Technology Applications TEKS Review Work Group C Recommendations

Strand: Digital Citizenship									
Substrand: Social Interactions									
Kindergarten	**Grade 1**	**Grade 2**	**Grade 3**	**Grade 4**	**Grade 5**	**Grade 6**	**Grade 7**	**Grade 8**	**Rationale**
Digital citizenship--social interactions. The student identifies ways to communicate in various digital environments. The student is expected to:			Digital citizenship--social interactions. The student understands different styles of digital communication and that a student's actions online can have a long-term impact. The student is expected to:						
NEW (A) identify and demonstrate responsible behavior within a digital environment	NEW (A) describe and demonstrate respectful behavior within a digital environment	~~K-2.2B~~ (A) participate in digital environments to develop cultural understanding by interacting with learners of multiple cultures							The work group kept the current student expectation in grade 2 and provided scaffolding in kindergarten-grade 1.
			NEW (A) define digital footprint	NEW (A) describe how created information retains a permanent digital footprint	NEW (A) identify the components of a digital footprint such as online activity using gaming or social media platforms	NEW (A) identify the impact of a digital footprint	NEW (A) classify actions as having a positive or negative effect on a digital footprint	NEW (A) analyze the importance of managing a digital footprint and how it can affect the future	The work group would like for students to begin learning about digital footprint in grade 3. Students begin creating online profiles at grade 3 and they should begin realizing the impact of their footprint. Students in grade 8 should realize their digital choices can positively and negatively impact their future.

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Kindergarten	**Grade 1**	**Grade 2**	**Grade 3**	**Grade 4**	**Grade 5**	**Grade 6**	**Grade 7**	**Grade 8**	**Rationale**
			NEW (B) define digital etiquette 3 5.5.E follow the rules of digital etiquette;	NEW (B) describe appropriate digital etiquette for various forms of digital communication such as text, email, online chat, and other platforms	NEW (B) describe appropriate digital etiquette for addressing different audiences such as peers, teachers, and other adults	NEW (B) differentiate between formal and informal digital communications that contain proper digital etiquette	NEW (B) create a formal and informal digital communication using appropriate digital etiquette	NEW (B) create and publish a formal digital communication using appropriate digital etiquette for a global audience	Students are reading and writing at grade 3 when using digital platforms to communicate with others; therefore, they should begin learning about digital etiquette. Students should understand that there are different styles they should use when creating digital communications.

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Strand: Digital Citizenship									
Substrand: Ethics and Laws									
Kindergarten	**Grade 1**	**Grade 2**	**Grade 3**	**Grade 4**	**Grade 5**	**Grade 6**	**Grade 7**	**Grade 8**	**Rationale**
Digital citizenship--ethics and laws. The student recognizes and practices responsible, legal, and ethical behavior while using digital tools and resources. The student is expected to:									The work group chose to keep the knowledge and skills statement the same across kindergarten through grade 8 because the statement is broad and covers the student expectations for each grade level.
NEW (A) demonstrate acceptable use of digital resources and devices as outlined in district policies or Acceptable Use Policy (AUP)	NEW (A) explain and demonstrate the importance of acceptable use of digital resources and devices as outlined in district policies or Acceptable Use Policy (AUP)	NEW (A) explain and demonstrate the importance of acceptable use of digital resources and devices as outlined in district policies or Acceptable Use Policy (AUP)	NEW (A) demonstrate adherence to Acceptable Use Policy (AUP) reflecting positive social behavior in the digital environment; ~~3-5.5.A adhere to acceptable use policies reflecting positive social behavior in the digital environment;~~	NEW (A) demonstrate adherence to Acceptable Use Policy (AUP) and explain the importance of responsible and ethical technology use ~~3-5.5.G comply with fair use guidelines and digital safety rules.~~	NEW (A) demonstrate adherence to Acceptable Use Policy (AUP) and explain the importance of responsible and ethical technology use ~~3-5.5.F practice safe, legal, and responsible use of information and technology; and~~	NEW (A) demonstrate adherence to Acceptable Use Policy (AUP) and practice safe, ethical, and positive online behaviors; ~~6.5.C practice safe and appropriate online behavior, personal security guidelines, digital identity, digital etiquette, and acceptable use of technology; and~~	NEW (A) demonstrate adherence to Acceptable Use Policy (AUP) and practice and model safe, ethical, and positive online behaviors; ~~7.5.C practice and explain safe and appropriate online behavior, personal security guidelines, digital identity, digital etiquette, and acceptable use of technology; and~~	NEW (A) demonstrate adherence to Acceptable Use Policy (AUP) and practice and advocate for safe, ethical, and positive online behaviors; ~~8.5.C practice and explain safe and appropriate online behavior, personal security guidelines, digital identity, digital etiquette, and acceptable use of technology; and~~	kept these student expectations similar because kids have access to a greater variety of devices, peripherals and applications; therefore, the expectation is growing even though the standard is similar. As students progress through grades, they have access to a greater variety of devices, peripherals, and applications; therefore, the expectation is growing even though the standards are similar. Students begin learning intellectual property terms and scaffold for the appropriate needs of the learners as they create information in the real world.

	Strand: Digital Citizenship								
	Substrand: Ethics and Laws								
Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Rationale
NEW (B) communicate an understanding that all digital content has owners. K-2.5.B practice the responsible use of digital information regarding copyright laws, intellectual property, including software, text, images, audio, and video.	NEW (B) communicate an understanding that all digital content has owners and explain the importance of respecting others' belongings as they apply to digital content and information. K-2.5.C practice the responsible use of digital information regarding intellectual property, including software, text, images, audio, and video.	NEW (B) communicate an understanding that all digital content has owners and explain the importance of respecting others' belongings as they apply to digital content and information.	NEW (B) demonstrate an understanding of copyright law associated with digital content 3-5.5.C abide by copyright law and the Fair Use Guidelines for Educational Multimedia;	NEW (B) describe the rights and responsibilities of a creator, define copyright, and explain how it applies to creative work	NEW (B) describe the purpose of copyright law and the possible consequences for inappropriate use of digital content	NEW (B) define intellectual property, including copyright, permission, fair use, creative commons, open source, and public domain 6.5.A understand copyright principles, including current laws, fair use guidelines, creative commons, open source, and public domain;	NEW (B) explain the importance of intellectual property laws, including the benefits of protection for content owners and the consequences of violating these laws 7.5.A understand and practice copyright principles, including current laws, fair use guidelines, creative commons, open source, and public domain;	NEW (B) create a digital product that demonstrates an understanding of intellectual property law 8.5.A understand, explain, and practice copyright principles, including current laws, fair use guidelines, creative commons, open source, and public domain;	Early scaffolding to introduce copyright law in grade 3 and develop the understanding of digital ownership. Students are introduced to copyright law pertaining to digital content and applying those ideas to their own work.

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						New (C) describe how information can be exaggerated or misrepresented online

~~6.5.D understand the negative impact of inappropriate technology use, including online bullying and harassment, hacking, intentional virus setting, invasion of privacy, and piracy such as software, music, video, and other media.~~ | New (C) evaluate how various types of media, including social media, and technology can be used to exaggerate and misrepresent information

~~7.5.D understand the negative impact of inappropriate technology use, including online bullying and harassment, hacking, intentional virus setting, invasion of privacy, and piracy such as software, music, video, and other media.~~ | New (C) evaluate the bias of digital information sources, including websites

~~8.5.D understand and explain the negative impact of inappropriate technology use, including online bullying and harassment, hacking, intentional virus setting, invasion of privacy, and piracy such as software, music, video, and other media.~~ | |

Digital Citizenship									
Privacy, Safety, and Security									
Kindergarten	**Grade 1**	**Grade 2**	**Grade 3**	**Grade 4**	**Grade 5**	**Grade 6**	**Grade 7**	**Grade 8**	**Rationale**
Digital citizenship--privacy, safety, and security. The student practices safe, legal, and ethical digital behaviors to become a socially responsible digital citizen. The student is expected to:									
NEW (A) identify ways to keep a user account safe, including using a strong password and logging off of accounts and devices	NEW (A) identify ways to keep a user account safe, including using a strong password and logging off of accounts and devices	NEW (A) demonstrate account safety, including creating a strong password and logging off of accounts and devices	NEW (A) demonstrate account safety, including creating a strong password and logging off of devices	NEW (A) demonstrate account safety, including creating a strong password and logging off devices, and explain the importance of these practices	NEW (A) discuss cybersecurity and ways digital information can be protected	NEW (A) identify real-world cybersecurity problems such as phishing, malware, password attacks, identity theft, and hacking	NEW (A) describe ways to protect themselves from real-world cybersecurity attacks	NEW (A) analyze real-world scenarios to identify cybersecurity threats and propose ways to prevent harm from them	Account safety should be introduced at kindergarten. Usually at these grade levels, the students are provided district-generated password; students should learn the purpose and benefits of keeping passwords private and logging off of accounts and devices. Students should have a basic knowledge of account and password safety by this point and can now focus on keeping themselves and others protected, which are the first steps toward personal cybersecurity. The vertical alignment of this concept follows the CSTA Standards for Students. Students begin by identifying what cybersecurity threats are and are scaffolded into analyzing how to protect themselves.

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Digital Citizenship									
Privacy, Safety, and Security									
Kindergarten	**Grade 1**	**Grade 2**	**Grade 3**	**Grade 4**	**Grade 5**	**Grade 6**	**Grade 7**	**Grade 8**	**Rationale**
NEW (B) identify what information is safe to share online such as hobbies and likes and dislikes and unsafe such as identifying information	NEW (B) identify and explain what information is safe to share online such as hobbies and likes and dislikes and unsafe such as identifying information	NEW (B) discuss private versus public information and which is safe to be shared online and with whom	NEW (B) describe ways to employ safe practices such as protecting digital identity and discuss ways to avoid online dangers such as accessing unsafe websites or clicking on suspicious links	NEW (B) identify and discuss types of data collection tools such as cookies, pop-ups, smart devices, and unsecured networks and why it is important to maintain digital privacy	NEW (B) identify strategies to maintain digital privacy and security and discuss how data collection technology is used to track online navigation				Public and private information are the first steps toward learning about cybersecurity.

Students will start by focusing on safe and unsafe information to share, which leads to data collection tools and how to protect online privacy. In K-5 (A) and (B) will collapse into 6-8 (A) in a vertical alignment chart. |

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	Digital Citizenship								
	Privacy, Safety, and Security								
Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Rationale
	NEW (C) discuss and define cyberbullying with teacher support and guidance	NEW (C) discuss cyberbullying and identify examples	NEW (C) discuss and explain how to respond to cyberbullying	NEW (C) discuss and explain how to respond to cyberbullying, including advocating for self and others	NEW (C) discuss and identify how interactions can escalate online and explain ways to stand up to cyberbullying, including advocating for self and others	NEW (B) identify various methods of cyberbullying such as harassment, impersonation, and cyberstalking	NEW (B) analyze the negative impacts of cyberbullying on the victim and the bully	NEW (B) evaluate scenarios to identify warning signs of a cyberbullying victim such as withdrawal or lack of sleep and predict the outcomes for both the victim and the bully	The work group decided to start teaching cyberbullying in grade 1 because students in kindergarten may not know what bullying is. Students will define and give examples of cyberbullying as they progress from grade 1 to grade 2. At grades 1 and 2 students will learn the definition of cyberbullying; at grades 3-5, students will learn how to respond to cyberbullying.

The grades 6-8 student expectations have been vertically aligned with the elementary student expectations. In grade 6 students will learn cyberbullying terminology that is not covered in lower grades. In grades 7 and 8 students will learn about the impacts and effects of cyberbullying. |