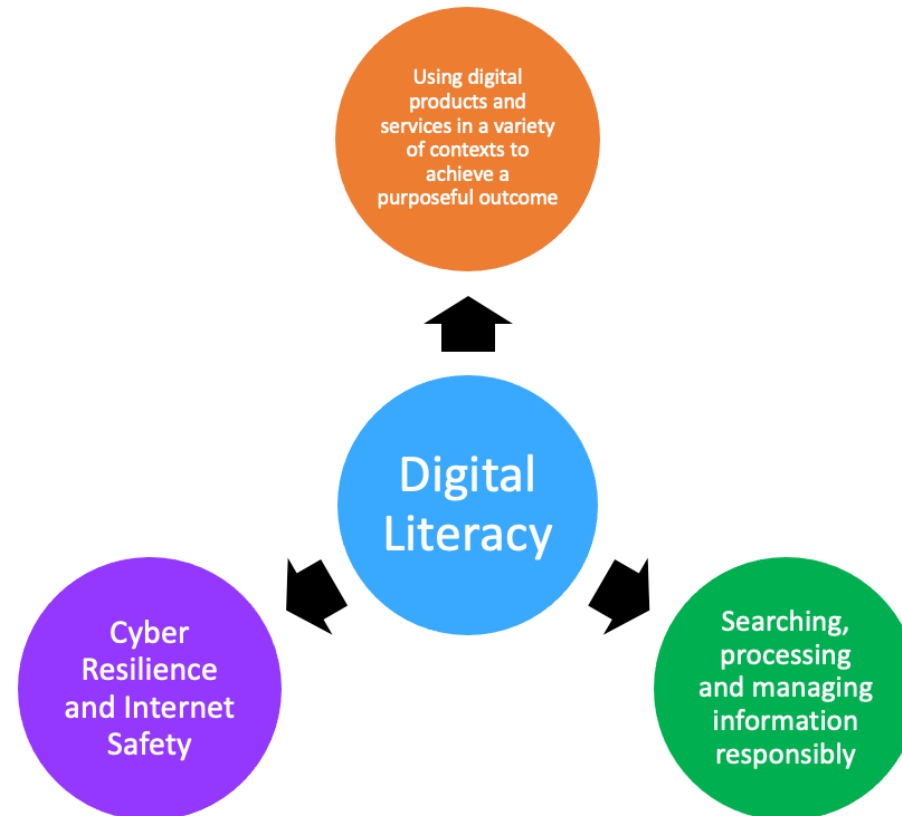
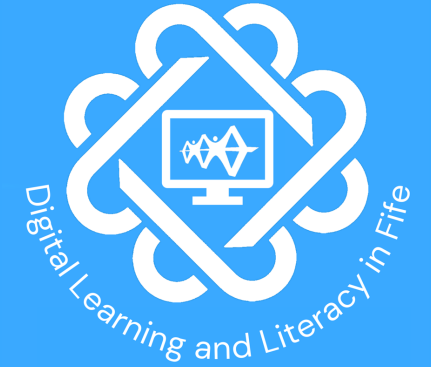


Digital Literacy First Level



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.

First Level Using Digital Products



Experiences and Outcomes	Benchmarks
<p>I can explore and experiment with digital technologies and can use what I learn to support and enhance my learning in different contexts.</p> <p>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.

What the learning may look like in Fife	Glossary of terms
<ul style="list-style-type: none"> • Daily use of devices in the classroom. • Regular use of applications to support learning across the curriculum. • Use stop frame animation applications to create and share a simple story or experience. • Engage with a class digital charter to promote responsible use for themselves and others. • Use online platforms to build confidence with a wide range of devices. • Access a variety of content through Glow. • Use Glow OneDrive to save and share documents and files. • Developing digital skills to use across the curriculum. <p>Visit the Digital Literacy Progression site for further ideas and resources.</p>	<ul style="list-style-type: none"> • Animation - A method of making a movie from many still images. The images are put together one after another, and then played at a fast speed to give the illusion of movement. A person who makes animations is called an animator • Email - Electronic Mail - A system for sending and receiving messages electronically over a computer network • Embed - To insert into. i.e. embed a picture into a word document • Export - To save a copy of a document, database, image or video into a file format required by a different application • Hardware - The physical equipment used in a computer system, such as the hard drive, peripheral devices, and memory • Storage - The hard drive/memory capacity of a digital device <p>For the full glossary at First Level, click here.</p>

First Level Using Digital Products



Contributes to and participates in a class/school digital charter for using devices responsibly, including understanding of their own responsibility.

Saves a range of files (document, image, sound, video) to a cloud storage location such as Glow.

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.

Identifies and uses keyboard shortcuts e.g. ctrl + c for copy.

Accesses menu options on a range of devices and applications e.g. right click, "three dots", drop down arrows, etc.

Locates and opens applications on a range of devices independently.

Uses information within an email address to identify the provider e.g. Glow, Gmail, Yahoo, etc

Communicate and collaborate with others using digital technology for example, email, Glow or other platforms.

Explores the features of different communication tools and chooses the appropriate one for a task e.g. email a group, post publicly on a chat, etc.

Independently logs in to Glow.

Plans and creates a multimedia animation/presentation.

Uses digital technology to collect, capture, combine and share text, sound, video and images.

Compares the features of a range of applications and shares how appropriate each application is for different media.

Uses application-specific language appropriately when discussing digital tools, e.g. "cells" within a spreadsheet, "frame" within an animation, etc

Explores a range of applications and devices to collect, capture, combine and share text, sound, video and images.

First Level Searching Information



Experiences and Outcomes	Benchmarks
<p>Using digital technologies responsibly I can access, retrieve and use information to support, enrich or extend learning in different contexts.</p> <p>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.

What the learning may look like in Fife	Glossary of terms
<ul style="list-style-type: none">• Daily use of devices in the classroom and at home.• Access browsers on a range of devices e.g. Windows PC, iPads, Chromebooks, etc with appropriate supervision.• Use information from search results to present learning across the curriculum.• Developing digital skills to use across the curriculum. <p>Visit the Digital Literacy Progression site for further ideas and resources.</p>	<ul style="list-style-type: none">• Filter - Search filtering allows you to limit the results to a reduced set that matches the filter(s) you select. An email filter may refer to a spam filter or a custom filter created by a user. A filter may also refer to a digital effect added to an image, video clip, or audio track• ISP (Internet Service Provider) - A company that provides individuals and other companies access to the Internet and other related services• Keyword - A significant or descriptive word - used as a reference point for finding other words or information• Web Crawler - A free World-Wide Web search engine that collects URLs by searching the Internet and allows users to perform keyword searches through a World-Wide Web browser <p>For the full glossary at First Level, click here.</p>

First Level Searching Information



With support, selects appropriate websites/information from search results.

Demonstrates resilience when searching the Internet and knows who to report a concern to.

Demonstrates an understanding of the concept of ownership of material and ideas.

Recognises what should and shouldn't be searched for on the Internet.

Participates in discussions regarding the reliability of information online.

Confidently navigates search engines to support learning.

Selects appropriate keywords, shortcuts and filters to search for information online and offline e.g. within a document.

Demonstrates an understanding of the different functions of a browser and search engine.

First Level Cyber Resilience and Internet Safety



Experiences and Outcomes	Benchmarks
<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.</p> <p>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.

What the learning may look like in Fife	Glossary of terms
<ul style="list-style-type: none">• Daily use of devices in the classroom.• Engage with a class digital charter to promote Cyber Resilience and Internet Safety.• Use Microsoft Teams to communicate with class.• Creating an avatar to use on Glow profile.• Taking part in events such as, Safer Internet Day.• Link with Health and Wellbeing. <p>Visit the Digital Literacy Progression site for further ideas and resources.</p>	<ul style="list-style-type: none">• Avatar (Digital) - A graphical image that represents a person, as on the Internet• Digital Citizen - Someone who is skilled in using the internet in order to communicate with other• Digital Footprint - The information about a particular person that exists on the Internet as a result of their online activity <p>For the full glossary at First Level, click here.</p>

First Level Cyber Resilience and Internet Safety



Demonstrates resilience and respect when interacting online e.g. asking permission to take/post pictures/videos and asking for pictures/videos to be removed.

Demonstrates an understanding that interacting online and uploading materials such as pictures and videos can be traced and creates a digital footprint.

Discusses when to ask for advice or to report a concern about something seen, read or heard online.

Demonstrates understanding of the potential dangers online and who to go to for advice and who to report a concern to.

Identifies the benefits and risks of being online.

Demonstrates understanding of my rights and responsibilities as a digital citizen.

Contributes to and participates in a class/school digital charter, including how to be a good digital citizen.

Explains the need to get a person's permission before taking a picture or video of them.

Identifies what personal information should and should not be shared on the Internet.

Creates and uses strong passwords/codes, demonstrating how to keep passwords/codes safe.

Demonstrates an understanding for the need for strong passwords.

Explores strategies to create strong passwords/codes.