency</p> <p>Homework issued every 1-2 weeks – Tasks should take up to 30 minutes</p>	<p>Activity</p> <p>Pupils will be set tasks as appropriate by their teacher as set out in “ Type of Tasks” – a note of this will be recorded in the pupil’s homework diary.</p>	<p>How can parents help?</p> <p>Parents can help ensure their children make time for their Art & Design homework. They can look over their drawings with them, and they can check over any written tasks. Parents can also encourage their children to use their homework planners well. Occasionally pupils will be asked to bring in cuttings from <u>used</u> newspapers and magazines – they will be asked to consult their parents first to ensure that they are not cutting up any valuable books!</p>

Department	Business and Computing	S2 Course Outline	Hyndland Secondary School	
<p>Course Description</p> <p>The course in S2 is based around three units. In the first we examine computer programming and computational thinking in the context of creating computer games. Next we look at what is involved in Designing and Marketing a product. They will consider the required elements of a marketing campaign and learn skills to create graphics and animations. Finally they will decide on the elements of their own marketing campaign and go on to create the campaign. Finished campaigns will then be presented to the class. Finally pupils will learn how to create stop motion video and will produce, in groups, short films of their own devising..</p> <p>As in S1, pupils are assessed by the tasks and elements that they have finished and/or created. Pupils are not assessed generally by end of unit knowledge tests.</p>				
<p>Term Guide to course content and types of activities</p>				
<p>Terms 1 and 2 August - December</p> <p>This is where pupils learn about computer programming and computational thinking. They learn how to use a programming language called Scratch and how to design a computer program.</p> <p>Once they have learned the fundamentals they then go on to design, create and market a simple computer game of their own.</p>		<p>Terms 3 and 4 January - June</p> <p>This section involves studying business in a global context and, in particular, the creation and marketing of global brands. Pupils are learning skills in graphics and simple animation to allow the creation of elements of an advertising campaign. Finally everything is brought together in an exercise that involves pupils designing a computer for a particular market, costing its manufacture and then creating a marketing plan for the equipment specified.</p> <p>In the last part of the course pupils learn the techniques of simple stop motion video production before going on to create a film of their own.</p>		
<p>Guide to homework expectations and types of tasks</p>				
<p>Type of Tasks</p> <p>Homework tasks will generally take the form of pupil research, especially into real-life examples of things that we have been looking at in class</p>	<p>Frequency</p> <p>Once or twice per term</p>	<p>Activity</p> <p>As stated in the tasks</p>	<p>How can parents help?</p> <p>Making Internet access available is usually useful. Real life examples of products or marketing that parents have experienced would be useful background knowledge to pupils.</p>	

Department	Drama	S2 Course Outline	Hyndland Secondary School	
<p>Course Description</p> <p>The S2 Curriculum for Excellence course in Drama allows young people to further develop their Voice, Language and Movement skills in response to a diverse range of stimuli. All young people will continue to develop increased levels of confidence and responsibility and build on their Knowledge and Understanding of Drama Process skills including Improvisation, Characterisation and Theatre Arts. This will be experienced in different contexts and will further develop their communication and collaboration skills. The key areas of assessment will be in Creating, Presenting and Evaluating. Assessment in Drama will take a variety of forms including individual response, group work, group presentations, evaluations-both written and practical, various individual writing tasks and continuous formative assessment. Young people will regularly receive feedback on areas of strength and areas for future development. They will engage in active learning enabling the opportunity for achievement.</p>				
Term Guide to course content and types of activities				
<p>Term 1 August - October</p> <ul style="list-style-type: none"> •Improvisation Spontaneous Rehearsed Stimulus Exploration •Plot Structure TPA <p>Pupil Record of Work Profiles Individual and Paired Activity Observation Group Presentation Written and Practical Evaluation Self and Peer Assessment Grids</p>	<p>Term 2 October - December</p> <ul style="list-style-type: none"> •Drama Process The 10 steps •Theatrical Conventions •Form and Purpose <p>Pupil Record of Work Profiles Individual, Paired and Group Activity Observation Group Presentation Written and Practical Evaluation Self and Peer Assessment Grids</p>	<p>Term 3 January - April</p> <ul style="list-style-type: none"> •Characterisation - development of Character and learning characterisation Techniques •Consolidation of Voice, Language and Movement skills <p>Pupil Record of Work Profiles Individual and Paired Activity Observation Group Presentation Written and Practical Evaluation Self and Peer Assessment Grids</p>	<p>Term 4 April – June</p> <ul style="list-style-type: none"> •Production Exploration of Theme •Theatre Arts •Staging, Stagecraft, Script <p>Pupil Record of Work Profiles Individual and Paired Activity Observation Group Presentation Written and Practical Evaluation Self and Peer Assessment Grids</p>	
Guide to homework expectations and types of tasks				
Type of Tasks	Frequency	Activity	How can parents help?	
<p>Creating Tasks</p> <p>Research</p> <p>Observation Tasks</p> <p>Rehearsal</p> <p>Sourcing and Creating Theatre Arts</p> <p>Study of Terminology</p>	As required	<p>Pupils should spend time reflecting on work being completed in class.</p> <p>Pupils should prepare for presentation</p>	<p>Parents can help ensure their children make time for their Drama homework.</p> <p>They can check over their writing with them, observe and feedback on rehearsal.</p> <p>Parents can also encourage their children to use their homework planners well.</p> <p>Parents can help with Creating and Sourcing Theatre Arts</p>	

Department	English (do not use)	S2 Course Outline	Hyndland Secondary School	
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Course Description


The S2 Curriculum for Excellence course focuses on developing pupils' understanding of language and their ability to use it effectively in both spoken and written forms. In relation to a Curriculum for Excellence, we aim to give pupils the appropriate skills to become confident and active contributors to their wider community while also taking an active role in their own learning process. Through the study and discussion of literature and media, they will also be encouraged to take an informed and responsible attitude towards the major issues that affect our society. The English course is structured in accordance with the three organisers of CfE: Reading, Writing and Listening & Talking.


Activities


Reading	Writing	Talking and Listening
<p>We aim to ensure that pupils can read and understand the written language in a range of different forms, and develop an appreciation of how writers create effects through their use of language. We also aim to develop and maintain the habit of reading for pleasure and pupils will be expected to have a private reading text in their schoolbag at all times.</p> <p>Extended reading of a range of texts, including non fiction and reading the media, will form the heart of our course. In addition, we teach the skills required for Close Reading in examinations.</p>	<p>Pupils will write in many different forms as part of their English course and they should be trying to develop the style of their written expression and their awareness of appropriate registers for different tasks. They will also work on improving the technical accuracy of their writing. Writing assignments will often be linked to the extended reading being undertaken in class. In addition to learning the skills of literary criticism, they will also practise: Personal Writing - writing about their own experiences, with the focus on thoughts and feelings; Imaginative Writing – such as prose fiction or poetry; Discursive Writing - presenting factual information and arguments on issues.</p>	<p>Discussion, both as a whole class and in small groups, is a very important part of pupils' work in English. As well as helping them to expand their understanding, it also helps them to develop the skills of listening carefully to others and responding appropriately, voicing their own ideas with confidence and learning to discuss and reflect upon their own learning.</p> <p>In addition, pupils will be asked to present Individual Talks in English.</p>


Homework	Assessment	How can parents help?
<p>Some indication is given above of the kind of work pupils might be expected to complete at home. They will be expected to do about one hour of English homework per week, which may be a combination of reading, writing or research tasks. Smaller homework assignments, such as a short passage of Reading or a Grammar Exercise, might be set for completion by the next day. For longer assignments, such as the preparation of an essay, deadlines for completion will be given well in advance and pupils will be guided in working steadily towards them.</p>	<p>Formative assessment is central to pupils' progress and will be the foundation upon which continuing progress is built. End of unit or lesson tests will record pupils' progress within the CfE levels and this information will be used to encourage individuals to set their own targets.</p> <p>We use marking grids which reflect the Experiences and Outcomes of Curriculum for Excellence. These criteria allow the teacher and pupil to identify next steps that will allow continuing progress in similar exercises. Marking of written assignments will also include the indication of errors of spelling, punctuation etc.</p>	<p>Parents can help ensure their children make time for their English homework. They can check over their writing with them and listen to their solo talks. Parents can also encourage their children to use their homework planners well. Reading the same novel as young people has also proved helpful in the past as does fostering a culture of reading good quality literature at home.</p>


Department	Modern Languages	S2French Course Outline		Hyndland Secondary School			
Course Description							
Language is at the core of thinking. Learners reflect, communicate and develop ideas through language. The course provides learners with the opportunity to develop skills in listening and talking, reading and writing, which are essential for learning, work and life; to use different media effectively for learning and communication; and to develop understanding of how language works. S2 pupils will continue to develop on modern languages outcomes and experiences gaining a deeper understanding of core vocabulary and key grammar points. The S2 course is designed to challenge and encourage pupils to be global citizens through enhancing their understanding and enjoyment of other cultures and their own through discussion, ICT, genuine resources and Moving Image Education. Pupils will also receive one period per week of Spanish in S2.							
Guide to course content and types of activities.							
August-October French: Body Parts/Health issues <ul style="list-style-type: none">• Body parts• A visit to the chemist• Explaining how you feel• Buying health care products• Giving or asking for advice• Physical description adjectives• Avoir etre• Where you live• prepositions Formal tracking activity SAL: Listening exercise		November- December Chez moi/film unit <ul style="list-style-type: none">• types of house/rooms in house• Describing your home• Describing your bedrooms• Dream Home• Daily Routine• Joyeaux Noel / petit nicholas Formal tracking activity SAL: Reading exercise		January-March Holiday in the past <ul style="list-style-type: none">• Modes of transport / comparatives• Perfect tense• Places to visit in Paris/France• Increase food and drink Formal tracking activity SAL: writing exercise Grammar assessment (perfect tense)		April – June Clothes and future plans <ul style="list-style-type: none">• Mr Bean en vacances Unit• Clothes• Demonstrative adjectives• possessive adjectives• Problems with clothes• Jobs• Future plans / near future tense• Numbers revision Formal tracking activity SAL: talking	
Guide to homework expectations and types of tasks							
Type of Tasks <ul style="list-style-type: none">• Revising key vocabulary from topics list.• Preparing for class assessments/profiling tasks in listening, reading and writing.• Revising important grammar points and knowledge about language.• Revising for end of class vocabulary checks/tests		Frequency Pupils will receive homework on a regular basis and should expect to complete about 40 minutes- 1 hour of homework each week.		Activity <ul style="list-style-type: none">• Homework will always be based on work done in class and help sheets with key vocabulary will be issued.• Homework may also be revising key vocabulary and grammar points.• Pupils may be asked do individually research cultural aspects of the language they are studying.		How can parents help? <ul style="list-style-type: none">• Parents can help their children by ensuring that time is set aside to revise vocabulary and grammar on a regular basis at home and ensuring pupils are using their homework planners.• Before assessments, parents can check over work by testing their children on vocabulary, helping them to memorise key phrases or by listening to their French presentation for their final speaking exam.	


Department	HFT	S2 Course Outline 2016-17	Hyndland Secondary School	
Course Description The S2 Health and Food technology course allows pupils to build on knowledge learned in S1 and enabling them to become more independent in their learning and apply knowledge gained in other subjects in a different context. All young learners will leave with a range of practical food and fabric skills which are covered in three separate units (Fun cushions/Product development/Food for health). All units reinforce literacy, numeracy and health and well being as well as giving pupils all food and health/ technology experiences and outcomes for level 3 and 4. Young learners are constantly given the opportunity to be responsible and independent learners both during practical and written activities. Pupils are continually assessed through the year and given continual feedback on their learning as well as having continual opportunities to self assess their own learning and identify their own next steps.				
Term Guide to course content and types of activities NOTE... CLASSES WILL ROTATE THE THREE AREAS AT DIFFERENT TIMINGS AS BELOW				
August - November <u>Product Development</u> <u>Design & Make bread</u> Follow design process from idea generation to manufacture and evaluation of final solution Learning how to make bread and exploring different types of potential breads/coming up with own unique recipe		November – February <u>Fun Cushions</u> Following the design process from idea generation through to manufacture and evaluation and testing of final solution. A range of practical fabric skills are over taken to ensure the final cushion is unique and of a high quality. All practical fabric skills covered in S1 and reinforced in this unit		February - June <u>Food For Health</u> A practical food unit building upon knowledge and skills covered in S1. Nutrition being a key foundation to all food products, all pupils will manufacture: Fruit salad, Green onion bread, Leek and potato soup, Orange muffins, Fish cakes, Beef burgers, Beef stir fry, Spiced couscous, Quorn pasta , Ice cream. Pupils will have to sensory evaluate their food products and will be continually assessed throughout the 12 weeks. All dishes relate to Scottish Dietary targets and dietary diseases and how to prevent them
Guide to homework expectations and types of tasks NOTE....THERE IS A CHARGE OF £20 FOR THE YEAR				
Type of Tasks Scale drawing of bedroom (including colours – link with technical and art) Colours of bedroom identified with effect on mood Diet/exercise routine for favourite sports hero (link with P.E) Food safety case study with numeracy task Market research – Questionnaire	Frequency Homework is issued once per unit and is more in-depth than S1 so therefore less frequent	Activity All Home work tasks are a natural extension from work covered in class and should be used to reinforce knowledge/skills gained during class	How can parents help? Parents can help by ensuring their child makes appropriate time for HFT homework. Home work tasks should be checked every time and signed as appropriate to say it has been checked. All homework tasks should provoke a meaningful discussion between parents and pupils. Parents can ensure all homework has been fully attempted and written work ties in with skills being covered in English.	


Department	Mathematics	S2 Course Outline	Hyndland Secondary School 
<p>Course Description</p> <p>The S2 Curriculum for Excellence courses in Mathematics allow young people to further develop their numerical and mathematical skills through the study of a wide range of topics. Throughout the session pupils will experience a variety of teaching and learning approaches including direct teaching, pair and group work, problem solving and practical activities. Assessment will be ongoing throughout the session. Pupils will be assessed informally by their performance in group tasks, their responses to class questioning and results of project work as well as formally through end of topic tests and cumulative assessments. Young people will receive regular feedback on areas of strength and areas for future development.</p>			
Term Guide to course content – Third into Fourth Level			
<p>Term 1 August - October</p> <p>Revision of Number Work / Ratio including</p> <ul style="list-style-type: none"> • Rounding - significant figures. • Whole number and decimal problems in context. • Multiplication and division by multiples of 10, 100, 1000. • Order of operations • Ratios. <p>Research and present on a famous mathematician or mathematical topic.</p> <p>Theorem of Pythagoras including</p> <ul style="list-style-type: none"> • Calculating hypotenuse • Calculating shorter side • Pythagoras in 3-D • Converse of Pythagoras 	<p>Term 2 October - December</p> <p>Revision of Fractions including</p> <ul style="list-style-type: none"> • Multiplying fractions (including mixed numbers). • Dividing fractions (including mixed numbers). • Mixed problems involving all 4 operations. <p>Algebra including</p> <ul style="list-style-type: none"> • Revision of solving basic equations eg. $3x - 4 = 11$ • Revision of distributive law. • Revision of solving simple equations with brackets. • Multiplying out pairs of brackets. • Squaring out brackets. • Solving more difficult equations and inequalities with brackets and variables on both sides eg. $2(3x - 1) = 20$, $6x - 2 = 4x + 10$, $\frac{1}{2}x - 2 = 6$, $3x - 5 > 10$, $\frac{1}{3}x + 3 < 12$ <p>Proportion / Money including</p> <ul style="list-style-type: none"> • Proportional division. • Basic unitary proportion. • Direct proportion. • Best buys. • Best deals – service, call out charges etc. • Foreign exchange. 	<p>Term 3 January - April</p> <p>Multiples and Factors including</p> <ul style="list-style-type: none"> • Multiples (LCM). • Factors (HCF). • Prime Numbers. • Prime Decomposition. • Common factors. • Difference of two squares. • Trinomials. <p>Scale Drawings and Bearings including</p> <ul style="list-style-type: none"> • Enlarge and reduce a shape (double, half, treble, quarter). • Use scale drawings to calculate lengths. • Basic scale drawings. • Scale drawings using a protractor. • Drawing and interpreting scale drawings involving bearings. <p>Patterns and Relationships including</p> <ul style="list-style-type: none"> • Revision of sequences and patterns. • Simple linear patterns of the form $P = mD$ and linear graphs $y = mx$. • More difficult linear patterns of the form $P = mD + c$ and linear graphs $y = mx + C$. • Linear graph of direct proportion. 	<p>Term 4 April – June</p> <p>Probability including</p> <ul style="list-style-type: none"> • Revision of simple probability. • Probability as a fraction. • Independent and dependant events. <p>2-D Shapes including</p> <ul style="list-style-type: none"> • Recognise and know the names of polygons up to dodecagons. • Accurately draw triangles given 3 appropriate pieces of information. • Draw accurate quadrilaterals using a ruler and protractor. <p>Revision of all Level 3 work in preparation for diagnostic assessment.</p>

Department	Mathematics	S2 Course Outline	Hyndland Secondary School 
Term Guide to course content - Third Level			
<p>Term 1 August - October</p> <p>Revision of Number Work / Ratio including</p> <ul style="list-style-type: none"> • Rounding - significant figures. • Whole number and decimal problems in context. • Multiplication and division by multiples of 10, 100, 1000. • Order of operations • Ratios. <p>Research and present on a famous mathematician or mathematical topic.</p> <p>Theorem of Pythagoras including</p> <ul style="list-style-type: none"> • Calculating hypotenuse • Calculating shorter side 	<p>Term 2 October - December</p> <p>Revision of Fractions including</p> <ul style="list-style-type: none"> • Multiplying fractions (including mixed numbers). • Dividing fractions (including mixed numbers). • Mixed problems involving all 4 operations. <p>Algebra including</p> <ul style="list-style-type: none"> • Revision of solving basic equations eg. $3x - 4 = 11$ • Revision of solving simple equations with brackets. • Solving more difficult equations with brackets and variables on both sides eg. $2(3x - 1) = 20$, $6x - 2 = 4x + 10$, $\frac{1}{2}x - 2 = 6$ • Solving inequalities eg. $3x - 5 > 10$, $\frac{1}{3}x + 3 < 12$ <p>Proportion / Money including</p> <ul style="list-style-type: none"> • Proportional division. • Basic unitary proportion. • Direct proportion. • Best buys. • Best deals – service, call out charges etc. • Foreign exchange. 	<p>Term 3 January - April</p> <p>Multiples and Factors including</p> <ul style="list-style-type: none"> • Multiples (LCM). • Factors (HCF). • Prime Numbers. • Prime Decomposition. <p>Scale Drawings and Bearings including</p> <ul style="list-style-type: none"> • Enlarge and reduce a shape (double, half, treble, quarter). • Use scale drawings to calculate lengths. • Basic scale drawings. • Scale drawings using a protractor. • Drawing and interpreting scale drawings involving bearings. <p>Patterns and Relationships including</p> <ul style="list-style-type: none"> • Revision of sequences and patterns. • Simple linear patterns of the form $P = mD$ and linear graphs $y = mx$. • More difficult linear patterns of the form $P = mD + c$ and linear graphs $y = mx + C$. • Linear graph of direct proportion. 	<p>Term 4 April – June</p> <p>Probability including</p> <ul style="list-style-type: none"> • Revision of simple probability. • Probability as a fraction. • Independent and dependant events. <p>2-D Shapes including</p> <ul style="list-style-type: none"> • Recognise and know the names of polygons up to dodecagons. • Accurately draw triangles given 3 appropriate pieces of information. • Draw accurate quadrilaterals using a ruler and protractor. <p>Revision of all Level 3 work in preparation for diagnostic assessment.</p> <p>Extension 1</p> <ul style="list-style-type: none"> • Multiplying out pairs of brackets. • Squaring out brackets. <p>Extension 2</p> <ul style="list-style-type: none"> • Common factors. • Difference of two squares. • Trinomials.

Department	Mathematics	S2 Course Outline	Hyndland Secondary School	
Term Guide to course content –Second into Third Level				
<p>Term 1 August - October</p> <p>Distance, Speed and Time including</p> <ul style="list-style-type: none"> Calculating distance (whole hours only) Calculating speed (whole hours only) Calculating time (whole hours only) <p>Research and present on a famous mathematician.</p> <p>Scale Drawings and Bearings including</p> <ul style="list-style-type: none"> Consolidation of compass points Using scales Basic scale drawings. Scale drawings using a protractor. 3 figure bearings Measuring and drawing 3 figure bearings 	<p>Term 2 October - December</p> <p>Patterns and Relationships including</p> <ul style="list-style-type: none"> Consolidation of patterns Simple linear patterns of the form $D = 3P$ More difficult linear patterns of the form $D = 3P + 1$ <p>Probability including</p> <ul style="list-style-type: none"> Probability / chance – simple predictions Probability calculations Simplifying probabilities <p>2-D Shapes including</p> <ul style="list-style-type: none"> Consolidation of 2-D work Properties of the square, rectangle, rhombus, kite and parallelogram 	<p>Term 3 January - April</p> <p>3-D Shapes including</p> <ul style="list-style-type: none"> Nets of cubes and cuboids Nets of triangular prisms, cones and other shapes Skeletons of solids <p>Revision of all Level 2 work in preparation for diagnostic assessment.</p>	<p>Term 4 April – June</p> <p>Extension 1</p> <ul style="list-style-type: none"> Rounding - significant figures. Whole number and decimal problems in context. Multiplication and division by multiples of 10, 100, 1000. Order of operations <p>Extension 2</p> <ul style="list-style-type: none"> Wages and salaries – hourly rates, annual, monthly, weekly pay. Wage rises and bonuses. Commission. Overtime. Gross and net pay 	
Guide to homework expectations and types of tasks				
<p>Type of Tasks</p> <p>Completion of textbook exercises and tasks started in classes.</p> <p>Completion of formal homework exercises.</p> <p>Research activities.</p> <p>Revision for assessments.</p>	<p>Frequency</p> <p>Up to 1 hour per week.</p>	<p>Activity</p> <p>Pupils should spend time reflecting on work covered in class.</p> <p>Time should be set aside for formal homework tasks.</p>	<p>How can parents help?</p> <p>Parents can help ensure their children make time for their maths homework.</p> <p>They can encourage them to revise the work covered in class each day.</p> <p>They can check over their working with them.</p> <p>Parents can also encourage their children to use their homework planners well.</p>	

Department	Music	S2 Course Outline	Hyndland Secondary School 
<p>Course Description</p> <p>The S2 course allows learners to further develop music skills through instrumental playing, listening and creative tasks. From Term 3, pupils use skills acquired on keyboard and music notation to produce their own compositions. Also from Term 3, pupils research and complete a project relating to music of their own choice. As in S1, self and peer assessment is an important feature – especially with regard to performing and composing. All pupils are encouraged to be involved in the various music groups which take place after school and during lunchtimes.</p>			
Term Guide to course content and types of activities			
<p>Term 1 August - October</p> <p>Solo Keyboard playing including class performances.</p> <p>Study of musical concepts present in keyboard repertoire.</p> <p>Listening tasks to consolidate conceptual understanding.</p>	<p>Term 2 October - December</p> <p>Solo Keyboard playing including class performances.</p> <p>Study of musical concepts present in keyboard repertoire.</p> <p>Listening tasks to consolidate conceptual understanding</p>	<p>Term 3 January - April</p> <p>Composing</p> <p>Introduction to Project Work</p>	<p>Term 4 April – June</p> <p>Composing – continued</p> <p>Completion of Projects including presentations to class.</p>
Guide to homework expectations and types of tasks			
<p>Type of Tasks</p> <p>Individual Instrumental Practice</p> <p>Listening and research related to Projects</p> <p>Completion of Projects</p>	<p>Frequency</p> <p>As required</p> <p>Weekly from Term 3</p>	<p>Activity</p> <p>Pupils receiving instrumental lessons should set time aside for daily practice. Additionally, all pupils with access to a keyboard instrument can request copies of materials used in class to work on at home.</p>	<p>How can parents help?</p> <p>Parents can assist by helping their child to organise appropriate time for music homework whether it be instrumental practice or tasks related to classwork.</p> <p>Additionally, pupils should be encouraged to listen to a wide variety of musical styles at home.</p> <p>Useful website: http://www.bbc.co.uk/orchestras/learn/</p>

Department	PSE	S2 Course Outline	Hyndland Secondary School 
<p>Course Description</p> <p>In S2, PSE is an integral part of all pupils' broad general education. The course aims to develop learning in a range of Health and Well Being topics, with particular focus on :</p> <div> <div>Mental, emotional, social and physical wellbeing Planning for choices and changes</div> <div>Health Study Skills</div> <div>Sexual health and relationships Substance misuse</div> <div>Citizenship</div> </div> <p>Listening, discussion and group work are key components of the course; all learners are encouraged to communicate and share their opinions in a constructive and respectful manner, as part of the journey to becoming successful learners, confident individuals, responsible citizens and effective contributors. Pupils will also learn to regularly evaluate their performance across the curriculum, with the support of regular contact from their Pastoral Care Teacher to plan effectively for improvement and attainment. Target-setting will form an integral part of the course.</p>			
Guide to course content and types of activities.			
<p>August – October</p> <ul style="list-style-type: none"> Target Setting: review of progress and setting targets for S2 Health: 'Drugwise' and 'Know The Score' Planning for Choices and Changes: Study Skills 	<p>October – December</p> <ul style="list-style-type: none"> Relationships: Anti-bullying Target Setting: review of progress and setting targets Planning for Choices and Changes: Careers and Course Choice 	<p>January – March</p> <ul style="list-style-type: none"> Planning for Choices and Changes: Careers and Course Choice Social Wellbeing and Citizenship: The Cost of Vandalism Social Wellbeing: Waste Trends End of March – Target Setting, using S2 Reports 	<p>April - June</p> <ul style="list-style-type: none"> Sexual Health and Relationships Education (SHRE) Action Against Abuse Exploring Stereotypes Evaluation, reflection, target Setting for S3
Guide to homework expectations and types of tasks			
<p>Type of Tasks</p> <p>Most topics require pupils to reflect on their learning, encouraging them to build on learning through independent study and research. At times, pupils may work collaboratively to prepare presentations for class presentations, Year Group and House assemblies.</p> <p>The SHRE programme has a pupil-parent booklet and parents are encouraged to work through this with youngsters to review and consolidate classroom activities.</p>	<p>Frequency</p> <p>Fortnightly</p>	<p>Activity</p> <p>Activities may involve independent research across a range of media, discussion with parents, and self-reflection.</p>	<p>How can parents help?</p> <p>Homework is an essential part of learning. Parents can help ensure their children make time for it. They can discuss topics featured in class, suggest strategies and appropriate areas for further research.</p> <p>Parents can regularly discuss improvements in their child's work across the curriculum as well as checking that homework planners are being used regularly and effectively. Parents are encouraged to sign and comment in Planners.</p> <p>Where possible, provide and supervise appropriate internet access for research.</p>

Department	Physical Education 2016-2017	S2 Course Outline	Hyndland Secondary School	
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Course Description


The S2 Curriculum Course in PE builds on the knowledge and experiences gained in S1 and cover a more in depth understanding of the fundamentals of these activities and how skills can be further developed. Again, practical assessment will be undertaken in each activity in line with the appropriate E's & O's in Literacy, Numeracy and Health & Wellbeing. The course will further strengthen the development of young people in the four capacities. This learning process will be enriched through a balance of academic studies and measured practical performance. All lessons will remain to be taught on a mixed ability/gender basis, should timetabling permit this. Pupils with specific educational needs will continue to be closely monitored through tailored action plans. Pupils will build on the strengths gained from their S1 course and will continue to receive feedback on performance in order to prepare them fully for National 4 and 5 courses.


Guide to course content and types of activities.


NET / WALL GAMES	STRIKING AND FIELDING GAMES	TERRITORY	INDIVIDUAL PURSUITS
<ul style="list-style-type: none"> • Badminton • Volleyball • Table Tennis 	<ul style="list-style-type: none"> • Softball • Rounders 	<ul style="list-style-type: none"> • Basketball • Football • Hockey • Rugby 	<ul style="list-style-type: none"> • Gymnastics • Athletics • Fitness • Dance
Pupils will further develop their ability in an activity in which the participant propels an object into space trying to make it difficult for an opponent to return it.	Pupils will further develop their ability in an activity in which the participant strikes an object so it is placed away from defenders in the field.	Pupils will further develop their ability in an activity in which the participants invade an opponent's territory to score.	Pupils will further develop their ability in an activity in which they have to perform on their own to reach set targets and goals.


Guide to homework expectations and types of tasks

Type of Tasks	Frequency	Activity	How can parents help?
<ul style="list-style-type: none"> • Completion of more advance homework tasks (in preparation for Nat 4/5 study) • Individual / group research topics • Team teaching opportunities/ responsibility for parts of lesson 	Weekly	Pupils should spend time reflecting on tasks set in class. This will be reviewed at the beginning of each lesson. Pupils may also wish to bring in outside knowledge of other activities in order to strengthen the quality of the teaching and learning within the class.	<p>Parents can help by encouraging their children to review class work, stimulate discussion around physical activity & by promoting healthy lifestyle choices.</p> <p>Where possible pupil learning should be reinforced by their attendance of extra curricular activities / clubs in a variety of different specialisms.</p>

Department	Science	S2 Course Outline	Hyndland Secondary School	
<p>Course Description</p> <p>The S2 Curriculum for Excellence course in Science allows young people to further develop their practical and investigative skills through a variety of activities. Pupils will be given the opportunity to develop key scientific skills through exploration and investigation of modern scientific concepts, and will be introduced to a number of up-to-date techniques and technologies. Young people will be encouraged to draw conclusions and make evaluations based on scientific fact and be given the opportunity to increase their depth of understanding of the world in which they live. Assessment in Science will take a variety of forms including solo talks, group presentations, written reports, homework activities and summative tests. Pupils will be given another chance to write an assignment. This will be based on ‘Life in Mars’ and will encompass all of the skills developed during S2. Young people will receive regular feedback on areas of strength and areas for future development. Each topic within the rotation will be studied for approximately six weeks and broadly cover the three science subjects: Physics, Chemistry and Biology.</p>				
<p>Guide to course content and types of activities.</p>				
<p>Rotation 1 August - January</p> <p>Biodiversity and Interdependence – Including photosynthesis and Ecosystems</p> <p>Electricity – charge, current and voltage in series and parallel circuits</p> <p>Acids and Alkalis – identifying acids and alkalis and neutralisation reactions</p>		<p>Rotation 2 January - May</p> <p>Earth’s Materials – Study of the earths natural resources</p> <p>Journey to Space – Gravity, Our Solar System and Space Travel</p> <p>Microbiology – Micro-organisms, vaccines and disease</p>		
<p>Guide to homework expectations and types of tasks https://blogs.glowscotland.org.uk/gc/hyndsecsci/</p>				
<p>Type of Tasks</p> <p>Homework can be accessed on the Science website or from the class teacher. Homework activities will include;</p> <p>Research project which may lead to a solo or group talk or a written report</p> <p>Consolidation exercises, Report writing, Data presentation</p> <p>Preparation for assessment</p>	<p>Frequency</p> <p>30 – 45 minutes per week</p>	<p>Activity</p> <p>Time should be set aside for longer research tasks. Pupils should go over areas of solo or group talks.</p>	<p>How can parents help?</p> <p>Science homework will be issued each week. Parents may assist with organising and managing time for study at home. Parents may be able to relate real life experiences to classroom learning through use of newspapers, television programmes etc. They can check over their written work, listen to their solo talks and help them to prepare for tests using the summary sheets provided. Parents can also encourage their children to use their homework planners well.</p>	

Department	Faculty of Social Studies	S2 Course Outline 2016-2017	Hyndland Secondary School	
<p>Course Description</p> <p>In Geography, History and Modern Studies, a rotational system operates and classes spend one third of the year in each of the subjects and there are two units of work in each subject in S2. There is one period of core RE per week with four integrated units of work. The courses within the Social Studies Faculty are designed to develop and extend the knowledge and skills of the pupils and to deepen their understanding of the subjects. Young people will receive regular feedback on areas of strength and areas for future development.</p>				
Term Guide to course content and types of activities				
<p>Geography</p> <p>Ebola Mapping Africa & investigating the countries Economic indicators of development Life in economically more and less developed countries around the world What is Ebola & how is it spread? Yellowstone National Park Earth's structure and plate tectonics Where Yellowstone & what is it like? What is a super volcano? Investigating geothermal features What would happen in the event of a super eruption?</p>	<p>History</p> <p>Hitler and the rise of the Nazis Treaty of Versailles Weaknesses of Weimar Hitler's early life and later appeal Economic crises and electoral success Era of World War 2 Hitler Youth Treatment of Jews and minorities Law and order under the Nazis Key events of World War 2 Home Front</p>	<p>Modern Studies</p> <p>The USA Immigration in the USA The American people and political system Inequality in health, housing and education Gun control and capital punishment Human Rights Child protection, child soldiers and street children Amnesty International and its role Asylum seekers</p>	<p>Religious Studies</p> <p>Sikhism Islam Buddhism Religion and the environment Activities include: Exploring Religious Experiences Reporting to the class Charity Projects/Tasks Photo card challenge Philosophical Enquiry</p>	
Guide to homework expectations and types of tasks				
<p>Type of Tasks</p> <ul style="list-style-type: none"> Written tasks Planning, research and production of Investigations Research activities Creative writing tasks Creation of maps, models, products Revision activities 	<p>Frequency</p> <p>Geography: Three pieces of homework and group presentation in Unit 1 and three pieces of homework and group task in Unit 2. History: Three larger pieces of homework per unit and group Investigation. Modern Studies: Approximately one hour per week and 5 weeks at home, planning, researching and writing an Investigation. RE: Two pieces of homework per month.</p>	<p>Activity</p> <p>Pupils should spend time reflecting on work being completed in class. Time should be set aside for longer writing tasks and on investigations, which last for a number of weeks in class and at home</p>	<p>How can parents help?</p> <p>Parents can help ensure their children make time for their homework in Social Studies courses. They can discuss ideas, read instructions, suggest strategies and suitable areas of research and discuss improvements in their young person's work, as well as checking that homework planners are being used regularly and effectively and that homework is produced to a good standard and on time.</p>	

Department	Modern Languages 2016-17	S2 Spanish Course Outline	Hyndland Secondary School	
<p>Course Description</p> <p>Language is at the core of thinking. Learners reflect, communicate and develop ideas through language. The course of one period per week in Spanish provides learners with the opportunity to develop skills in listening and talking, reading and writing, which are essential for learning, work and life; to use different media effectively for learning and communication; and to develop understanding of how language works. The S2 course is designed to challenge and encourage pupils to be global citizens through enhancing their understanding and enjoyment of other cultures and their own through discussion, ICT, genuine resources and Moving Image Education. Pupils also have access to Linguascope the interactive language learning site.</p>				
Guide to course content and types of activities.				
<p>August-October Introduction</p> <ul style="list-style-type: none"> • Basic introductions / greetings • numbers 1-31 • months/days of the week • seasons • classroom commands <p>Formal tracking activity SAL: Reading</p>	<p>November- December El Colegio</p> <ul style="list-style-type: none"> • School subjects • Opinions • Timetable • Uniform <p>Homework task: Spanish speaking country project.</p> <p>Formal tracking activity SAL: Listening</p>	<p>January-March Mi familia</p> <ul style="list-style-type: none"> • Family members • Pets • Physical description • personality <p>Formal tracking activity SAL: writing exercise</p> <p>Formal tracking activity SAL: talking</p>	<p>April – June Las vacaciones</p> <p>Restaurant vocab Places in town Sight seeing Mi Vida Loca viewing unit (holiday phrases)</p>	
Guide to homework expectations and types of tasks				
<p>Type of Tasks</p> <ul style="list-style-type: none"> • Revising key vocabulary from topics list. • Preparing for class assessments/profiling tasks in listening, reading and writing. • Revising important grammar points and knowledge about language. • Revising for end of class vocabulary checks/tests 	<p>Frequency</p> <p>Pupils will receive homework on a regular basis and should expect to complete about 40 minutes- 1 hour of homework each week.</p>	<p>Activity</p> <ul style="list-style-type: none"> • Homework will always be based on work done in class and help sheets with key vocabulary will be issued. • Homework may also be revising key vocabulary and grammar points. • Pupils may be asked do individually research cultural aspects of the language they are studying. 	<p>How can parents help?</p> <ul style="list-style-type: none"> • Parents can help their children by ensuring that time is set aside to revise vocabulary and grammar on a regular basis at home and ensuring pupils are using their homework planners. • Before assessments, parents can check over work by testing their children on vocabulary, helping them to memorise key phrases or by listening to their French presentation for their final speaking exam. • Encourage the use of Linguascope and other web based language learning sites. 	

Department	Technical Education	S1 & S2 Course Outline	Hyndland Secondary School	
Course Description <p>In first and second year the learners tackle a series of integrated design & make projects; the trinket box, key tag, structures model, creative heads, energy, coat hook, and mechanical toy. In addition, the learners work in pairs to research and then present their evaluation into an everyday consumer product. These projects develop the learner's technological skills in Engineering Science and Design & Manufacture and enable them to become a successful, responsible and confident team member.</p>				
The order and timing of the technical projects outlined below are merely suggestive.				
S1 (August – December) <p>Trinket box – safely and accurately marking out, cut, assembling and finishing pine. Introduction to simple design graphics - 3D sketching, rendering and orthographic drawings.</p> <p>Structures – investigate, design, model, evaluate and then present the learners' findings as they create a 1:10 scale card model of a lounge chair.</p>	S1 (January – June) <p>Key Tag – individual activity where the learner design (analyse, research, create, present, model with 3D software, and evaluate) and manufacture a prototype model of an acrylic key tag.</p> <p>Creative Heads – the design and manufacture of a novelty wooden product to store, hold or display an object. This project develops the learners skills in creativity, graphics and craft and.</p>	S2 (August – December) <p>Mechanical Toy – investigate possible mechanisms that transmit rotary motion and convert this to reciprocal. Design and manufacture (safely and accurately marking out, cut, assembling and finishing pine and MDF) a mechanical toy and evaluate the drive mechanism used.</p> <p>Energy – looks at the pros and cons in the use of renewable and finite energy source using the Electro City simulation software. Learners then engineer a balloon powered vehicle and calculate its efficiency.</p>	S2 (January – June) <p>Coat Hook – group task where the learners design (analyse, research, create, present, model with 3D software, and evaluate) and manufacture a prototype model for a coat hook and back plate based on the theme of the Glasgow.</p> <p>Product Evaluation – group research and presentation task where the learners present a PowerPoint to the class outlining the tests and conclusions on the effectiveness of their chosen product.</p>	
Guide to homework expectations and types of tasks				
Type of Tasks <p>Sequence of operations</p> <p>Sustainability posters</p> <p>Research activity (lifestyle and/or mood board)</p>	Frequency <p>At the end of each practical model</p> <p>During the structures model</p> <p>At the start of each design task</p>	Activity <p>Learners write or use a cartoon style storyboard to show the steps and tools used to manufacture their project.</p> <p>Learners present a poster to encourage the 3Rs (reduce, reuse, recycle).</p> <p>Learners research and present a series of images to describe typical lifestyle of a target market.</p>	How can parents help? <p>Parents can help ensure their child makes appropriate time for their Technical homework. They may also wish to help check the quality of the work and ensure that the homework planner is used.</p>	

