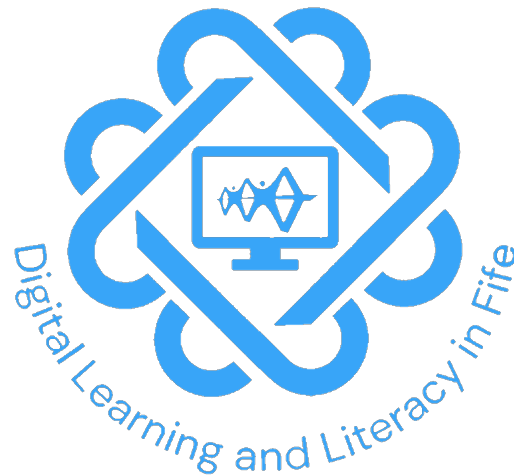


# Fife Digital Learning and Literacy Progression – Digital Literacy



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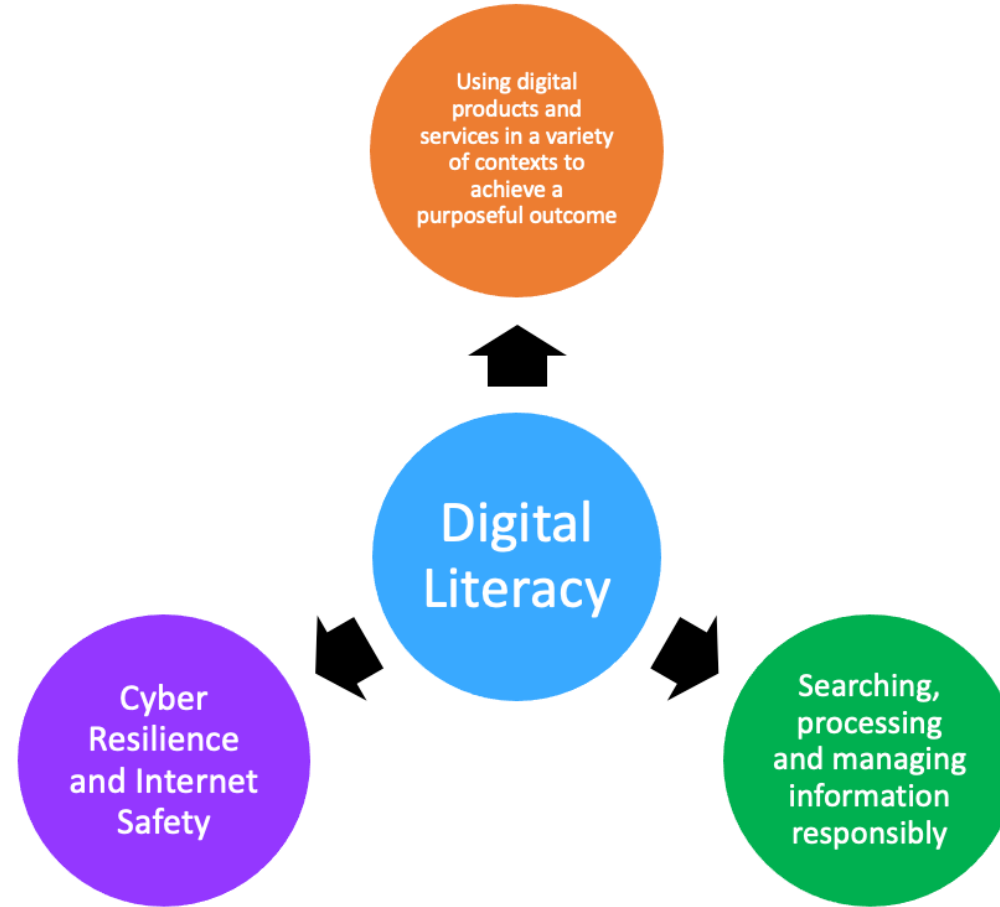
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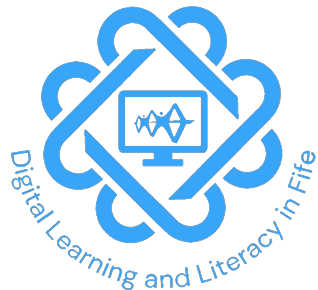
## **ACKNOWLEDGEMENT**

This programme is extensively based on the guidance and recommendations of the Curriculum for Excellence and Benchmarks set out by Education Scotland.

These progressions allow for a fluidity of approaches that facilitate the opportunity for learners to think creatively and independently, whilst at the same time supporting practitioners to plan in a structured and coherent way. Using these shared standards and expectations within Schools, Clusters and Local Improvement Forums across Fife will ensure that all learners have an equitable experience to develop skills for their learning, life, and work.

The Fife Digital Learning and Literacy Progression has been developed from the PICT (Progression in Information Communication Technology) in collaboration with the Fife Digital Learning Team and BTS Education staff. This programme supersedes the previous PICT v3 content to reflect the developments since its launch, both in terms of technology and their applications. Consideration has been given to sustainable resources that are also GDPR compliant, with scope for future changes.

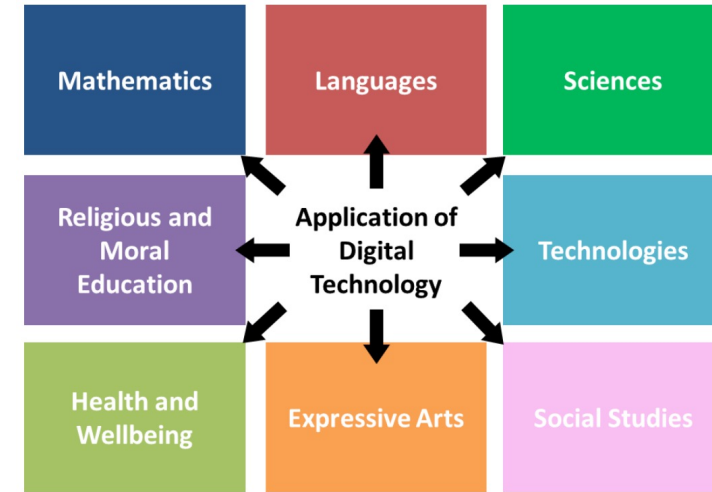
We would like to acknowledge the efforts of Fife practitioners in supporting the development of the Fife Digital Learning and Literacy Progression through engaging with consultations and providing feedback on the programme. This has been crucial in ensuring that the programme is cohesive, progressive and practical.



## GUIDANCE

The [Technologies Curriculum](#) has been split into five curricular organisers, two of which are related to digital learning. These are Digital Literacy (including Cyber Security and Internet Safety) and Computing Science.

This progression pathway is intended to provide a framework for practitioners as they plan and deliver Digital Literacy to ensure all learners have the skills and experiences required to use digital tools safely to support their learning across the curriculum.



Within the Progression Pathways, developmental stages of learning are clearly outlined. These amalgamate both [Experiences and Outcomes](#) with the national [Benchmarks](#). These are not prescribed in a hierarchical way but rather enable practitioners to be responsive and flexible in their planning of learning pathways as appropriate to the needs of their learners. Though knowledge and skills at the base are often required for further learning to be built upon, these are not aligned to any particular year group nor always the starting point for all. Learners will progress through their learning pathways within each curricular organiser as appropriate to their developmental needs.

The national Benchmarks, which support practitioners' professional judgement of achievement of a level, are embedded within each of the Progression Pathways. These are emboldened for ease of identification.

Effective use of the documentation is best supported by engaging with the whole school culture to identify how it can be used consistently for planning and assessment purposes. Ongoing professional learning will be a core element for all practitioners to meet the ever-evolving requirements.

In order to ensure the Pathways reflect any future changes, we recommend visiting the documentation site regularly to check for updates or changes in resources. You can click the QR code on this page or scan it to take you to this site.



## **IMPLEMENTATION**

“Digital literacy encompasses the capabilities required for living, learning and working in a digital society. It includes the skills, knowledge, capabilities and attributes around the use of digital technology which enable individuals to develop to their full potential in relation to learning, life and work. It encompasses the skills to use technology to engage in learning through managing information, communicating and collaborating, problem-solving and being creative, and the appropriate and responsible use of technology.”

HGIOS4 (Education Scotland, 2015, p.58)

Whilst there’s no universally accepted definition of digital learning. In Fife we consider it to be "teaching and learning about, and through, a wide range of digital technologies to develop independence and encourage innovation, creativity, sharing and collaborating which is impactful on learner outcomes." This comes directly from the Fife's Digital Learning Culture Strategy 2021.

To support the implementation of the progression pathway, visit the [Fife Digital Learning and Literacy Progression](#) site for exemplification of the pathway and resources for whole setting/school planning.

See the links below for further support.

### **Fife Digital Learning**

Visit the [Fife Digital Learning](#) site for further support on teaching digital literacy. This site also contains help guides and resources around the hardware and software supported in Fife.

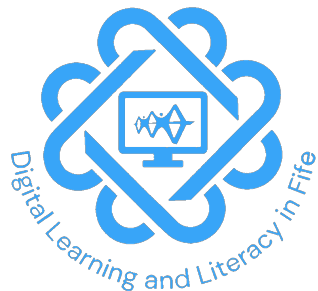
### **Education Scotland Resources**

Education Scotland have produced a series of documents to support digital literacy and they can be used alongside the Fife Digital Learning and Literacy Progression. Click the links below to access the documents.

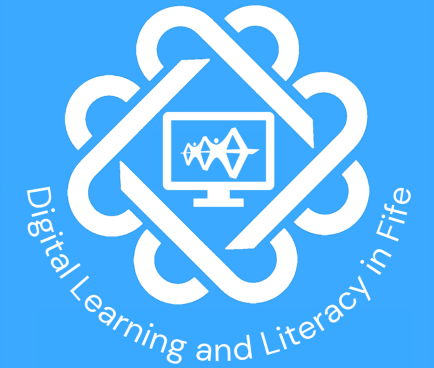
[What Digital Learning Might Look Like](#) - Early to Second Level, this exemplar has been developed to support practitioners when they are planning learning and teaching of the digital literacy and computing science experiences and outcomes.

[Digital Literacy Planning Support Documents](#) - examples of how educators might plan learner digital literacy learning. The documents identify the Technologies Experience and Outcome, a theme to apply this, suggestions of the skills and knowledge that that might be delivered, and links to some resources that might be relevant.

[Features of Highly Effective Digital Learning, Teaching and Assessment in Schools](#) - designed to complement How Good is Our School (HGIOS) and acts as a digital HGIOS evaluation framework to support reflection and inform next steps in developing digital learning and teaching approaches.



# 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"> <li>• Recognises different types of digital technology.</li> <li>• Identifies the key components of different types of digital technology.</li> <li>• Logs on to a preferred device with a given password.</li> <li>• Identifies icons for different applications.</li> <li>• Opens and close a pre-saved file.</li> <li>• Identifies and consistently use the close icon.</li> <li>• Uses digital technologies in a responsible way and with appropriate care.</li> </ul>
<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"> <li>• Communicate and collaborate with others using digital technology for example, email, Glow or other platforms.</li> <li>• Opens and saves a file to and from a specific location.</li> <li>• Identifies the key components of frequently used digital technology and whether it is a piece of hardware or software.</li> <li>• Uses digital technology to collect, capture, combine and share text, sound, video and images.</li> </ul>
<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"> <li>• Identifies and saves in a range of standard file formats</li> <li>• Saves files using an organised filing system.</li> <li>• Stores, shares and collaborates using an online cloud-based service for example, Glow or other platforms.</li> <li>• Identifies the key features of input, output and storage devices.</li> <li>• Selects and use applications and software to capture, create and modify text, images, sound and video.</li> <li>• Selects the most appropriate digital software to perform a task.</li> </ul>
<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"> <li>• Uses the most appropriate applications and software tools to capture, create and modify text, images, sound, and video to present and collaborate.</li> <li>• Demonstrates an understanding of file handling for example, uploading, downloading, sharing and permission setting, for example within Glow or other platforms.</li> </ul>
<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"> <li>• Demonstrates an understanding of how digital literacy will impact on their future learning and career pathways.</li> <li>• Consistently use a range of devices and digital software and applications and services to share, create, collaborate effectively and publish digital content online.</li> </ul>



# Searching, processing and managing information responsibly



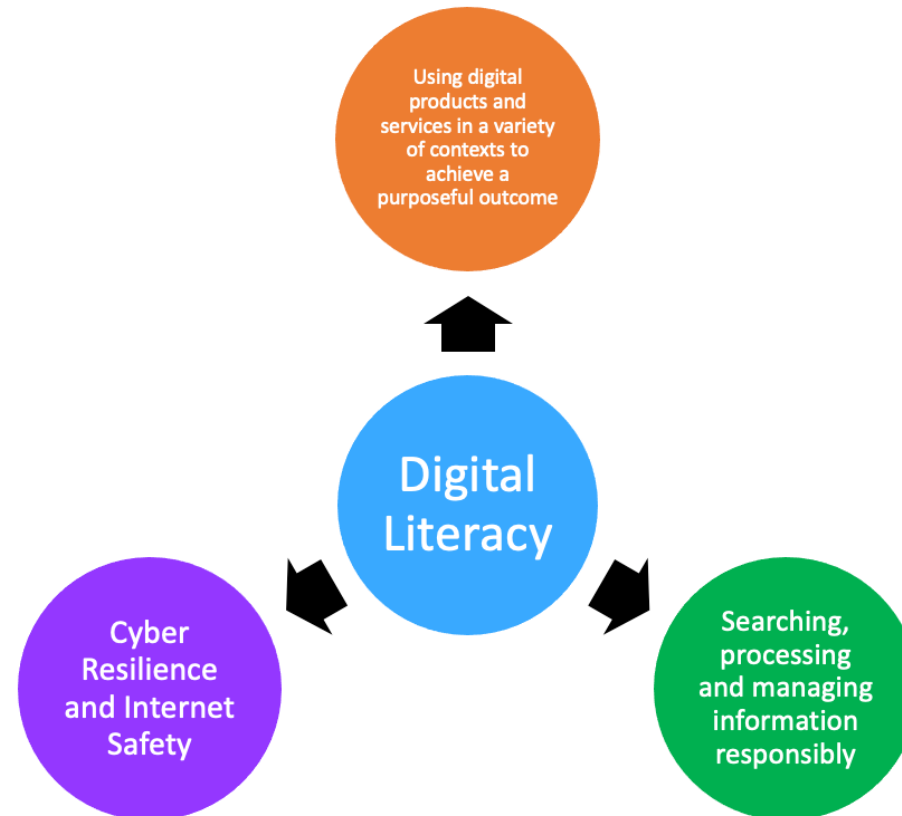
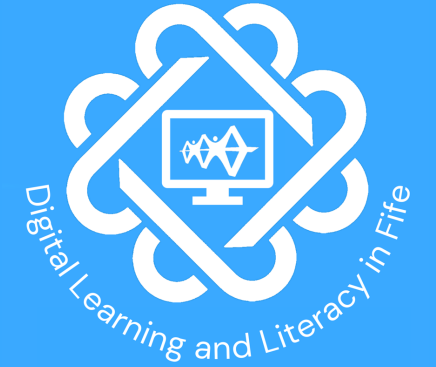
Experiences and Outcomes	Benchmarks
<p>I can use digital technologies to explore how to search and find information. TCH 0-02a</p>	<ul style="list-style-type: none"> <li>Identifies and uses images and key words when searching for specific information.</li> <li>Demonstrates an understanding of how information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

# 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"> <li>• Demonstrates an understanding of appropriate behaviour and language in the digital environment.</li> <li>• Demonstrates an understanding of the importance of passwords and passcodes for example access to school building.</li> </ul>
<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"> <li>• Demonstrates understanding of my rights and responsibilities as a digital citizen.</li> <li>• Demonstrates understanding of the potential dangers online and who to go to for advice and who to report a concern to.</li> <li>• Demonstrates an understanding for the need for strong passwords.</li> <li>• Explains the need to get a person's permission before taking a picture or video of them.</li> </ul>
<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"> <li>• Demonstrates an understanding of the content they should include in an online profile.</li> <li>• Discusses the importance of being a responsible digital citizen, giving examples of appropriate online behaviours and actions.</li> <li>• Identifies appropriate ways to report concerns.</li> <li>• Uses strong passwords.</li> <li>• Has an understanding of the law as it relates to inappropriate or illegal online behaviours, for example, the sharing of inappropriate images.</li> </ul>
<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"> <li>• Demonstrates an understanding of the legal implications and importance of protecting their own and others' privacy when communicating online.</li> <li>• Evaluates online presence and identifies safeguards.</li> <li>• Present relevant ideas and information to explain risks to safety and security of their personal devices and networks including encryption.</li> <li>• Applies appropriate online safety features when becoming involved with online communities such as online gaming, chat rooms, forums and social media.</li> <li>• Demonstrate an understanding of different cyber threats, for example, viruses, phishing, identity theft, extortion and sextortion.</li> <li>• Demonstrates understanding of device security including personal and domestic devices.</li> </ul>
<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"> <li>• Demonstrates understanding of how industry collects and uses personal data ethically and how this relates to data security legislation.</li> <li>• Demonstrates understanding of how cyber security breaches in industry can impact on individuals.</li> <li>• Evaluates the digital footprint of industry and identifies good practice</li> <li>• Identifies the main causes of security breaches in industry.</li> <li>• Demonstrates understanding of safe disposal of data and devices.</li> </ul>

# Digital Literacy Early Level



# 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"> <li>• Recognises different types of digital technology.</li> <li>• Identifies the key components of different types of digital technology.</li> <li>• Logs on to a preferred device with a given password.</li> <li>• Identifies icons for different applications.</li> <li>• Opens and close a pre-saved file.</li> <li>• Identifies and consistently use the close icon.</li> <li>• Uses digital technologies in a responsible way and with appropriate care.</li> </ul>
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"> <li>• Identifies and uses images and key words when searching for specific information.</li> <li>• Demonstrates an understanding of how information can be found on websites as text, audio, images and video.</li> <li>• Demonstrates an understanding of how they should not use materials owned by others without permission.</li> </ul>
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"> <li>• Demonstrates an understanding of appropriate behaviour and language in the digital environment.</li> <li>• Demonstrates an understanding of the importance of passwords and passcodes for example access to school building.</li> </ul>

# Early Level Using Digital Products



Experiences and Outcomes	Benchmarks
<p>I can explore digital technologies and use what I learn to solve problems and share ideas and thoughts.</p> <p>TCH 0-01a</p>	<ul style="list-style-type: none"> <li>• Recognises different types of digital technology.</li> <li>• Identifies the key components of different types of digital technology.</li> <li>• Logs on to a preferred device with a given password.</li> <li>• Identifies icons for different applications.</li> <li>• Opens and close a pre-saved file.</li> <li>• Identifies and consistently use the close icon.</li> <li>• Uses digital technologies in a responsible way and with appropriate care.</li> </ul>

What the learning may look like in Fife	Glossary of terms
<ul style="list-style-type: none"> <li>• Daily use of devices in the classroom.</li> <li>• Navigating to and opening/closing applications on devices in the classroom.</li> <li>• Use stop frame animation applications to record a simple video of toys moving.</li> <li>• Create a class digital charter to promote responsible use.</li> <li>• Use online platforms to build fluency with keyboard and mouse/touchpad/ touch screen skills.</li> <li>• Use tiles on a Glow launchpad to access specific sites.</li> <li>• Developing digital skills to use across the curriculum.</li> </ul> <p>Visit the <a href="#">Digital Literacy Progression site</a> for further ideas and resources.</p>	<ul style="list-style-type: none"> <li>• <b>Application (app)</b> - A computer program that performs specific tasks on a computer</li> <li>• <b>File(s)</b> - A collection of data considered as a unit – maybe a document (as for a computer)</li> <li>• <b>Keyboard</b> - An input device used to type letters, numbers and commands into a computer</li> <li>• <b>Mouse</b> - A small hand-operated input device used for computer (as to control cursor movement on the display screen)</li> <li>• <b>Software</b> - Any of the programs that are written to operate a computer</li> <li>• <b>Username</b> - A sequence of characters that identifies a user when logging onto a computer or website —called also user ID</li> </ul> <p>For the full glossary at Early Level, <a href="#">click here</a>.</p>

# Early Level Using Digital Products



Explains why technology equipment is being used in a particular manner.

**Uses digital technologies in a responsible way and with appropriate care.**

Contributes to and participates in a class/school digital charter for using devices responsibly.

**Identifies the key components of different types of digital technology.**

Names the parts of a computer or other device (e.g. monitor, keyboard, mouse, screen).

**Recognises different types of digital technology.**

Uses vocabulary such as tablet device, mobile, phone, camera, laptop to identify different devices.

Explores different types of digital technology in the school and home environment.

Consistently logs out and/or shuts down a device properly when appropriate.

Logs on to Glow with appropriate support.

**Logs on to a preferred device with a given password.**

Demonstrates how to start up a device properly.

Describes different technologies that require passwords/codes for access.

Demonstrates how to share work with others, e.g. print and save and find work, with some help.

**Opens and close a pre-saved file.**

Explains why it is important to save work on a device.

Plans and makes a simple animation using still images.

Uses a device to record experiences e.g. typing, taking a photograph, recording my voice, digital drawing, recording a video.

**Identifies and consistently use the close icon.**

**Identifies icons for different applications.**

Locates the appropriate icon for an application and use it to launch the application.

Identifies commonly used keys on the keyboard e.g. letters, numbers, spacebar, enter/return.

Explores using a range of keyboards, both physical and digital and express a preference.

Uses a mouse/trackpad/touch screen to control the pointer, select icons, click and scroll.

Explores using a mouse/trackpad/touch screen on a range of devices and express a preference.

# Early Level Searching Information



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"><li>• Identifies and uses images and key words when searching for specific information.</li><li>• Demonstrates an understanding of how information can be found on websites as text, audio, images and video.</li><li>• Demonstrates an understanding of how they should not use materials owned by others without permission.</li></ul>
What the learning may look like in Fife	Glossary of terms
<ul style="list-style-type: none"><li>• Daily use of devices in the classroom.</li><li>• Access browsers on a range of devices e.g. Windows PC, iPads, Chromebooks, etc with appropriate supervision.</li><li>• Searching for information related to current learning.</li><li>• Developing digital skills to use across the curriculum.</li></ul> <p>Visit the <a href="#">Digital Literacy Progression site</a> for further ideas and resources.</p>	<ul style="list-style-type: none"><li>• <b>Browser</b> - A computer program providing access to information on a network and especially to websites</li><li>• <b>Copyright</b> - The legal right to be the only one to reproduce, publish, or sell the contents and form of a literary, musical, or artistic work</li><li>• <b>Internet</b> - A communications system that connects computers and computer networks all over the world</li><li>• <b>Website</b> - A group of World Wide Web pages usually containing links to each other and made available online by an individual, company, or organisation</li></ul> <p>For the full glossary at Early Level, <a href="#">click here</a>.</p>

# Early Level Searching Information



Begins to identify the owners of materials on the Internet e.g. personal photos, corporate logos, artist work.

**Identifies and uses images and key words when searching for specific information.**

**Demonstrates an understanding of how they should not use materials owned by others without permission.**

Explains how to filter search results for images and videos.

**Demonstrates an understanding of how information can be found on websites as text, audio, images and video.**

Identifies commonly used search engines that can be used on a range of Internet browsers.

Identifies the main features of an Internet browser and explain how these look different on a range of devices.

Identifies commonly used Internet browsers and locates their icon on a device.

Explores how to find information online using an Internet browser.



# Early Level Cyber Resilience and Internet Safety



Experiences and Outcomes	Benchmarks
I can explore, play and communicate using digital technologies safely and securely. TCH 0-03a	<ul style="list-style-type: none"><li>• Demonstrates an understanding of appropriate behaviour and language in the digital environment.</li><li>• Demonstrates an understanding of the importance of passwords and passcodes for example access to school building.</li></ul>

What the learning may look like in Fife	Glossary of terms
<ul style="list-style-type: none"><li>• Daily use of devices in the classroom.</li><li>• Using stories such as Digi Duck to explore Cyber Resilience and Internet Safety.</li><li>• Relate traditional stories to digital behaviours, eg. Little Red Riding Hood shows individuals disguising their identity, Goldilocks demonstrates individuals using things that belong to others, etc.</li><li>• Technology Hospitals for toys/devices that are not working properly.</li><li>• Taking part in events such as, Safer Internet Day.</li><li>• Link with Health and Wellbeing.</li></ul> <p>Visit the <a href="#">Digital Literacy Progression site</a> for further ideas and resources.</p>	<ul style="list-style-type: none"><li>• <b>Browser</b> - A computer program providing access to information on a network and especially to websites</li><li>• <b>Internet</b> - A communications system that connects computers and computer networks all over the world</li><li>• <b>Password</b> - A secret series of numbers or letters required for access to a computer</li><li>• <b>Website</b> - A group of World Wide Web pages usually containing links to each other and made available online by an individual, company, or organisation</li></ul> <p>For the full glossary at Early Level, <a href="#">click here</a>.</p>

# Early Level Cyber Resilience and Internet Safety



Contributes to and participates in a class/school digital charter for using the Internet and class devices responsibly.

**Demonstrates an understanding of appropriate behaviour and language in the digital environment.**

Compares appropriate online behaviours with those in the real world.

Identifies ways to stay safe when exploring, playing and communicating using the Internet.

Keeps a password safe and doesn't share it with others even when asked.

**Demonstrates an understanding of the importance of passwords and passcodes for example access to school building.**

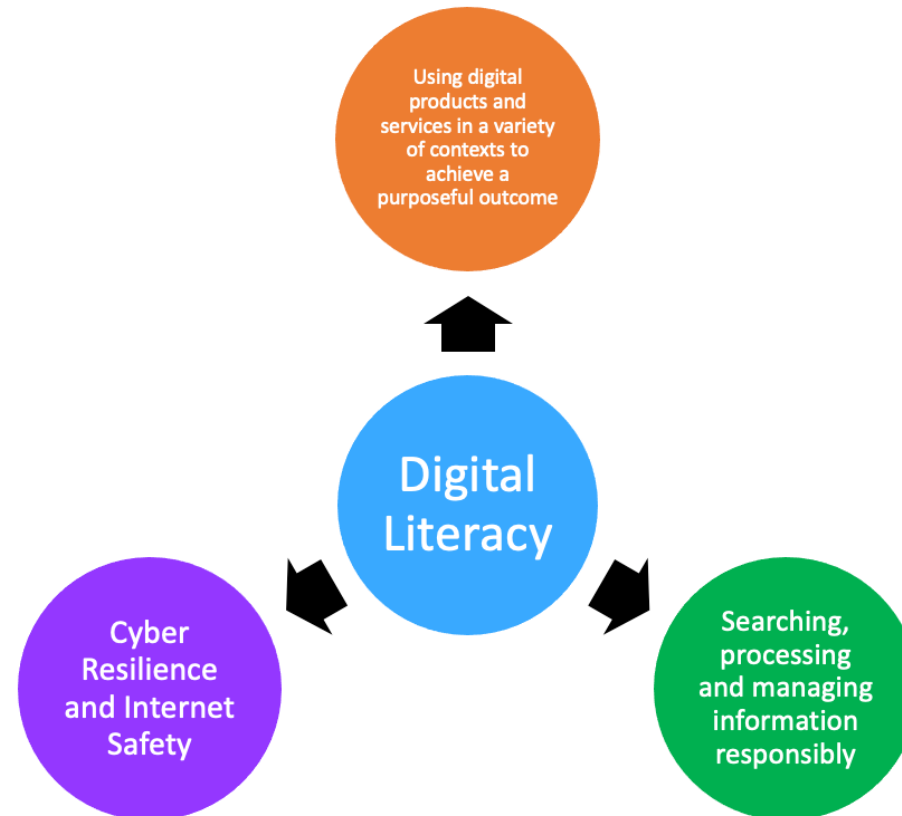
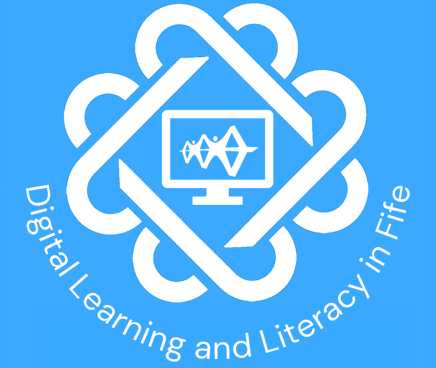
Demonstrates resilience when using a device and accessing the Internet e.g. when it does not operate in the way expected.

Begins to identify what personal information should and should not be shared on the Internet.

Explores how people communicate using the Internet.

Explores the importance of the terms 'internet safety' and 'cyber resilience' and how these can be interpreted differently by others.

# 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"> <li>• Communicate and collaborate with others using digital technology for example, email, Glow or other platforms.</li> <li>• Opens and saves a file to and from a specific location.</li> <li>• Identifies the key components of frequently used digital technology and whether it is a piece of hardware or software.</li> <li>• Uses digital technology to collect, capture, combine and share text, sound, video and images.</li> </ul>
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"> <li>• Demonstrates an understanding of the concept of ownership of material and ideas.</li> <li>• Demonstrates an understanding of the different functions of a browser and search engine.</li> <li>• Recognises what should and shouldn't be searched for on the Internet.</li> </ul>
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"> <li>• Demonstrates understanding of my rights and responsibilities as a digital citizen.</li> <li>• Demonstrates understanding of the potential dangers online and who to go to for advice and who to report a concern to.</li> <li>• Demonstrates an understanding for the need for strong passwords.</li> <li>• Explains the need to get a person's permission before taking a picture or video of them.</li> </ul>

# 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"> <li>• Communicate and collaborate with others using digital technology for example, email, Glow or other platforms.</li> <li>• Opens and saves a file to and from a specific location.</li> <li>• Identifies the key components of frequently used digital technology and whether it is a piece of hardware or software.</li> <li>• Uses digital technology to collect, capture, combine and share text, sound, video and images.</li> </ul>

What the learning may look like in Fife	Glossary of terms
<ul style="list-style-type: none"> <li>• Daily use of devices in the classroom.</li> <li>• Regular use of applications to support learning across the curriculum.</li> <li>• Use stop frame animation applications to create and share a simple story or experience.</li> <li>• Engage with a class digital charter to promote responsible use for themselves and others.</li> <li>• Use online platforms to build confidence with a wide range of devices.</li> <li>• Access a variety of content through Glow.</li> <li>• Use Glow OneDrive to save and share documents and files.</li> <li>• Developing digital skills to use across the curriculum.</li> </ul> <p>Visit the <a href="#">Digital Literacy Progression site</a> for further ideas and resources.</p>	<ul style="list-style-type: none"> <li>• <b>Animation</b> - 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</li> <li>• <b>Email</b> - Electronic Mail - A system for sending and receiving messages electronically over a computer network</li> <li>• <b>Embed</b> - To insert into. i.e. embed a picture into a word document</li> <li>• <b>Export</b> - To save a copy of a document, database, image or video into a file format required by a different application</li> <li>• <b>Hardware</b> - The physical equipment used in a computer system, such as the hard drive, peripheral devices, and memory</li> <li>• <b>Storage</b> - The hard drive/memory capacity of a digital device</li> </ul> <p>For the full glossary at First Level, <a href="#">click here</a>.</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
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"> <li>• Demonstrates an understanding of the concept of ownership of material and ideas.</li> <li>• Demonstrates an understanding of the different functions of a browser and search engine.</li> <li>• Recognises what should and shouldn't be searched for on the Internet.</li> </ul>

What the learning may look like in Fife	Glossary of terms
<ul style="list-style-type: none"> <li>• Daily use of devices in the classroom and at home.</li> <li>• Access browsers on a range of devices e.g. Windows PC, iPads, Chromebooks, etc with appropriate supervision.</li> <li>• Use information from search results to present learning across the curriculum.</li> <li>• Developing digital skills to use across the curriculum.</li> </ul> <p>Visit the <a href="#">Digital Literacy Progression site</a> for further ideas and resources.</p>	<ul style="list-style-type: none"> <li>• <b>Filter</b> - 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</li> <li>• <b>ISP (Internet Service Provider)</b> - A company that provides individuals and other companies access to the Internet and other related services</li> <li>• <b>Keyword</b> - A significant or descriptive word - used as a reference point for finding other words or information</li> <li>• <b>Web Crawler</b> - 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</li> </ul> <p>For the full glossary at First Level, <a href="#">click here</a>.</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"><li>• Demonstrates understanding of my rights and responsibilities as a digital citizen.</li><li>• Demonstrates understanding of the potential dangers online and who to go to for advice and who to report a concern to.</li><li>• Demonstrates an understanding for the need for strong passwords.</li><li>• Explains the need to get a person's permission before taking a picture or video of them.</li></ul>

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

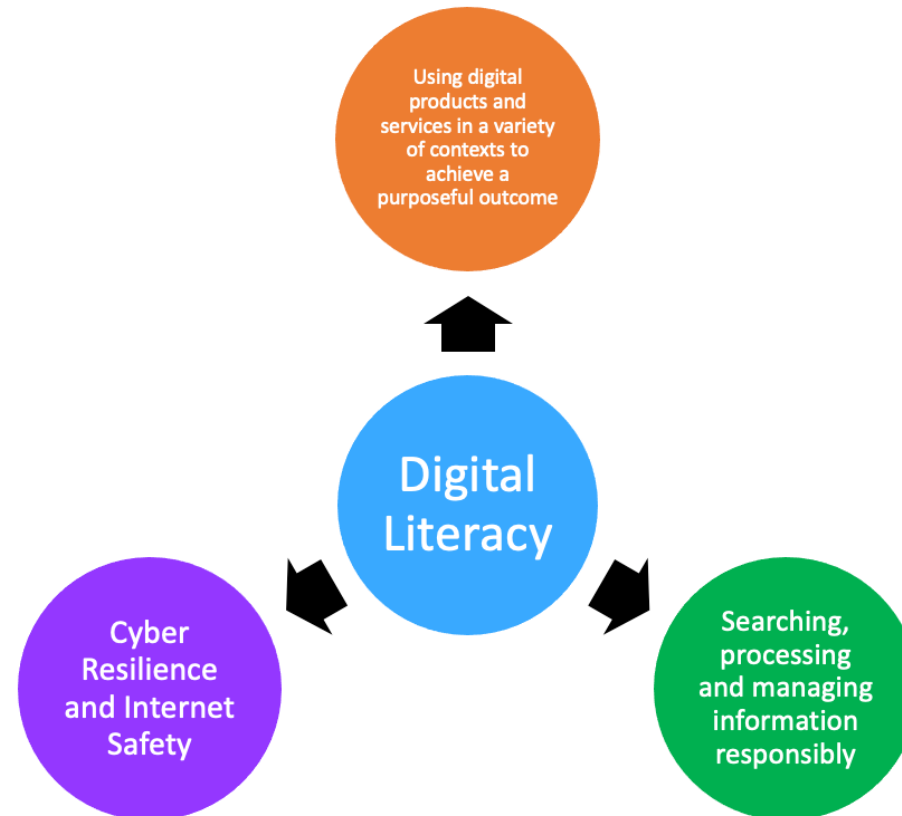
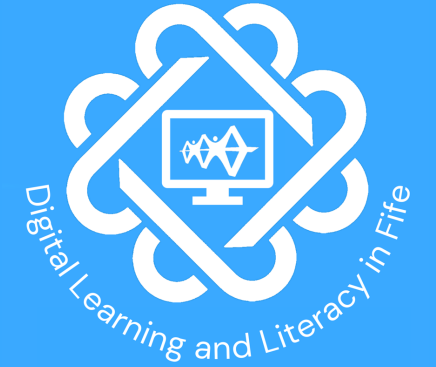
Identifies what personal information should and should not be shared on the Internet.

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.

# 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"> <li>• Identifies and saves in a range of standard file formats</li> <li>• Saves files using an organised filing system.</li> <li>• Stores, shares and collaborates using an online cloud-based service for example, Glow or other platforms.</li> <li>• Identifies the key features of input, output and storage devices.</li> <li>• Selects and use applications and software to capture, create and modify text, images, sound and video.</li> <li>• Selects the most appropriate digital software to perform a task.</li> </ul>
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"> <li>• Uses search engines to search the internet for specific or relevant information for example, using quotation marks to narrow the results.</li> <li>• Access websites and use navigation skills to retrieve information for a specific task.</li> <li>• Demonstrates an understanding of usage rights and can apply these within a search for example creative commons</li> </ul>
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"> <li>• Demonstrates an understanding of the content they should include in an online profile.</li> <li>• Discusses the importance of being a responsible digital citizen, giving examples of appropriate online behaviours and actions.</li> <li>• Identifies appropriate ways to report concerns.</li> <li>• Uses strong passwords.</li> <li>• Has an understanding of the law as it relates to inappropriate or illegal online behaviours, for example, the sharing of inappropriate images.</li> </ul>

# 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"> <li>• Identifies and saves in a range of standard file formats.</li> <li>• Saves files using an organised filing system.</li> <li>• Stores, shares and collaborates using an online cloud based service for example, Glow or other platforms.</li> <li>• Identifies the key features of input, output and storage devices.</li> <li>• Selects and use applications and software to capture, create and modify text, images, sound and video.</li> <li>• Selects the most appropriate digital software to perform a task.</li> </ul>

What the learning may look like in Fife	Glossary of terms
<ul style="list-style-type: none"> <li>• Daily use of devices and technology in a range of environments.</li> <li>• Regular use of applications to support learning across the curriculum.</li> <li>• Use video editing applications to create and share content for a range of purposes.</li> <li>• Use of Glow across the curriculum.</li> <li>• Learners make informed choices about the devices they select and the applications they use to support their learning.</li> <li>• Developing digital skills to use across the curriculum.</li> </ul> <p>Visit the <a href="#">Digital Literacy Progression site</a> for further ideas and resources.</p>	<ul style="list-style-type: none"> <li>• <b>File Extension</b> - 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</li> <li>• <b>File Formats</b> - 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</li> <li>• <b>File Structure</b> - How folders and files are organised on a computer to make it easy to find documents later</li> <li>• <b>Input</b> - Data transferred from the outside world into a computer system via some kind of input device such as a keyboard, scanner or storage device</li> <li>• <b>Output</b> - The data actively transmitted from within the computer to an external device such as a monitor, storage device or printer</li> </ul> <p>For the full glossary at Second Level, <a href="#">click here</a>.</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"><li>• Uses search engines to search the internet for specific or relevant information for example, using quotation marks to narrow the results.</li><li>• Access websites and use navigation skills to retrieve information for a specific task.</li><li>• Demonstrates an understanding of usage rights and can apply these within a search for example creative commons.</li></ul>

What the learning may look like in Fife	Glossary of terms
<ul style="list-style-type: none"><li>• Daily use of devices in the classroom and at home.</li><li>• Access browsers on a range of devices e.g. Windows PC, iPads, Chromebooks, etc. with appropriate supervision.</li><li>• Use information from search results to present learning across the curriculum.</li><li>• Developing digital skills to use across the curriculum.</li></ul> <p>Visit the <a href="#">Digital Literacy Progression site</a> for further ideas and resources.</p>	<ul style="list-style-type: none"><li>• <b>Creative Commons</b> - 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</li><li>• <b>Plagiarism</b> - The act of plagiarising; taking someone's words or ideas as if they were your own</li><li>• <b>Wiki</b> - 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</li></ul> <p>For the full glossary at Second Level, <a href="#">click here</a>.</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"> <li>• Demonstrates an understanding of the content they should include in an online profile.</li> <li>• Discusses the importance of being a responsible digital citizen, giving examples of appropriate online behaviours and actions.</li> <li>• Identifies appropriate ways to report concerns.</li> <li>• Uses strong passwords.</li> <li>• Has an understanding of the law as it relates to inappropriate or illegal online behaviours, for example, the sharing of inappropriate images.</li> </ul>

What the learning may look like in Fife	Glossary of terms
<ul style="list-style-type: none"> <li>• Daily use of devices in the classroom.</li> <li>• Engage with a class digital charter to promote Cyber Resilience and Internet Safety.</li> <li>• Use Microsoft Teams to communicate with class.</li> <li>• Taking part in discussions about the uses and risks of social media e.g. to promote businesses, raise awareness of causes.</li> <li>• Taking part in events such as, Safer Internet Day.</li> <li>• Link with Health and Wellbeing.</li> </ul> <p>Visit the <a href="#">Digital Literacy Progression site</a> for further ideas and resources.</p>	<ul style="list-style-type: none"> <li>• <b>Personal Identifiable Information</b> - Information that can be used on its own or with other information to identify, contact, or locate someone</li> <li>• <b>Social Engineering</b> - 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</li> <li>• <b>Social Media</b> - Websites and applications that enable users to create and share content or to participate in social networking</li> </ul> <p>For the full glossary at Second Level, <a href="#">click here</a>.</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.

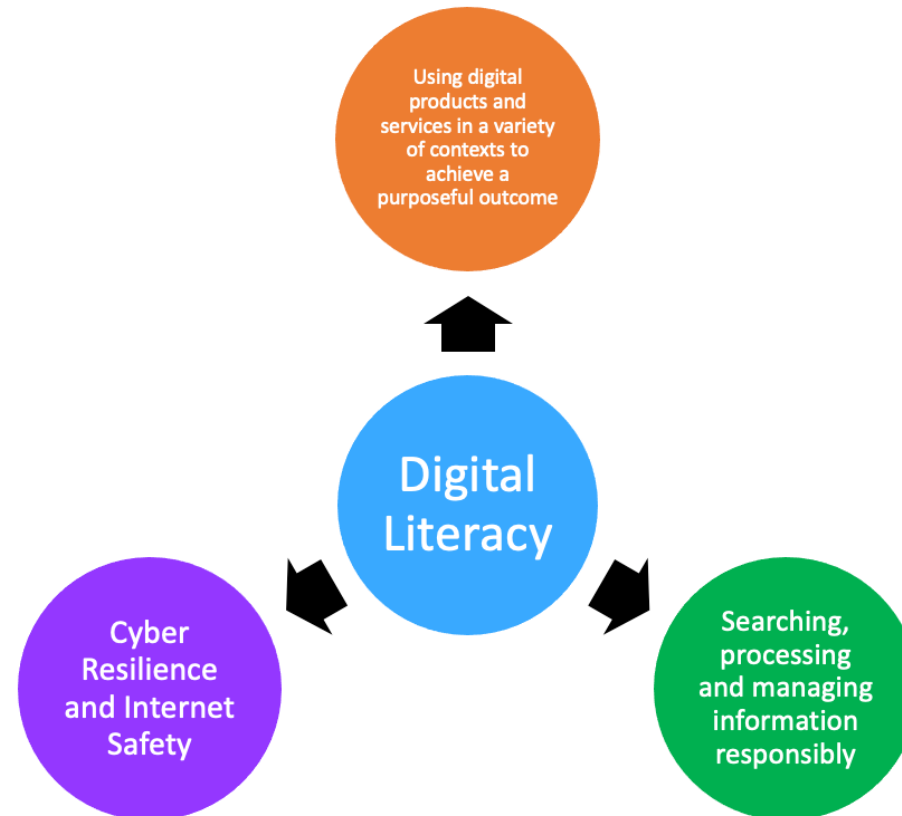
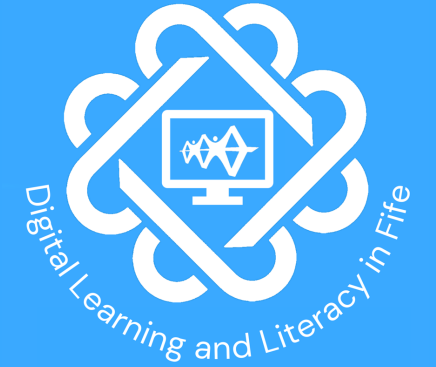
Discusses their digital footprint and demonstrates understanding of how to respect others' online.

**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.

# 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"> <li>• Uses the most appropriate applications and software tools to capture, create and modify text, images, sound, and video to present and collaborate.</li> <li>• Demonstrates an understanding of file handling for example, uploading, downloading, sharing and permission setting, for example within Glow or other platforms.</li> </ul>
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"> <li>• Gathers and combines data and information from a range of sources to create a publication, presentation or information resource.</li> <li>• Uses applications to analyse data and identify trends/make predictions based on source data.</li> <li>• Demonstrates efficient searching techniques for example using 'and', 'or', 'not'.</li> </ul>
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"> <li>• Demonstrates an understanding of the legal implications and importance of protecting their own and others' privacy when communicating online.</li> <li>• Evaluates online presence and identifies safeguards.</li> <li>• Present relevant ideas and information to explain risks to safety and security of their personal devices and networks including encryption.</li> <li>• Applies appropriate online safety features when becoming involved with online communities such as online gaming, chat rooms, forums and social media.</li> <li>• Demonstrate an understanding of different cyber threats, for example, viruses, phishing, identity theft, extortion and sextortion.</li> <li>• Demonstrates understanding of device security including personal and domestic devices.</li> </ul>

# 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"> <li>• Demonstrates an understanding of how digital literacy will impact on their future learning and career pathways.</li> <li>• Consistently use a range of devices and digital software and applications and services to share, create, collaborate effectively and publish digital content online.</li> </ul>
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"> <li>• Gathers, evaluates and combines data and information from a range of sources to create a publication, presentation or information resource.</li> <li>• Evaluates applications to analyse data and identify trends/make predictions based on source data.</li> <li>• Evaluates efficient searching techniques for example using 'and', 'or', 'not'.</li> </ul>
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"> <li>• Demonstrates understanding of how industry collects and uses personal data ethically and how this relates to data security legislation.</li> <li>• Demonstrates understanding of how cyber security breaches in industry can impact on individuals.</li> <li>• Evaluates the digital footprint of industry and identifies good practice</li> <li>• Identifies the main causes of security breaches in industry.</li> <li>• Demonstrates understanding of safe disposal of data and devices.</li> </ul>

# 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.</p> <p>TCH 3-01a</p>	<ul style="list-style-type: none"> <li>• Uses the most appropriate applications and software tools to capture, create and modify text, images, sound, and video to present and collaborate.</li> <li>• Demonstrates an understanding of file handling for example, uploading, downloading, sharing and permission setting, for example within Glow or other platforms.</li> </ul>
<p>I can select and use digital technologies to access, select relevant information and solve real world problems.</p> <p>TCH 4-01a</p>	<ul style="list-style-type: none"> <li>• Demonstrates an understanding of how digital literacy will impact on their future learning and career pathways.</li> <li>• Consistently use a range of devices and digital software and applications and services to share, create, collaborate effectively and publish digital content online.</li> </ul>

What the learning may look like in Fife	Glossary of terms
<ul style="list-style-type: none"> <li>• Daily use of devices and technology.</li> <li>• Regular use of applications to support learning across the curriculum.</li> <li>• Use of Glow across the curriculum.</li> <li>• Use of subject specific software and applications.</li> <li>• Use of accessibility features to support learning.</li> <li>• Explore the Technological Developments in Society and Business Pathway to link learning.</li> </ul> <p>Visit the <a href="#">Digital Literacy Progression site</a> for further ideas and resources.</p>	<ul style="list-style-type: none"> <li>• <b>Graphics interchange format (.gif)</b> - 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</li> <li>• <b>Joint photographic expert group (.jpg/.jpeg)</b> - 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</li> <li>• <b>Text (.txt)</b> - 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</li> </ul> <p>For the full glossary at Third and Fourth Level, <a href="#">click here</a>.</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"> <li>• Gathers and combines data and information from a range of sources to create a publication, presentation or information resource.</li> <li>• Uses applications to analyse data and identify trends/make predictions based on source data.</li> <li>• Demonstrates efficient searching techniques for example using 'and', 'or', 'not'.</li> </ul>
<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"> <li>• Gathers, evaluates and combines data and information from a range of sources to create a publication, presentation or information resource.</li> <li>• Evaluates applications to analyse data and identify trends/make predictions based on source data.</li> <li>• Evaluates efficient searching techniques for example using 'and', 'or', 'not'.</li> </ul>

What the learning may look like in Fife	Glossary of terms
<ul style="list-style-type: none"> <li>• Daily use of devices and technology.</li> <li>• Access browsers on a range of devices e.g. Windows PC, iPads, Chromebooks, etc. with appropriate supervision.</li> <li>• Use information from search results to present subject specific learning.</li> <li>• Explore the Technological Developments in Society and Business Pathway to link learning.</li> </ul> <p>Visit the <a href="#">Digital Literacy Progression site</a> for further ideas and resources.</p>	<ul style="list-style-type: none"> <li>• <b>Analytics</b> - Data generated by user engagement with content and assessment that can provide insight and guidance for intervention if required</li> <li>• <b>Creative Commons</b> - 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</li> </ul> <p>For the full glossary at Third and Fourth Level, <a href="#">click here</a>.</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"> <li>• Demonstrates an understanding of the legal implications and importance of protecting their own and others' privacy when communicating online.</li> <li>• Evaluates online presence and identifies safe guards.</li> <li>• Present relevant ideas and information to explain risks to safety and security of their personal devices and networks including encryption.</li> <li>• Applies appropriate online safety features when becoming involved with online communities such as online gaming, chat rooms, forums and social media.</li> <li>• Demonstrate an understanding of different cyber threats, for example, viruses, phishing, identity theft, extortion and sextortion.</li> <li>• Demonstrates understanding of device security including personal and domestic devices.</li> </ul>
<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"> <li>• Demonstrates understanding of how industry collects and uses personal data ethically and how this relates to data security legislation.</li> <li>• Demonstrates understanding of how cyber security breaches in industry can impact on individuals.</li> <li>• Evaluates the digital footprint of industry and identifies good practice</li> <li>• Identifies the main causes of security breaches in industry.</li> <li>• Demonstrates understanding of safe disposal of data and devices.</li> </ul>

What the learning may look like in Fife	Glossary of terms
<ul style="list-style-type: none"> <li>• Daily use of devices and technology.</li> <li>• Taking part in events such as, Safer Internet Day.</li> <li>• Explore the Technological Developments in Society and Business Pathway to link learning.</li> </ul> <p>Visit the <a href="#">Digital Literacy Progression site</a> for further ideas and resources.</p>	<ul style="list-style-type: none"> <li>• <b>Encryption</b> - 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</li> <li>• <b>Virus</b> - 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</li> </ul> <p>For the full glossary at Third and Fourth Level, <a href="#">click here</a>.</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.