

Connecting Me + Us to Curriculum for Excellence

Me + Us connects with experiences and outcomes described in Curriculum for Excellence. While most consideration has been given to Curriculum for Excellence in the school context, it should also help frame children's learning in *all* contexts.

In identifying outcomes relevant to the Me + Us project, our focus is up to second level for primary school children and third/fourth for children in S1/S2. In this section we suggest how participation will contribute to a child's learning.

Social Studies

Expressive Arts

Health and Wellbeing

Literacy

From Social Studies experiences and outcomes

Second level

I can gather and use information about forms of discrimination against people in societies and consider the impact this has on people's lives. [SOC2-16b](#)

I can discuss issues of the diversity of cultures, values and customs in our society. [SOC2-16c](#)

Third and Fourth

I can explain why a group I have identified might experience inequality and can suggest ways in which this inequality might be addressed. [SOC 3-16a](#)

Through discussion, I have identified aspects of a social issue to investigate and by gathering information I can assess its impact and the attitudes of the people affected. [SOC 4-16b](#)

I can analyse the factors contributing to the development of a multicultural society and can express an informed view on issues associated with this. [SOC 4-16c](#)

From Expressive Arts experiences and outcomes

Second level

Inspired by a range of stimuli, I can express and communicate my ideas, thoughts and feelings through activities within art and design. [EXA 0-05a](#) / [EXA 1-05a](#) / [EXA 2-05a](#)

I can respond to the work of artists and designers by discussing my thoughts and feelings. I can give and accept constructive comment on my own and others' work. [EXA 0-07a](#) / [EXA 1-07a](#) / [EXA 2-07a](#)

Third and Fourth

Having chosen personal themes and developed my own ideas from a range of stimuli, I can express and communicate my ideas, thoughts and feelings through 2D and 3D work. [EXA 4-05a](#)

I can respond to the work of artists and designers by discussing my thoughts and feelings. I can give and accept constructive comment on my own and others' work. [EXA 3-07a](#)

I can analyse art and design techniques, processes and concepts, make informed judgements and express considered opinions on my own and others' work. [EXA 4-07a](#)

From Health and Wellbeing experiences and outcomes

Across Second, Third and Fourth levels

I am aware of and able to express my feelings and am developing the ability to talk about them. [HWB 0-01a](#) / [HWB 1-01a](#) / [HWB 2-01a](#) / [HWB 3-01a](#) / [HWB 4-01a](#)

I know that friendship, caring, sharing, fairness, equality and love are important in building positive relationships. As I develop and value relationships, I care and show respect for myself and others. [HWB 0-05a](#) / [HWB 1-05a](#) / [HWB 2-05a](#) / [HWB 3-05a](#) / [HWB 4-05a](#)

I understand that people can feel alone and can be misunderstood and left out by others. I am learning how to give appropriate support. [HWB 0-08a](#) / [HWB 1-08a](#) / [HWB 2-08a](#) / [HWB 3-08a](#) / [HWB 4-08a](#)

I recognise that each individual has a unique blend of abilities and needs. I contribute to making my school community one which values individuals equally and is a welcoming place for all. [HWB 0-10a](#) / [HWB 1-10a](#) / [HWB 2-10a](#) / [HWB 3-10a](#) / [HWB 4-10a](#)

Representing my class, school and/or wider community encourages my self-worth and confidence and allows me to contribute to and participate in society. [HWB 0-12a](#) / [HWB 1-12a](#) / [HWB 2-12a](#) / [HWB 3-12a](#) / [HWB 4-12a](#)

Through contributing my views, time and talents, I play a part in bringing about positive change in my school and wider community. [HWB 0-13a](#) / [HWB 1-13a](#) / [HWB 2-13a](#) / [HWB 3-13a](#) / [HWB 4-13a](#)

I can recognise progress and achievement by discussing my thoughts and feelings and giving and accepting feedback. [HWB 1-24a](#)

I recognise that we have similarities and differences but are all unique. [HWB 0-47a](#) / [HWB 1-47a](#)

From Literacy experiences and outcomes

Second level

When I engage with others, I can respond in ways appropriate to my role, show that I value others' contributions and use these to build on thinking. **LIT 2-02a**

I can select ideas and relevant information, organise these in an appropriate way for my purpose and use suitable vocabulary for my audience. **LIT 2-06a**

I can show my understanding of what I listen to or watch by responding to literal, inferential, evaluative and other types of questions, and by asking different kinds of questions of my own. **LIT 2-07a**

To help me develop an informed view, I can distinguish fact from opinion, and I am learning to recognise when my sources try to influence me and how useful these are. **LIT 2-08a**

Third and Fourth

When I engage with others, I can make a relevant contribution, encourage others to contribute and acknowledge that they have the right to hold a different opinion. I can respond in ways appropriate to my role and use contributions to reflect on, clarify or adapt thinking. **LIT 3-02a**

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**

I can independently select ideas and relevant information for different purposes, organise essential information or ideas and any supporting detail in a logical order, and use suitable vocabulary to communicate effectively with my audience. **LIT 3-06a / LIT 4-06a**

I can show my understanding of what I listen to or watch by commenting, with evidence, on the content and form of short and extended texts. **LIT 3-07a**

I can show my understanding of what I listen to or watch by giving detailed, evaluative comments, with evidence, about the content and form of short and extended texts. **LIT 4-07a**

To help me develop an informed view, I am learning about the techniques used to influence opinion and how to assess the value of my sources, and I can recognise persuasion. **LIT 3-08a**

When listening and talking with others for different purposes, I can:

- share information, experiences and opinions
- explain processes and ideas
- identify issues raised and summarise main points or findings
- clarify points by asking questions or by asking others to say more. **LIT 2-09a**

To help me develop an informed view, I can identify some of the techniques used to influence or persuade and can assess the value of my sources. **LIT 4-08a**

When listening and talking with others for different purposes, I can:

- communicate information, ideas or opinions
- explain processes, concepts or ideas
- identify issues raised, summarise findings or draw conclusions. **LIT 3-09a**

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
- sum up ideas, issues, findings or conclusions. **LIT 4-09a**

I am developing confidence when engaging with others within and beyond my place of learning. I can communicate in a clear, expressive way and I am learning to select and organise resources independently. (This may include images, objects, audio, visual or digital resources) **LIT 2-10a**

I am developing confidence when engaging with others within and beyond my place of learning. I can communicate in a clear, expressive way and I am learning to select and organise resources independently. (This may include images, objects, audio, visual or digital resources) **LIT 3-10a**

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**

To help me develop an informed view, I can identify and explain the difference between fact and opinion, recognise

To help me develop an informed view, I am exploring the techniques used to influence my opinion. I can recognise

when I am being influenced, and have assessed how useful and believable my sources are. **LIT 2-18a**

persuasion and assess the reliability of information and credibility and value of my sources. **LIT 3-18a**

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**

I can persuade, argue, explore issues or express an opinion using relevant supporting detail and/or evidence. **LIT 2-29a**

I can persuade, argue, evaluate, explore issues or express an opinion using a clear line of thought, relevant supporting detail and/or evidence. **LIT 3-29a**

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**