CURRICULUM LINK

Curriculum Area/s:
• Digital Technologies
• English

Band/Year Level: 5/6

Aspects of the Achievement Standard:
• Students use ethical, social and technical protocols when collaborating, and creating and communicating ideas, information and solutions face-to-face and online.
• They plan, design, test, modify and create digital solutions that meet intended purposes including user interfaces and a visual program.

Content Descriptors:
• Design, modify and follow simple algorithms involving sequences of steps, branching, and iteration (repetition) (ACTDIP019)
• Plan, create and communicate ideas and information, including collaboratively online, applying agreed ethical, social and technical protocols (ACTDIP022)

General Capabilities:
• ICT
• Literacy
• Critical and Creative Thinking
• Ethical Understanding

LEARNING GOALS

Lesson 1:
• What is Canvas? Why and how do we use it in an educational setting?
• Safe and appropriate online behaviours and unsafe / illegal online behaviours

Lesson 2:
• How do we log on to Canvas, access different pages and edit our personal pages?

Lesson 3:
• What makes an exciting and informative Canvas profile?

Lesson 4:
• What type of supporting documents should we use on our Canvas profile?
• How to find and upload personal and external supporting documents (i.e. photos, images of student work, videos, web links, webpages etc.) into their canvas page
• What is copyright and why is it important?
• What supporting documents need to be copyrighted?

Lesson 5:
• Copyright and creative commons licensing (including different types of works to which copyright is applied)
• How do we find Creative Commons (CC) resources?
• How do we use correct copyright for our CC resources?
• The difference between uploading, embedding or linking to the supporting documents in their canvas page.
**Key learning experiences:**

**Lesson 1: Introducing the Learning Management System (Canvas). Protocols for online activity, including communicating and sharing ideas online**
- What are some of the important things we need to remember when communicating online or posting to an online profile?
- Small group sort – students sort and categorise statements about online behaviour. NB statements originally classified by teachers as appropriate, inappropriate and dangerous.
- Whole class discussion of student-labelled categories and the corresponding behaviours.

**Lesson 2: Logging into Canvas & viewing online profiles**
- Exploration of basic features and introducing algorithm for how to access and edit individual student pages.
- Viewing examples of online profiles - ‘Boring’ version. Why is it boring? ‘Bumped up’ version. Why is it more interesting? What has been added?

**Lesson 3: Developing content for our personal Canvas page**
- Drafting of ‘Who am I profile’ to be done in class before lesson 4
- Scaffold writing: 10 things you didn’t know, take most interesting and elaborate (more details), structure ideas in paragraphs, aiming for 4-6 paragraphs.

**Lesson 4: Understanding copyright and inserting internal (personal) documents:**
- Students view video on copyright and fair use and then come up with their own definitions of what copyright and fair use means (in pairs)
- Pairs share their definitions (key words written on board) and then a class definition is created
- Important questions: What is it? Why do we need to know about it?
- Students brainstorm the types of supporting documents that they could include in their blog posts and the copyright considerations.
- Students shown how to upload and insert internal (personal) documents into their Canvas page:
- Students to take a photo of themselves and upload to their English page

**Lesson 5: Creative Commons, linking and embedding**
- Finding creative commons resources i.e. websites, images
- Discussion – what is the difference between uploading, embedding or linking?
- Introduce algorithms for linking and embedding creative commons resources
Assessment Tasks / Success Criteria:

**Lesson 1:** Students will demonstrate an understanding of safe and appropriate online protocol.

**Lesson 2:** Students will be able to log into Canvas using the desktop shortcut and URL link.

**Lesson 3:** Students will be able to access the class page and their individual page within the English folder. They will be able to edit and save their page. They will be able to change their font and text structure.

**Lesson 4:** Students will develop a list of internal and external supporting documents that they will use in their Canvas page. Students will insert at least one personal supporting document into their canvas page.

**Lesson 5:** Students will insert at least one external supporting document into their canvas page, using correct copyright protocols.

Differentiation/Adjustments:
- Student experts
- ‘Mini-lessons’: Show students an algorithm and then let them experiment

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### RESOURCES

- Online Behaviours Sort
- Logging into Canvas Algorithm
- Editing and Saving Algorithm
- Finding CC images on Google (YouTube)
  [https://www.youtube.com/watch?time_continue=2&v=lwg_50EKvew](https://www.youtube.com/watch?time_continue=2&v=lwg_50EKvew)
- Finding CC resources other than images (YouTube)
  [https://www.youtube.com/watch?v=4wj-zza15n4](https://www.youtube.com/watch?v=4wj-zza15n4)
- Embedding CC images into Canvas (YouTube)
  [https://www.youtube.com/watch?v=VNDDWoF5aS9](https://www.youtube.com/watch?v=VNDDWoF5aS9)

### WHY IS THIS RELEVANT?

Students are required to plan, create and communicate ideas and information, including collaboratively online, applying agreed ethical, social and technical protocols.
Online Behaviours Sort

**Appropriate:**
Storing your user names and passwords in a safe place.

Using positive language in your posts or comments.

Asking permission before mentioning someone in your posts or comments.

Communicating with your teachers on an educational online forum (e.g. Canvas)

Telling a trusted adult if you see something inappropriate online.

Deleting emails from unknown senders.

**Inappropriate:**
Posting mean or private things about someone else’s work.

Using rude or negative language in your posts or comments.

Talking about other people in your posts or comments without their permission.

Following or adding your teachers on social media.

Discussing something private on an online forum.

Talking about something inappropriate to gain popularity.

**Dangerous:**
Giving someone your password.

Storing your password online.

Giving out personal details online (e.g. home address)

Bullying someone online.

Replying to an email that asks for personal details (e.g. bank details)

Accepting friend or follow requests from people you don’t know.

Lying about your age online.
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Logging into Canvas Algorithm

- Open up canvas using the desktop short cut
- You can also access Canvas on Chrome using the URL: https://canvas.education.tas.gov.au/
- Enter username and password after education
- Accept terms and conditions
- Go to dashboard and click on 5-6 Hughes course
DIGITAL TECHNOLOGIES UNIT PLAN

Editing and saving Pages Algorithm

- Log in to Canvas

  ![Canvas Logo]

- Go to dashboard and click on 5-6 Hughes course

  ![Canvas Home Group 5-6B]

- Click on Our Learning

  ![Our Learning Logo]

- Click on English

  ![English Logo]

- Click on your name

  ![List of Names]
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- Click edit page (right side of page)

- **Insert content:**

  You can copy (Ctrl c) and paste (Ctrl v) work from a word document into your page or type straight into the box.

- **Changing the font:**

  Font size 8pt

  Bold B

  Italic I

  Underlined U

  Colour change

  Colour background change

- **Changing the text structure:**

  Alignment Left, middle and right

  Indenting text

  List with bullet points or numbers

- Click save

- **How do I log out?** Account (top left corner), Log off