**Benchmarks Exemplification: Technologies**

This paper will be published alongside the curriculum area video clip to give further guidance and context around the narrative on the video.

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|  | **Es and Os selected** | **Linked benchmark(s)** | **Context for learning** | **Learning intentions around selected activity** | **Success criteria around selected activity** | **Skills focus** |
| ***Digital Literacy*** | *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***    *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***  *Searching, processing and managing information responsibly.*  *I can use digital technologies to explore how to search and find information.*  ***TCH 0-02a***  *Using digital technologies responsibly I can access, retrieve and use information to support, enrich or extend learning in different contexts.*  ***TCH 1-02a*** | *Early Level*  *Recognises different types of digital technology.*  *Identifies the key components of different types of digital technology.*  *Uses digital technologies in a responsible way and with appropriate care.*  *First Level*  *Identifies the key components of frequently used digital technology and whether it is a piece of hardware or software.*  *Uses digital technology to collect, capture, combine and share text, sound, video and images.*  *Early Level*  *Identifies and uses images and key words when searching for specific information.*  *Demonstrates an understanding of how information can be found on websites as text, audio, images and video.*  *Demonstrates an understanding of how they should not use materials owned by others without permission.*  *First Level*  *Demonstrates an understanding of the concept of ownership of material and ideas.*  *Demonstrates an understanding of the different functions of a browser and search engine.*  *Recognises what should and shouldn’t be searched for on the Internet.* | *Learning was planned in the context of The Lighthouse Keeper's Lunch and lighthouses around Scotland.*  *Learners explored the story and Technologies was a focus of the learning from designing lunch boxes to making animations and videos about the story.*  *To introduce Mr Grinling’s (the story’s main character) seagull problem, the learners were tasked with creating a news report.*  *To create the news report learners needed to capture and combine various media using different hardware (PC and iPad) and software (Pivot, Chatterkid and iMovie).*  *Learners worked collaboratively in small groups to produce their news report.*  *To explore lighthouses around Scotland, learners explored a map of lighthouses and in pairs chose a lighthouse to research.*  *Using a set of questions, learners investigated how to use Google Search to find the answers, for example the height of the lighthouse, the light pattern and when it was built.*  *Next learners were shown how to use search filters to find images that we are allowed to use.*  *To present their findings, learners explored Sway and learned how to add text and image cards.*  *At the end of all activities, learning was shared using Glow on our class blog and school video channel.*  *As a results of sharing our learning on Twitter (*[*https://www.twitter.com/KirktonPS*](https://www.twitter.com/KirktonPS)*), our learners were invited to present their work at a YESC Celebration Event.* | *I am learning how to identify different digital technologies and choose the appropriate device for the task.*  *I am learning how to use a storyboard to plan*  *I am learning how to combine and edit different media*  *I am learning about the features of a search engine.*  *I am learning about the ownership of materials by others.*  *I am learning how to use presentation tools* | *I can select appropriate technologies to produce a news report.*  *I can use my storyboard to create my news report.*  *I can produce a news report combining different media.*  *I can share my learning using Glow.*  *I can create an animation using different digital technologies.*  *I can use an iPad in a safe way for filming.*  *I can use key words to find information on a search engine.*  *I can use search filters to find images that we are allowed to use.*  *I can choose and use images based on my knowledge of the ownership of images on the internet.*  *I can add text and images to present my information on Sway.*  *I can share my Sway with others on Glow.* | *Through this activity, learners will develop and demonstrate skills in the following areas:*  *Work collaboratively to solve a problem.*  *Creativity and innovation.*  *Planning and organisational skills in a range of contexts.*  *Skills in using tools, equipment and software.*  *Presentation and communication skills.*  *Searching and retrieving information to inform thinking.*  *Planning and organisational skills in a range of contexts.*  *Presentation and communication skills.* |