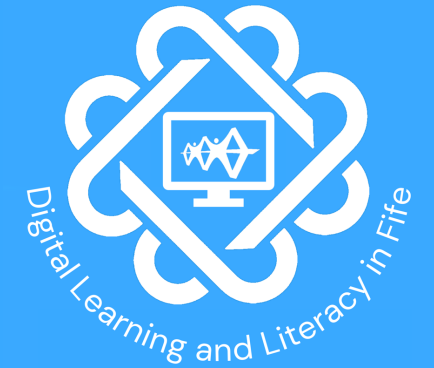


Digital Literacy Overview Early to Fourth Level



Using digital products and services in variety of contexts to achieve a purposeful outcome



Experiences and Outcomes	Benchmarks
<p>I can explore digital technologies and use what I learn to solve problems and share ideas and thoughts. TCH 0-01a</p>	<ul style="list-style-type: none"> • Recognises different types of digital technology. • Identifies the key components of different types of digital technology. • Logs on to a preferred device with a given password. • Identifies icons for different applications. • Opens and close a pre-saved file. • Identifies and consistently use the close icon. • Uses digital technologies in a responsible way and with appropriate care.
<p>I can explore and experiment with digital technologies and can use what I learn to support and enhance my learning in different contexts. TCH 1-01a</p>	<ul style="list-style-type: none"> • Communicate and collaborate with others using digital technology for example, email, Glow or other platforms. • Opens and saves a file to and from a specific location. • Identifies the key components of frequently used digital technology and whether it is a piece of hardware or software. • Uses digital technology to collect, capture, combine and share text, sound, video and images.
<p>I can extend and enhance my knowledge of digital technologies to collect, analyse ideas, relevant information and organise these in an appropriate way. TCH 2-01a</p>	<ul style="list-style-type: none"> • Identifies and saves in a range of standard file formats • Saves files using an organised filing system. • Stores, shares and collaborates using an online cloud-based service for example, Glow or other platforms. • Identifies the key features of input, output and storage devices. • Selects and use applications and software to capture, create and modify text, images, sound and video. • Selects the most appropriate digital software to perform a task.
<p>I can explore and use the features of a range of digital technologies, integrated software and online resources to determine the most appropriate to solve problems. TCH 3-01a</p>	<ul style="list-style-type: none"> • Uses the most appropriate applications and software tools to capture, create and modify text, images, sound, and video to present and collaborate. • Demonstrates an understanding of file handling for example, uploading, downloading, sharing and permission setting, for example within Glow or other platforms.
<p>I can select and use digital technologies to access, select relevant information and solve real world problems. TCH 4-01a</p>	<ul style="list-style-type: none"> • Demonstrates an understanding of how digital literacy will impact on their future learning and career pathways. • Consistently use a range of devices and digital software and applications and services to share, create, collaborate effectively and publish digital content online.

Searching, processing and managing information responsibly



Experiences and Outcomes	Benchmarks
<p>I can use digital technologies to explore how to search and find information. TCH 0-02a</p>	<ul style="list-style-type: none"> Identifies and uses images and key words when searching for specific information. Demonstrates an understanding of how information can be found on websites as text, audio, images and video. Demonstrates an understanding of how they should not use materials owned by others without permission.
<p>Using digital technologies responsibly I can access, retrieve and use information to support, enrich or extend learning in different contexts. TCH 1-02a</p>	<ul style="list-style-type: none"> Demonstrates an understanding of the concept of ownership of material and ideas. Demonstrates an understanding of the different functions of a browser and search engine. Recognises what should and shouldn't be searched for on the Internet.
<p>I can use digital technologies to search, access and retrieve information and are aware that not all of this information will be credible. TCH 2-02a</p>	<ul style="list-style-type: none"> Uses search engines to search the internet for specific or relevant information for example, using quotation marks to narrow the results. Access websites and use navigation skills to retrieve information for a specific task. Demonstrates an understanding of usage rights and can apply these within a search for example creative commons
<p>I can use digital technologies to search, access and retrieve information and are aware that not all of this information will be credible. TCH 3-02a</p>	<ul style="list-style-type: none"> Gathers and combines data and information from a range of sources to create a publication, presentation or information resource. Uses applications to analyse data and identify trends/make predictions based on source data. Demonstrates efficient searching techniques for example using 'and', 'or', 'not'.
<p>I can use digital technologies to process and manage information responsibly and can reference sources accordingly. TCH 4-02a</p>	<ul style="list-style-type: none"> Gathers, evaluates and combines data and information from a range of sources to create a publication, presentation or information resource. Evaluates applications to analyse data and identify trends/make predictions based on source data. Evaluates efficient searching techniques for example using 'and', 'or', 'not'.

Cyber resilience and internet safety



Experiences and Outcomes	Benchmarks
<p>I can explore, play and communicate using digital technologies safely and securely. TCH 0-03a</p>	<ul style="list-style-type: none"> • Demonstrates an understanding of appropriate behaviour and language in the digital environment. • Demonstrates an understanding of the importance of passwords and passcodes for example access to school building.
<p>I can extend my knowledge of how to use digital technology to communicate with others and I am aware of ways to keep safe and secure. TCH 1-03a</p>	<ul style="list-style-type: none"> • Demonstrates understanding of my rights and responsibilities as a digital citizen. • Demonstrates understanding of the potential dangers online and who to go to for advice and who to report a concern to. • Demonstrates an understanding for the need for strong passwords. • Explains the need to get a person's permission before taking a picture or video of them.
<p>I can explore online communities demonstrating an understanding of responsible digital behaviour and I'm aware of how to keep myself safe and secure. TCH 2-03a</p>	<ul style="list-style-type: none"> • Demonstrates an understanding of the content they should include in an online profile. • Discusses the importance of being a responsible digital citizen, giving examples of appropriate online behaviours and actions. • Identifies appropriate ways to report concerns. • Uses strong passwords. • Has an understanding of the law as it relates to inappropriate or illegal online behaviours, for example, the sharing of inappropriate images.
<p>I can keep myself safe and secure in online environments and I am aware of the importance and consequences of doing this for myself and others. TCH 3-03a</p>	<ul style="list-style-type: none"> • Demonstrates an understanding of the legal implications and importance of protecting their own and others' privacy when communicating online. • Evaluates online presence and identifies safeguards. • Present relevant ideas and information to explain risks to safety and security of their personal devices and networks including encryption. • Applies appropriate online safety features when becoming involved with online communities such as online gaming, chat rooms, forums and social media. • Demonstrate an understanding of different cyber threats, for example, viruses, phishing, identity theft, extortion and sextortion. • Demonstrates understanding of device security including personal and domestic devices.
<p>I can explore the impact of cyber-crime for business and industry and the consequences this can have on me. TCH 4-03a</p>	<ul style="list-style-type: none"> • Demonstrates understanding of how industry collects and uses personal data ethically and how this relates to data security legislation. • Demonstrates understanding of how cyber security breaches in industry can impact on individuals. • Evaluates the digital footprint of industry and identifies good practice • Identifies the main causes of security breaches in industry. • Demonstrates understanding of safe disposal of data and devices.

Early Level Digital Literacy



Curriculum Organiser	Experiences and Outcomes	Benchmarks
Using digital products and services in a variety of contexts to achieve a purposeful outcome	I can explore digital technologies and use what I learn to solve problems and share ideas and thoughts. TCH 0-01a	<ul style="list-style-type: none"> • Recognises different types of digital technology. • Identifies the key components of different types of digital technology. • Logs on to a preferred device with a given password. • Identifies icons for different applications. • Opens and close a pre-saved file. • Identifies and consistently use the close icon. • Uses digital technologies in a responsible way and with appropriate care.
Searching, processing and managing information responsibly	I can use digital technologies to explore how to search and find information. TCH 0-02a	<ul style="list-style-type: none"> • Identifies and uses images and key words when searching for specific information. • Demonstrates an understanding of how information can be found on websites as text, audio, images and video. • Demonstrates an understanding of how they should not use materials owned by others without permission.
Cyber resilience and internet safety	I can explore, play and communicate using digital technologies safely and securely. TCH 0-03a	<ul style="list-style-type: none"> • Demonstrates an understanding of appropriate behaviour and language in the digital environment. • Demonstrates an understanding of the importance of passwords and passcodes for example access to school building.

First Level Digital Literacy



Curriculum Organiser	Experiences and Outcomes	Benchmarks
Using digital products and services in a variety of contexts to achieve a purposeful outcome	I can explore and experiment with digital technologies and can use what I learn to support and enhance my learning in different contexts. TCH 1-01a	<ul style="list-style-type: none"> • Communicate and collaborate with others using digital technology for example, email, Glow or other platforms. • Opens and saves a file to and from a specific location. • Identifies the key components of frequently used digital technology and whether it is a piece of hardware or software. • Uses digital technology to collect, capture, combine and share text, sound, video and images.
Searching, processing and managing information responsibly	Using digital technologies responsibly I can access, retrieve and use information to support, enrich or extend learning in different contexts. TCH 1-02a	<ul style="list-style-type: none"> • Demonstrates an understanding of the concept of ownership of material and ideas. • Demonstrates an understanding of the different functions of a browser and search engine. • Recognises what should and shouldn't be searched for on the Internet.
Cyber resilience and internet safety	I can extend my knowledge of how to use digital technology to communicate with others and I am aware of ways to keep safe and secure. TCH 1-03a	<ul style="list-style-type: none"> • Demonstrates understanding of my rights and responsibilities as a digital citizen. • Demonstrates understanding of the potential dangers online and who to go to for advice and who to report a concern to. • Demonstrates an understanding for the need for strong passwords. • Explains the need to get a person's permission before taking a picture or video of them.

Second Level Digital Literacy



Curriculum Organiser	Experiences and Outcomes	Benchmarks
Using digital products and services in a variety of contexts to achieve a purposeful outcome	I can extend and enhance my knowledge of digital technologies to collect, analyse ideas, relevant information and organise these in an appropriate way. TCH 2-01a	<ul style="list-style-type: none"> • Identifies and saves in a range of standard file formats • Saves files using an organised filing system. • Stores, shares and collaborates using an online cloud-based service for example, Glow or other platforms. • Identifies the key features of input, output and storage devices. • Selects and use applications and software to capture, create and modify text, images, sound and video. • Selects the most appropriate digital software to perform a task.
Searching, processing and managing information responsibly	I can use digital technologies to search, access and retrieve information and are aware that not all of this information will be credible. TCH 2-02a	<ul style="list-style-type: none"> • Uses search engines to search the internet for specific or relevant information for example, using quotation marks to narrow the results. • Access websites and use navigation skills to retrieve information for a specific task. • Demonstrates an understanding of usage rights and can apply these within a search for example creative commons
Cyber resilience and internet safety	I can explore online communities demonstrating an understanding of responsible digital behaviour and I'm aware of how to keep myself safe and secure. TCH 2-03a	<ul style="list-style-type: none"> • Demonstrates an understanding of the content they should include in an online profile. • Discusses the importance of being a responsible digital citizen, giving examples of appropriate online behaviours and actions. • Identifies appropriate ways to report concerns. • Uses strong passwords. • Has an understanding of the law as it relates to inappropriate or illegal online behaviours, for example, the sharing of inappropriate images.

Third Level Digital Literacy



Curriculum Organiser	Experiences and Outcomes	Benchmarks
Using digital products and services in a variety of contexts to achieve a purposeful outcome	I can explore and use the features of a range of digital technologies, integrated software and online resources to determine the most appropriate to solve problems. TCH 3-01a	<ul style="list-style-type: none"> • Uses the most appropriate applications and software tools to capture, create and modify text, images, sound, and video to present and collaborate. • Demonstrates an understanding of file handling for example, uploading, downloading, sharing and permission setting, for example within Glow or other platforms.
Searching, processing and managing information responsibly	I can use digital technologies to search, access and retrieve information and are aware that not all of this information will be credible. TCH 3-02a	<ul style="list-style-type: none"> • Gathers and combines data and information from a range of sources to create a publication, presentation or information resource. • Uses applications to analyse data and identify trends/make predictions based on source data. • Demonstrates efficient searching techniques for example using 'and', 'or', 'not'.
Cyber resilience and internet safety	I can keep myself safe and secure in online environments and I am aware of the importance and consequences of doing this for myself and others. TCH 3-03a	<ul style="list-style-type: none"> • Demonstrates an understanding of the legal implications and importance of protecting their own and others' privacy when communicating online. • Evaluates online presence and identifies safeguards. • Present relevant ideas and information to explain risks to safety and security of their personal devices and networks including encryption. • Applies appropriate online safety features when becoming involved with online communities such as online gaming, chat rooms, forums and social media. • Demonstrate an understanding of different cyber threats, for example, viruses, phishing, identity theft, extortion and sextortion. • Demonstrates understanding of device security including personal and domestic devices.

Fourth Level Digital Literacy



Curriculum Organiser	Experiences and Outcomes	Benchmarks
Using digital products and services in a variety of contexts to achieve a purposeful outcome	I can select and use digital technologies to access, select relevant information and solve real world problems. TCH 4-01a	<ul style="list-style-type: none"> • Demonstrates an understanding of how digital literacy will impact on their future learning and career pathways. • Consistently use a range of devices and digital software and applications and services to share, create, collaborate effectively and publish digital content online.
Searching, processing and managing information responsibly	I can use digital technologies to process and manage information responsibly and can reference sources accordingly. TCH 4-02a	<ul style="list-style-type: none"> • Gathers, evaluates and combines data and information from a range of sources to create a publication, presentation or information resource. • Evaluates applications to analyse data and identify trends/make predictions based on source data. • Evaluates efficient searching techniques for example using 'and', 'or', 'not'.
Cyber resilience and internet safety	I can explore the impact of cyber-crime for business and industry and the consequences this can have on me. TCH 4-03a	<ul style="list-style-type: none"> • Demonstrates understanding of how industry collects and uses personal data ethically and how this relates to data security legislation. • Demonstrates understanding of how cyber security breaches in industry can impact on individuals. • Evaluates the digital footprint of industry and identifies good practice • Identifies the main causes of security breaches in industry. • Demonstrates understanding of safe disposal of data and devices.