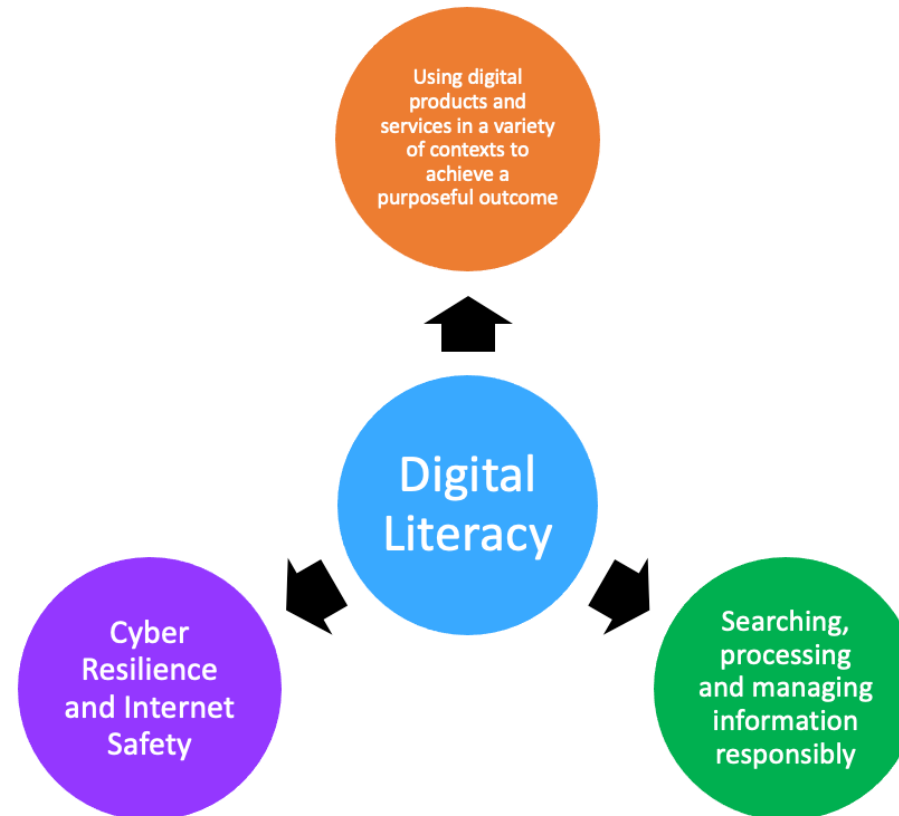
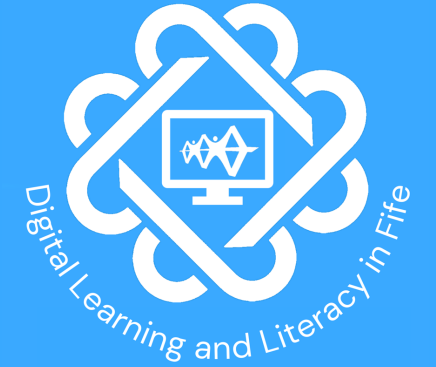


Digital Literacy Third and Fourth Level



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.

Third and Fourth Level Using Digital Products



Experiences and Outcomes	Benchmarks
<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.

What the learning may look like in Fife	Glossary of terms
<ul style="list-style-type: none"> • Daily use of devices and technology. • Regular use of applications to support learning across the curriculum. • Use of Glow across the curriculum. • Use of subject specific software and applications. • Use of accessibility features to support learning. • Explore the Technological Developments in Society and Business Pathway to link learning. <p>Visit the Digital Literacy Progression site for further ideas and resources.</p>	<ul style="list-style-type: none"> • Graphics interchange format (.gif) - A format used to save still or moving images. This is an efficient method of storing images using a smaller file size, particularly where there are large areas of solid colour. It is widely used in web pages • Joint photographic expert group (.jpg/.jpeg) - A format used to save still images, originally names by the joint photographic expert group. This is an efficient method of storing images using a smaller file size and is widely used in web pages • Text (.txt) - A file format (.txt) used for textbased files that contain an unformatted ASCII file, although there are file format variations depending on the operating system. Text files can be opened in any word processor <p>For the full glossary at Third and Fourth Level, click here.</p>

Third and Fourth Level Using Digital Products



Developing digital skills for working across the BGE.

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.

Uses the most appropriate applications and software tools to capture, create and modify text, images, sound, and video to present and collaborate.

Discusses the importance of responsible file handling and sharing in different environments.

Demonstrates an understanding of the content that can be created in different applications/software to present subject specific learning.

Demonstrates an understanding of how content can be exported and then used in different applications/software and the importance of file type compatibility.

Locates and opens appropriate applications and software on a range of devices and environments e.g. browser based software, Glow based applications and subject specific software.

Demonstrates an understanding of file handling for example, uploading, downloading, sharing and permission setting, for example within Glow or other platforms.

Demonstrates responsibility when using devices across the curriculum.

Opens and manages files on a range of devices and using online based services e.g. Glow.

Uses appropriate accessibility features/tools within applications/software/devices to support themselves and others.

Third and Fourth 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. 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'.

What the learning may look like in Fife	Glossary of terms
<ul style="list-style-type: none"> • Daily use of devices and technology. • Access browsers on a range of devices e.g. Windows PC, iPads, Chromebooks, etc. with appropriate supervision. • Use information from search results to present subject specific learning. • Explore the Technological Developments in Society and Business Pathway to link learning. <p>Visit the Digital Literacy Progression site for further ideas and resources.</p>	<ul style="list-style-type: none"> • Analytics - Data generated by user engagement with content and assessment that can provide insight and guidance for intervention if required • 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 <p>For the full glossary at Third and Fourth Level, click here.</p>

Third and Fourth Level Searching Information



Developing digital skills for working across the BGE.

Gathers, evaluates and combines data and information from a range of sources to create a publication, presentation or information resource.

Evaluates efficient searching techniques for example using 'and', 'or', 'not'.

Evaluates applications to analyse data and identify trends/make predictions based on source data.

Justifies the inclusion and exclusion of information from search results and publications/presentations/information resources.

Uses media with the appropriate usage rights or labelled with creative commons.

Demonstrates an understanding of the importance of referencing original sources.

Gathers and combines data and information from a range of sources to create a publication, presentation or information resource.

Demonstrates efficient searching techniques for example using 'and', 'or', 'not'.

Uses applications to analyse data and identify trends/make predictions based on source data.

Third and Fourth Level Cyber Resilience and Internet Safety



Experiences and Outcomes	Benchmarks
<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 safe guards. • 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.

What the learning may look like in Fife	Glossary of terms
<ul style="list-style-type: none"> • Daily use of devices and technology. • Taking part in events such as, Safer Internet Day. • Explore the Technological Developments in Society and Business Pathway to link learning. <p>Visit the Digital Literacy Progression site for further ideas and resources.</p>	<ul style="list-style-type: none"> • Encryption - In cryptography, encryption is the process of encoding information. This process converts the original representation of the information, known as plaintext, into an alternative form known as ciphertext. Ideally, only authorized parties can decipher a ciphertext back to plaintext and access the original information • Virus - A computer virus is a type of computer program that, when executed, replicates itself by modifying other computer programs and inserting its own code into those programs. If this replication succeeds, the affected areas are then said to be "infected" with a computer virus, a metaphor derived from biological viruses <p>For the full glossary at Third and Fourth Level, click here.</p>

Third and Fourth Level Cyber Resilience and Internet Safety



Developing digital skills for working across the BGE.

Evaluates online presence and identifies safe guards.

Applies appropriate online safety features when becoming involved with online communities such as online gaming, chat rooms, forums and social media.

Discusses the benefits and risks of having an online presence, including sharing information and engaging with online communities.

Demonstrates an understanding of the legal implications and importance of protecting their own and others' privacy when communicating online.

Demonstrates confidence, resilience and respect when interacting online, including asking permission to share content and protecting their own and others' privacy.

Demonstrates understanding of safe disposal of data and devices.

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.

Identifies the main causes of security breaches in industry.

Evaluates the digital footprint of industry and identifies good practice

Present relevant ideas and information to explain risks to safety and security of their personal devices and networks including encryption.

Demonstrates understanding of device security including personal and domestic devices.

Demonstrate an understanding of different cyber threats, for example, viruses, phishing, identity theft, extortion and sextortion.

Explores how to be vigilant to cyber threats and keep personal information and devices safe.