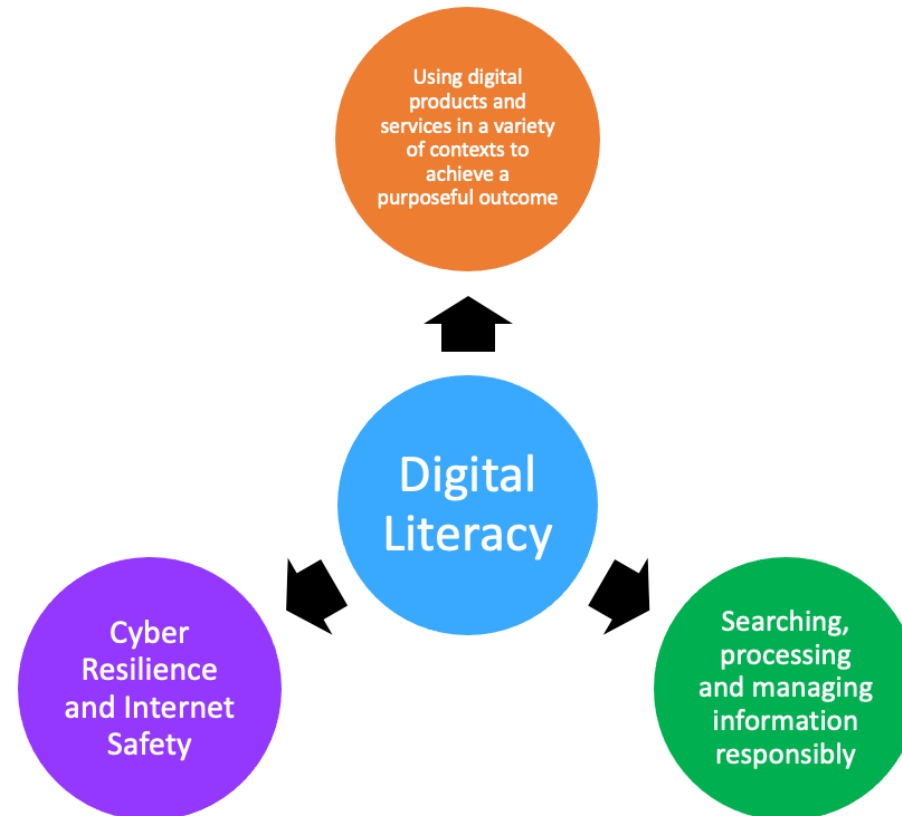
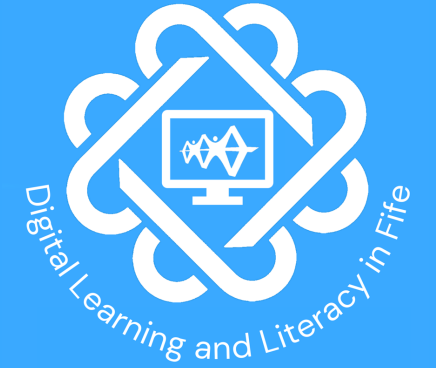


Digital Literacy Second Level



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.

Second Level Using Digital Products



Experiences and Outcomes	Benchmarks
<p>I can extend and enhance my knowledge of digital technologies to collect, analyse ideas, relevant information and organise these in an appropriate way.</p> <p>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.

What the learning may look like in Fife	Glossary of terms
<ul style="list-style-type: none"> Daily use of devices and technology in a range of environments. Regular use of applications to support learning across the curriculum. Use video editing applications to create and share content for a range of purposes. Use of Glow across the curriculum. Learners make informed choices about the devices they select and the applications they use to support their learning. 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"> File Extension - The file type that is appended to the end of a file name. For example, a file with a .DOC or .DOCX extension is a Microsoft Word document. A file with a .JPG extension is an JPEG image File Formats - The structure of a computer file. There are hundreds of different formats for data (databases, text, images, video, etc.), files can only be opened by software that can read relative formats. These are identified by their file extension File Structure - How folders and files are organised on a computer to make it easy to find documents later Input - Data transferred from the outside world into a computer system via some kind of input device such as a keyboard, scanner or storage device Output - The data actively transmitted from within the computer to an external device such as a monitor, storage device or printer <p>For the full glossary at Second Level, click here.</p>

Second Level Using Digital Products



Justifies why an application/software has been chosen for a task e.g. using PowerPoint to create a poster to compare different designs.

Selects the most appropriate digital software to perform a task.

Demonstrates how to find and manage files on a range of devices and using online based services.

Saves files using an organised filing system.

Discusses the requirements of storage e.g. file sizes and capacity of the device, data transfer speeds.

Stores, shares and collaborates using an online cloud based service for example, Glow or other platforms.

Identifies and saves in a range of standard file formats.

Demonstrates an understanding of different file format types such as Microsoft documents (*.docx/*.xlsx), audio (*.mp3/*.wav), video (*.mp4/*.mov) and image files (*.jpg/*.png).

Leads in developing a class/school digital charter for using devices responsibly, including understanding of their own responsibility.

Demonstrates how to use accessibility features/tools within applications/software/devices to support themselves and others.

Uses a range of advanced features in applications and software to present learning e.g. columns in Word, formulas in Excel, screen recording in PowerPoint.

Plans, creates and evaluates a multimedia animation/movie to present learning across the curriculum e.g. to advertise a product.

Combines content from different applications/software to present learning e.g. graphs from a spreadsheet into a presentation.

Selects and use applications and software to capture, create and modify text, images, sound and video.

Identifies the key features of input, output and storage devices.

Second Level Searching Information



Experiences and Outcomes	Benchmarks
<p>I can use digital technologies to search, access and retrieve information and are aware that not all of this information will be credible.</p> <p>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.

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"> • Creative Commons - Creative Commons licenses give everyone from individual creators to large institutions a standardized way to grant the public permission to use their creative work under copyright law. A Creative Commons (CC) license is one of several public copyright licenses that enable the free distribution of an otherwise copyrighted "work". A CC license is used when an author wants to give other people the right to share, use, and build upon a work that the author has created • Plagiarism - The act of plagiarising; taking someone's words or ideas as if they were your own • Wiki - A type of website that lets anyone who can access the wiki create and change its pages. The word Wiki is short for WikiWikiWeb. Wikiwiki is a word from the Hawaiian language, meaning "fast" or "speed". Wikipedia is one of the most famous wiki's <p>For the full glossary at Second Level, click here.</p>

Second Level Searching Information



Compares and contrasts two similar websites.

Discusses how search results can be ordered and chooses search results appropriately.

Raises own questions regarding the reliability of information online.

Demonstrates an understanding of usage rights and can apply these within a search for example creative commons.

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.

Explains the meaning of creative commons and how to find usage rights in a search result.

Selects and displays appropriate information creatively for a variety of purposes e.g. demonstrating how to insert media and select images which are labelled for reuse/creative commons.

Second Level Cyber Resilience and Internet Safety



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

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. • Taking part in discussions about the uses and risks of social media e.g. to promote businesses, raise awareness of causes. • 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"> • Personal Identifiable Information - Information that can be used on its own or with other information to identify, contact, or locate someone • Social Engineering - Also known as “Social Manipulation“. A way to influence people with the goal to illegally obtain sensitive data (i.e. passwords, credit card information). Social Engineers observe the personal environment of their victims and use fake identities to gain secret information or free services. In most cases Social Engineering is used to infiltrate third party computer systems to spy on sensitive data; in that case social engineering is also called Social Hacking • Social Media - Websites and applications that enable users to create and share content or to participate in social networking <p>For the full glossary at Second Level, click here.</p>

Second Level Cyber Resilience and Internet Safety



Demonstrates confidence, resilience and respect when interacting online.

Uses strong passwords.

Creates strong passwords/passcodes and confidently explains why it is important.

Discusses how personal information can be used by others online e.g. in social engineering.

Discusses what should and should not be shared online, and demonstrates this when interacting online.

Demonstrates an understanding of the content they should include in an online profile.

Identifies appropriate ways to report concerns.

Explains the consequences of spending too much time online or on a device.

Discusses permissions for posting content online and how to ask for this to be removed.

Discusses their digital footprint and demonstrates understanding of how to respect others' online.

Has an understanding of the law as it relates to inappropriate or illegal online behaviours, for example, the sharing of inappropriate images.

Discusses the importance of being a responsible digital citizen, giving examples of appropriate online behaviours and actions.

Leads in developing a class/school digital charter, including how to be cyber resilient and safe online.