**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.* |