

Update to Content Accepted by SRP

Request to Update Content Reviewed and Accepted by the State Review Panel (SRP)

Proposed changes shall be made available for public review on Texas Education Agency's website for a minimum of seven calendar days prior to approval.

Indicate if the changes in the content were reviewed and accepted by the SRP to determine coverage of the Texas Essential Knowledge and Skills (TEKS), English Language Proficiency Standards (ELPS), or Texas Prekindergarten Guidelines (TPG) by selecting a box below. (**Note:** All request to update editions that do not change content reviewed and accepted by the SRP must be entered on the *Update to Content Not Reviewed by SRP* document.)

TEKS

ELPS

TPG

TEKS and ELPS

Proclamation Year: 2024

Publisher: Typing.com

Subject Area/Course: Tech Apps

Adopted Program Information:

Title: 6th Grade TX

ISBN: 9798987771761

Enter the identical Program Title of your identical product that will contain the identical updates.

Identical Program Title: 6th Grade TX

Identical Program ISBN: 9798987771761

Adopted Component Information

Title: 6th Grade

ISBN: 9798987771761-08

Enter the identical component title of your identical product that will contain the identical updates.

Identical Component Title: 6th Grade

Identical Component ISBN: 9798987771761-08

Publisher's overall rationale for this update

Content was updated in order to increase our TEKS alignment percentage to 100%

Publisher's overall description of the change

New digital citizenship and coding content was created in order to meet additional TEKS.

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Access Information

Enter access information below to the adopted version of the instructional materials and the proposed new content.

Currently Adopted Content URL: <https://www.typing.com/student/proclamation-2024>

Currently Adopted Content Username: proc2024.6

Currently Adopted Content Password: typing!

Proposed Updated Content URL: <https://www.typing.com/student/proclamation-2024-update>

Proposed Updated Content Username: proc2024update.6

Proposed Updated Content Password: typing!

Update comparison:

Each change in the component on this form should be documented in the update comparison below. You must submit a separate request for **each component**, not each change. (**Note:** Repeat this section as often as needed by copying and pasting the entire area from the (SE)(Breakout(s)) and (Citation Type(s)) to the dividing line for each change.)

(SE)(Breakout(s)) and (Citation Type(s))

(1)(B)(i) Narrative

Description of the specific location and hyperlink to the exact location of currently adopted content

New standard, no current content

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Concept Maps: Reflection: Screen 2

<https://www.typing.com/student/lesson/217145/concept-maps-reflection#2>

Screenshot of Currently Adopted Content

New standard, no current content

Screenshot of Proposed New Content

The screenshot shows a digital learning interface. At the top, there is a blue header bar with the text "Concept Maps: Reflection". Below the header is a blue box containing a reflection prompt: "Let's travel back to the issue of littering in the school hallways. Think about the concept map you created for this problem and all of the subproblems you listed around it. When we think about subproblems, there is an underlying pattern that exists that enables the problem to continue. Now that you have decomposed the littering problem, what pattern exists in the school that enables the problem to continue?". Below the blue box is a white text input area with the instruction "Write a response that is at least 75 words in length." and a small green icon in the bottom right corner.

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(1)(B)(i)Activity

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Screenshot of Proposed New Content

Concept Maps: Reflection

Let's travel back to the issue of littering in the school hallways. Think about the concept map you created for this problem and all of the subproblems you listed around it. When we think about subproblems, there is an underlying pattern that exists that enables the problem to continue. Now that you have decomposed the littering problem, what pattern exists in the school that enables the problem to continue?

Write a response that is at least 75 words in length.

(SE)(Breakout(s)) and (Citation Type(s))

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Pattern Puzzles: Screen 1 Intro

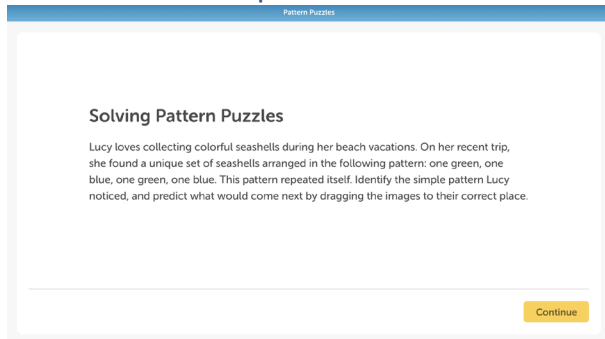
<https://www.typing.com/student/lesson/221897/pattern-puzzles#1>

Screenshot of Currently Adopted Content

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Screenshot of Proposed New Content



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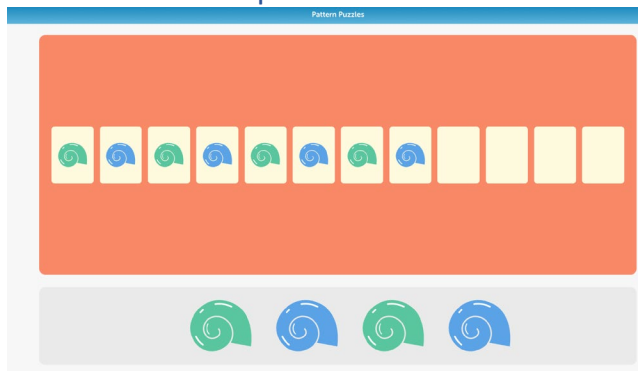
Pattern Puzzles: Screen 1 Intro

<https://www.typing.com/student/lesson/221897/pattern-puzzles#1>

Screenshot of Currently Adopted Content

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Screenshot of Proposed New Content



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Concept Maps: Part 1: Screen 1-4

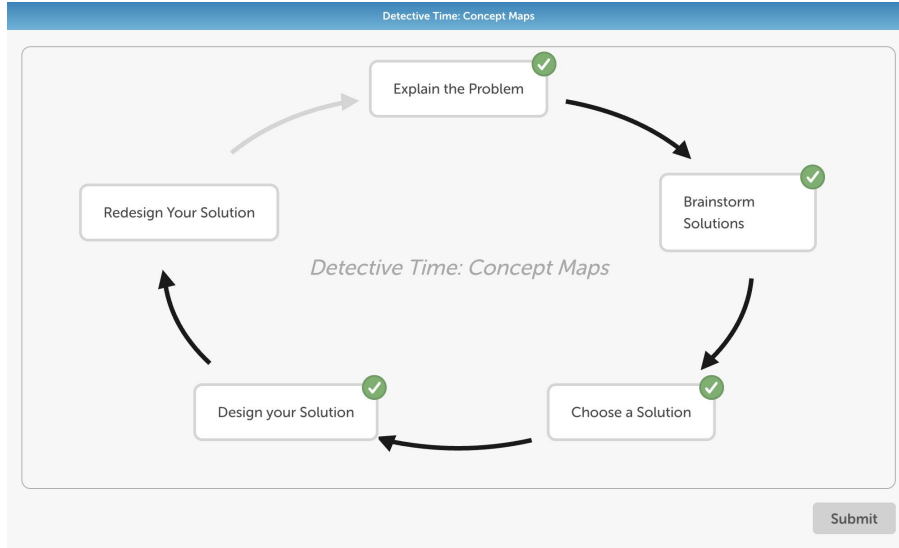
<https://www.typing.com/student/lesson/217142/concept-maps-part-1#1>

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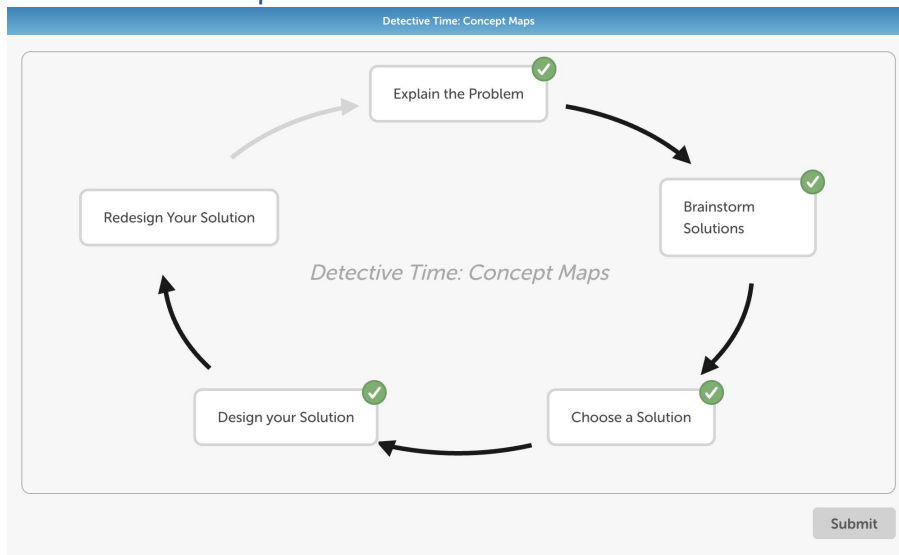
Description of the specific location and hyperlink to the exact location of the proposed new content
Concept Maps: Part 1: Screen 1-4
<https://www.typing.com/student/lesson/217142/concept-maps-part-1#1>

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Concept Maps: Reflection: Screen 3

<https://www.typing.com/student/lesson/217145/concept-maps-reflection#3>

Screenshot of Currently Adopted Content

New standard, no current content

Screenshot of Proposed New Content

Concept Maps: Reflection

Think about the concept map you created for this problem and all of the subproblems you listed around it. What was the sequence you followed when building the concept map of sub-problems?

Write a response that is at least 75 words in length.

0:00 You've typed 0 / 75 words Submit

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(1)(B)(ii) Activity

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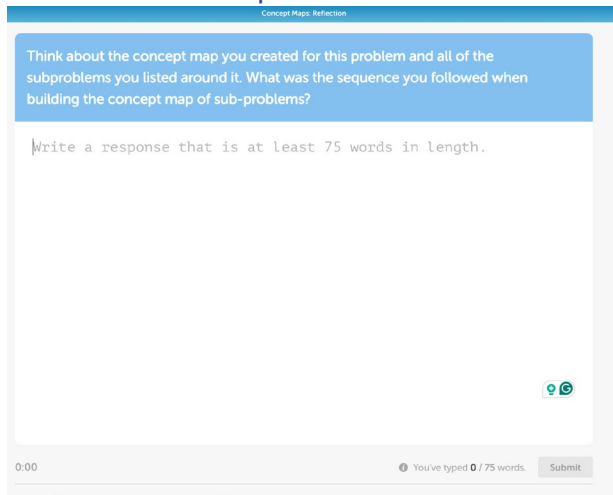
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(SE)(Breakout(s)) and (Citation Type(s))

(1)(D)(i) Narrative

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Planning for Success: Screen 1

<https://www.typing.com/student/lesson/208924/planning-for-success#1>

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Screenshot of Proposed New Content

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Planning for Success: Review activity PDF (click "download lesson" to view PDF)

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Screenshot of Currently Adopted Content

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Typing.com | Planning for Success PDF Activity

Mastering our Time

For this lesson we'll work as a team to think up ways to manage our time better. We'll pick our favorite idea and then draw a picture to show how it will help us. We'll also make a cool timeline to show how long we think it will take to make our idea work.



Instructions

This activity is best completed in groups of 4-5 students.

- 1. Problem Analysis** – Discuss the problem of time management and organization among your group, considering different aspects such as academic demands, extracurricular activities, and social commitments.
- 2. Document the Problem** – Visually document the problem using a large sheet of paper or a digital tool. Identify pressure points which lead to improper time management.
- 3. Brainstorm solutions** – Collaboratively brainstorm possible solutions to help students improve their time management and organization skills. Think about how a coded solution (e.g., an app, website, or device) could help address the issue.
- 4. Choose Solution** – Pick the best solution and visually represent your proposed solutions using sketches, diagrams, or flowcharts, and add them to your initial problem analysis visual representation.
- 5. Timeline and plan** – Develop a timeline for creating your solution, breaking down the project into smaller tasks and assigning deadlines. Consider potential challenges and necessary resources (e.g., tools, materials, or expertise) needed for each step. Incorporate your timeline into your visual representation of the problem and proposed solutions.

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Solving Authentic Problems: Screen 1 Intro

<https://www.typing.com/student/lesson/217146/solving-authentic-problems#1>

Screenshot of Currently Adopted Content

New standard, no current content

Screenshot of Proposed New Content

Solving Authentic Problems

Solving Authentic Problems

In this lesson, we will use a design process to find solutions for an authentic problem within our community. A design process usually includes 5 steps:

- 1. Noticing a problem
- 2. Brainstorming solutions
- 3. Designing a solution
- 4. Testing and redesigning the solution
- 5. Sharing the outcome

Now, let's use the design process to invent a device for reducing plastic waste.

[Download Lesson](#)

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Screenshot of Proposed New Content

Invent a Device for Reducing Plastic Waste



The first step in the design process is identifying a problem. In this exercise, we have identified the problem as an abundance of plastic waste in your community. Your challenge is to invent a device or product that helps reduce plastic waste in your community and create an original prototype or design.

NOTE: This activity may also be completed with a partner or small group. If you work with a team, be sure to complete each step collaboratively.

Follow these steps:

1. Research the issue of plastic waste on the environment and the importance of finding solutions to reduce its use.
2. Using Post-it notes or a sheet of paper, brainstorm and come up with multiple solutions to this problem. Think creatively and consider different possibilities such as reducing plastic packaging, promoting reusable alternatives, or improving recycling processes.
3. Once you have generated several ideas, choose two or three solutions to focus on for your inventions.
4. Now, it's time to create what's known as a prototype. A prototype is a model or vision of what you see as a finished product. While developing your prototype, consider aspects such as functionality, ease of use, and environmental impact.
5. Outline or design your invention(s) using the outline feature of a word processing application or a design application such as MS Publisher.

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Planning for Success: Screen 1

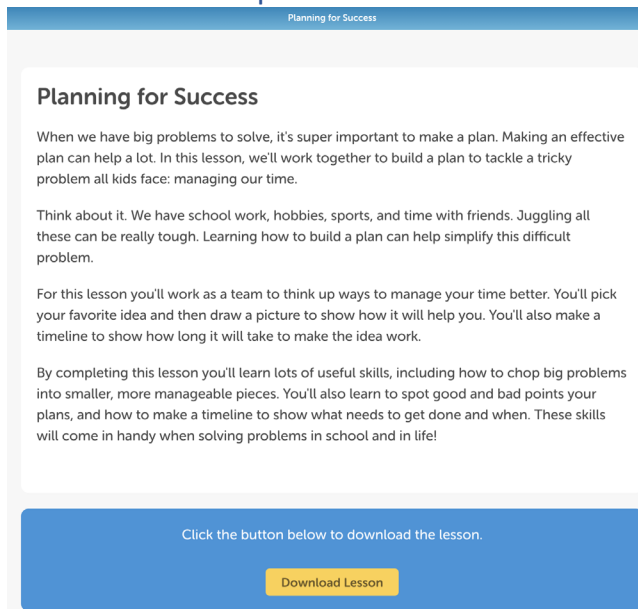
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Solving Authentic Problems: Screen 1 Intro

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(SE)(Breakout(s)) and (Citation Type(s))

(1)(D)(iii) Activity

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Planning for Success: Review activity PDF (click "download lesson" to view PDF)

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Typing.com | Planning for Success PDF Activity

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Coding & The Design Process: Screen 1

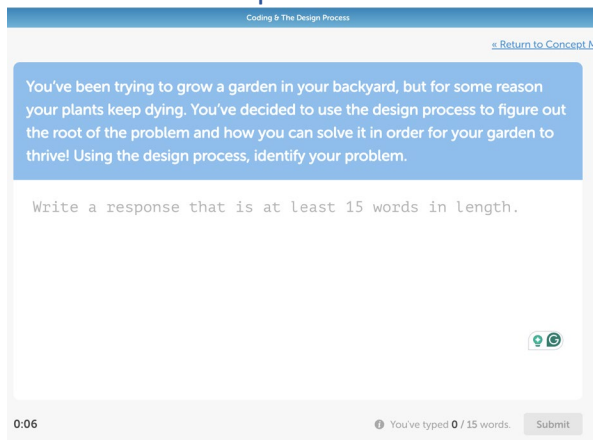
<https://www.typing.com/student/lesson/221989/coding-the-design-process#1>

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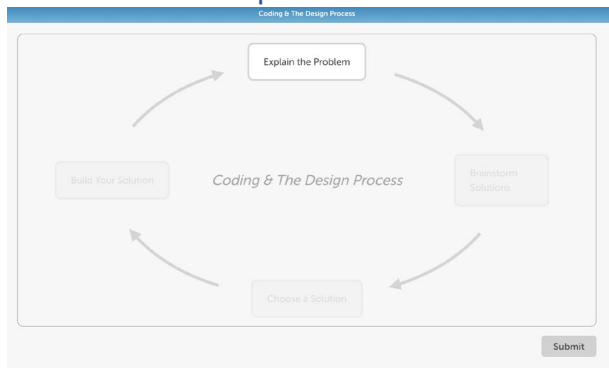
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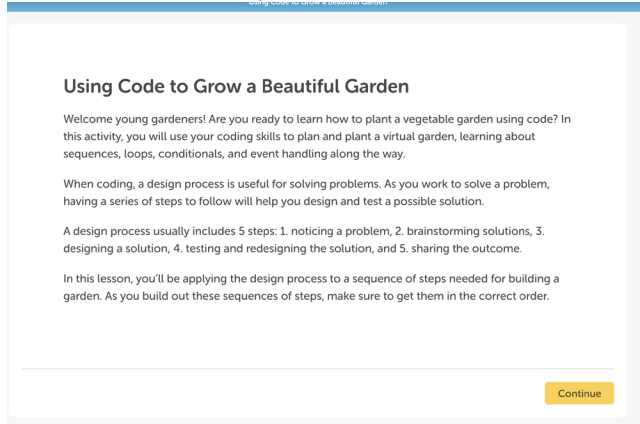
Using Code to Grow a Beautiful Garden: Screen 1 intro

<https://www.typing.com/student/lesson/208929/using-code-to-grow-a-beautiful-garden#1>

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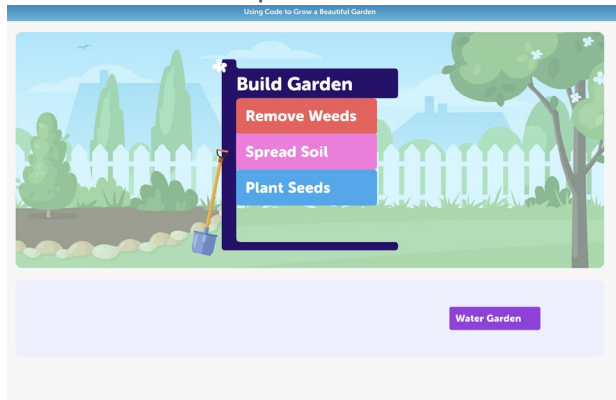
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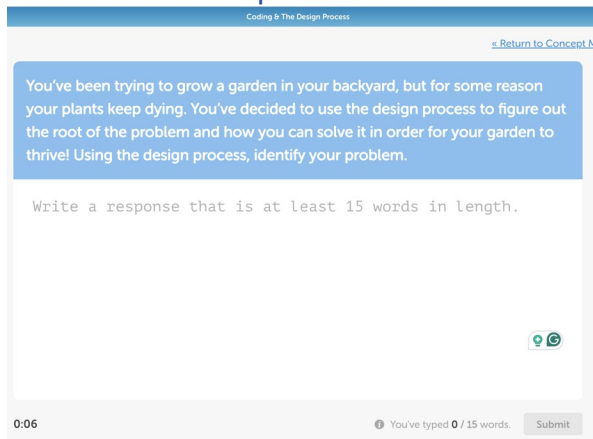
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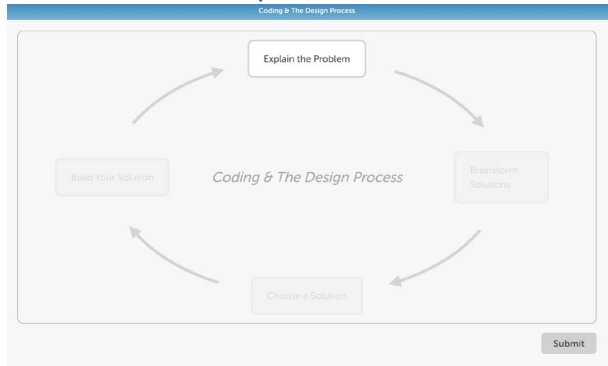
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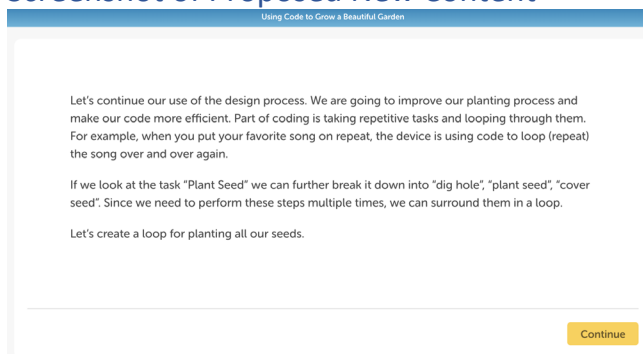
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New standard, no current content

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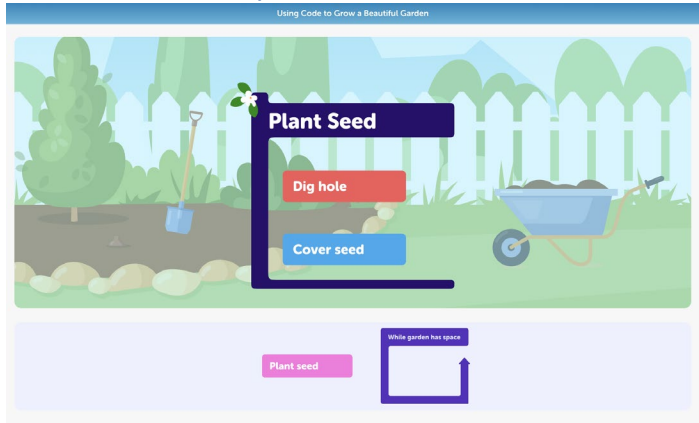
Using Code to Grow a Beautiful Garden: Screen 2

<https://www.typing.com/student/lesson/208929/using-code-to-grow-a-beautiful-garden#2>

Screenshot of Currently Adopted Content

New standard, no current content

Screenshot of Proposed New Content



(SE)(Breakout(s)) and (Citation Type(s))

(2)(B)(iii) Narrative

Description of the specific location and hyperlink to the exact location of currently adopted content

New standard, no current content

Description of the specific location and hyperlink to the exact location of the proposed new content

Coding & The Design Process: Screen 1

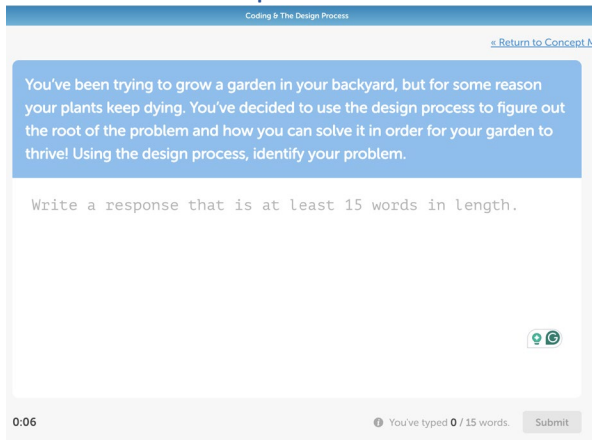
<https://www.typing.com/student/lesson/221989/coding-the-design-process#1>

Screenshot of Currently Adopted Content

New standard, no current content

Update to Content Accepted by SRP

Screenshot of Proposed New Content



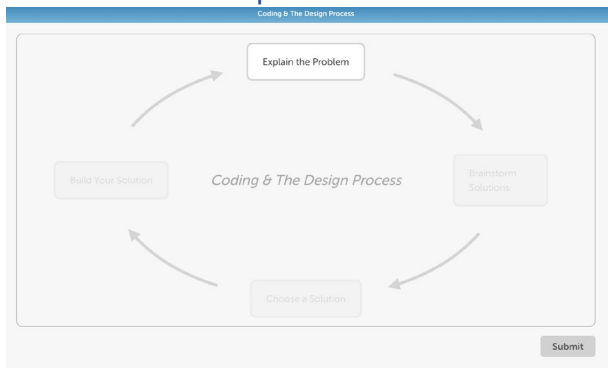
(SE)(Breakout(s)) and (Citation Type(s))
(2)(B)(iii) Activity

Description of the specific location and hyperlink to the exact location of currently adopted content
New standard, no current content

Description of the specific location and hyperlink to the exact location of the proposed new content
Coding & The Design Process: Screen 1
<https://www.typing.com/student/lesson/221989/coding-the-design-process#1>

Screenshot of Currently Adopted Content
New standard, no current content

Screenshot of Proposed New Content



(SE)(Breakout(s)) and (Citation Type(s))
(2)(B)(iii) Narrative

Description of the specific location and hyperlink to the exact location of currently adopted content
New standard, no current content

Update to Content Accepted by SRP

Description of the specific location and hyperlink to the exact location of the proposed new content

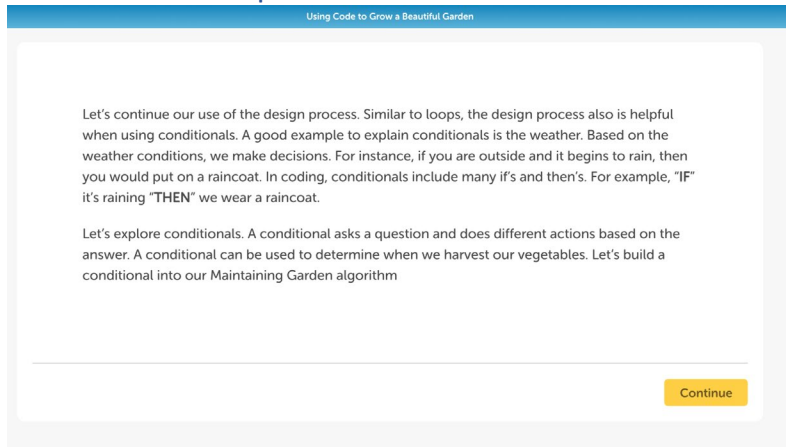
Using Code to Grow a Beautiful Garden: Screen 4 intro

<https://www.typing.com/student/lesson/208929/using-code-to-grow-a-beautiful-garden#4>

Screenshot of Currently Adopted Content

New standard, no current content

Screenshot of Proposed New Content



(SE)(Breakout(s)) and (Citation Type(s))

(2)(B)(iii) Activity

Description of the specific location and hyperlink to the exact location of currently adopted content

New standard, no current content

Description of the specific location and hyperlink to the exact location of the proposed new content

Using Code to Grow a Beautiful Garden: Screen 4

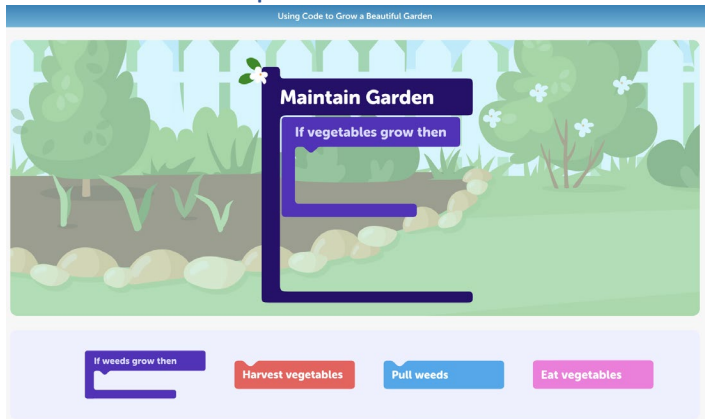
<https://www.typing.com/student/lesson/208929/using-code-to-grow-a-beautiful-garden#4>

Screenshot of Currently Adopted Content

New standard, no current content

Update to Content Accepted by SRP

Screenshot of Proposed New Content



(SE)(Breakout(s)) and (Citation Type(s))

(2)(B)(iv) Narrative

Description of the specific location and hyperlink to the exact location of currently adopted content

New standard, no current content

Description of the specific location and hyperlink to the exact location of the proposed new content

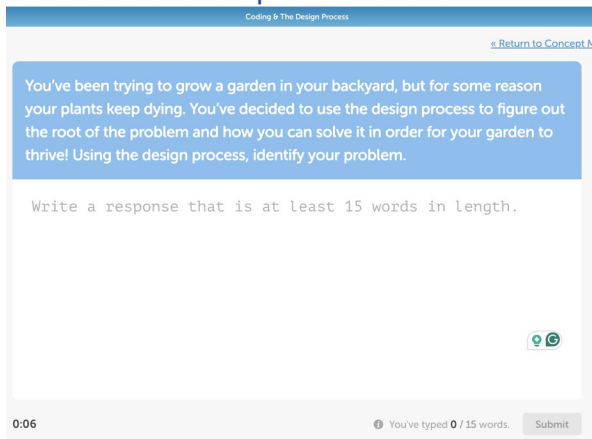
Coding & The Design Process: Screen 1

<https://www.typing.com/student/lesson/221989/coding-the-design-process#1>

Screenshot of Currently Adopted Content

New standard, no current content

Screenshot of Proposed New Content



(SE)(Breakout(s)) and (Citation Type(s))

(2)(B)(iv) Activity

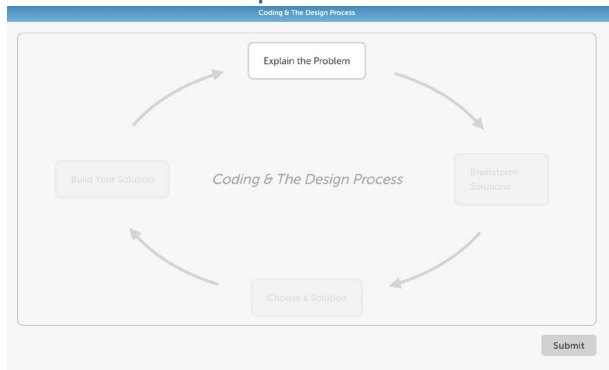
Update to Content Accepted by SRP

Description of the specific location and hyperlink to the exact location of currently adopted content
New standard, no current content

Description of the specific location and hyperlink to the exact location of the proposed new content
Coding & The Design Process: Screen 1
<https://www.typing.com/student/lesson/221989/coding-the-design-process#1>

Screenshot of Currently Adopted Content
New standard, no current content

Screenshot of Proposed New Content



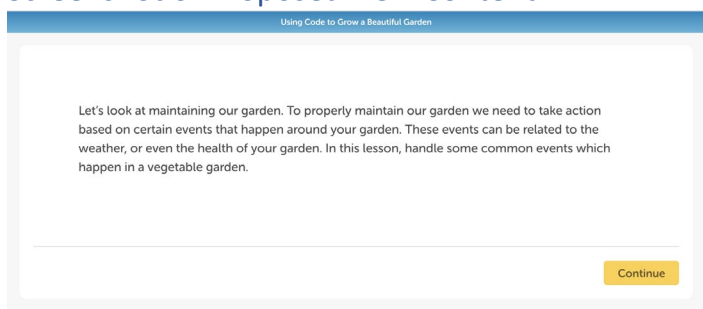
(SE)(Breakout(s)) and (Citation Type(s))
(2)(B)(iv) Narrative

Description of the specific location and hyperlink to the exact location of currently adopted content
New standard, no current content

Description of the specific location and hyperlink to the exact location of the proposed new content
Using Code to Grow a Beautiful Garden: Screen 3 intro
<https://www.typing.com/student/lesson/208929/using-code-to-grow-a-beautiful-garden#3>

Screenshot of Currently Adopted Content
New standard, no current content

Screenshot of Proposed New Content



Update to Content Accepted by SRP

(SE)(Breakout(s)) and (Citation Type(s))

(2)(B)(iv) Activity

Description of the specific location and hyperlink to the exact location of currently adopted content

New standard, no current content

Description of the specific location and hyperlink to the exact location of the proposed new content

Using Code to Grow a Beautiful Garden: Screen 3

<https://www.typing.com/student/lesson/208929/using-code-to-grow-a-beautiful-garden#3>

Screenshot of Currently Adopted Content

New standard, no current content

Screenshot of Proposed New Content



(SE)(Breakout(s)) and (Citation Type(s))

(2)(B)(v) Narrative

Description of the specific location and hyperlink to the exact location of currently adopted content

New standard, no current content

Description of the specific location and hyperlink to the exact location of the proposed new content

Text-Based Code & The Design Process: Screen 1

<https://www.typing.com/student/lesson/221976/text-based-code-the-design-process>

Screenshot of Currently Adopted Content

New standard, no current content

Update to Content Accepted by SRP

Screenshot of Proposed New Content

Text-Based Code & the Design Process

[« Return to Concept Map](#)

Imagine you are having trouble staying in touch with your friends online in real time. Let's use the design process to come up with the best solution for your problem. First, identify the problem.

Write a response that is at least 15 words in length.

0:04 You've typed 0 / 15 words. Submit

(SE)(Breakout(s)) and (Citation Type(s))

(2)(B)(v) Activity

Description of the specific location and hyperlink to the exact location of currently adopted content

New standard, no current content

Description of the specific location and hyperlink to the exact location of the proposed new content

Text-Based Code & The Design Process: Screen 1-4

<https://www.typing.com/student/lesson/221976/text-based-code-the-design-process>

Screenshot of Currently Adopted Content

New standard, no current content

Screenshot of Proposed New Content

Text-Based Code & the Design Process

Explain the Problem

Brainstorm Solutions

Choose a Solution

Build Your Solution

Text-Based Code & the Design Process

Submit

Update to Content Accepted by SRP

(SE)(Breakout(s)) and (Citation Type(s))

(2)(B)(v) Narrative

Description of the specific location and hyperlink to the exact location of currently adopted content

New standard, no current content

Description of the specific location and hyperlink to the exact location of the proposed new content

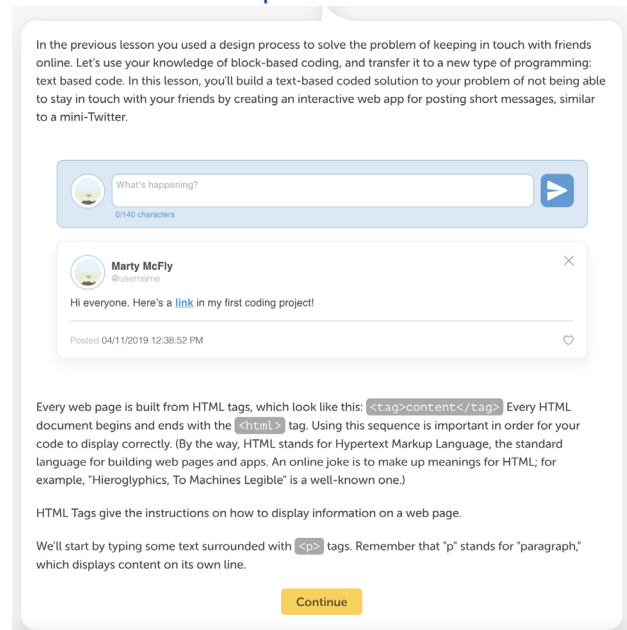
HTML- The Structure of a Webpage: Screen 1 Intro

<https://www.typing.com/student/lesson/221975/html-the-structure-of-a-webpage#1>

Screenshot of Currently Adopted Content

New standard, no current content

Screenshot of Proposed New Content



In the previous lesson you used a design process to solve the problem of keeping in touch with friends online. Let's use your knowledge of block-based coding, and transfer it to a new type of programming: text based code. In this lesson, you'll build a text-based coded solution to your problem of not being able to stay in touch with your friends by creating an interactive web app for posting short messages, similar to a mini-Twitter.

What's happening?
0/140 characters

Marty McFly
@username
Hi everyone. Here's a [link](#) in my first coding project!
Posted 04/11/2019 12:38:52 PM

Every web page is built from HTML tags, which look like this: `<tag>content</tag>`. Every HTML document begins and ends with the `<html>` tag. Using this sequence is important in order for your code to display correctly. (By the way, HTML stands for Hypertext Markup Language, the standard language for building web pages and apps. An online joke is to make up meanings for HTML; for example, "Hieroglyphics, To Machines Legible" is a well-known one.)

HTML Tags give the instructions on how to display information on a web page.

We'll start by typing some text surrounded with `<p>` tags. Remember that "p" stands for "paragraph," which displays content on its own line.

Continue

(SE)(Breakout(s)) and (Citation Type(s))

(2)(B)(v) Activity

Description of the specific location and hyperlink to the exact location of currently adopted content

New standard, no current content

Description of the specific location and hyperlink to the exact location of the proposed new content

HTML- The Structure of a Webpage: Screen 1

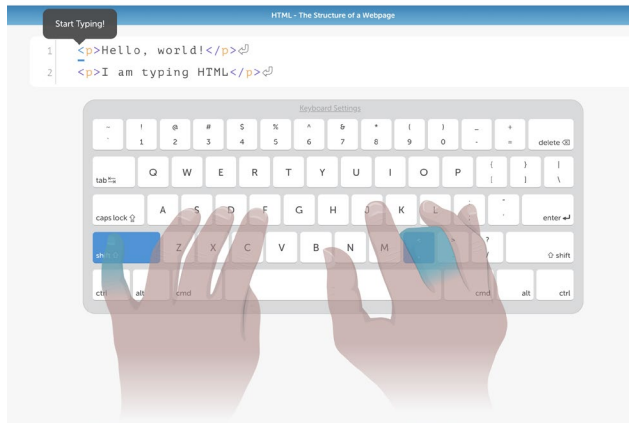
<https://www.typing.com/student/lesson/221975/html-the-structure-of-a-webpage#1>

Screenshot of Currently Adopted Content

New standard, no current content

Update to Content Accepted by SRP

Screenshot of Proposed New Content



(SE)(Breakout(s)) and (Citation Type(s))

(2)(B)(vi) Narrative

Description of the specific location and hyperlink to the exact location of currently adopted content

New standard, no current content

Description of the specific location and hyperlink to the exact location of the proposed new content

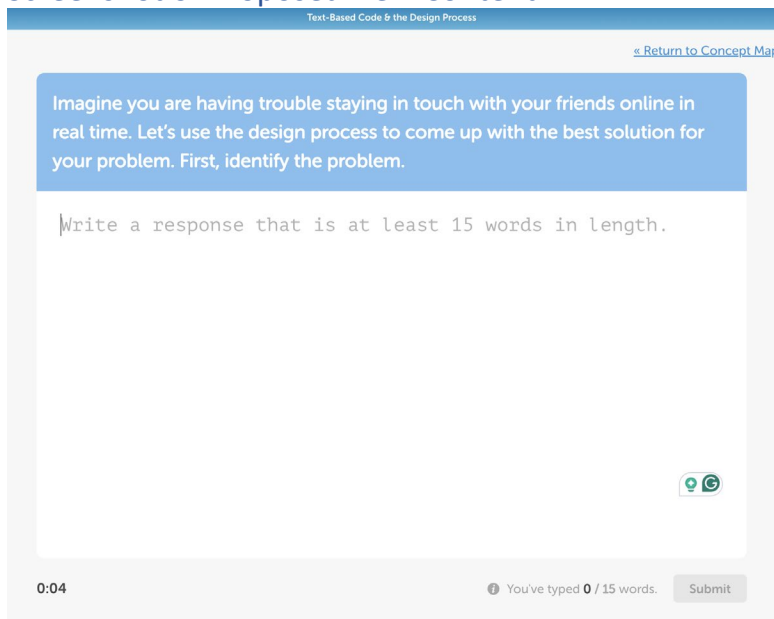
Text-Based Code & The Design Process: Screen 1

<https://www.typing.com/student/lesson/221976/text-based-code-the-design-process>

Screenshot of Currently Adopted Content

New standard, no current content

Screenshot of Proposed New Content



Update to Content Accepted by SRP

(SE)(Breakout(s)) and (Citation Type(s))

(2)(B)(vi) Activity

Description of the specific location and hyperlink to the exact location of currently adopted content

New standard, no current content

Description of the specific location and hyperlink to the exact location of the proposed new content

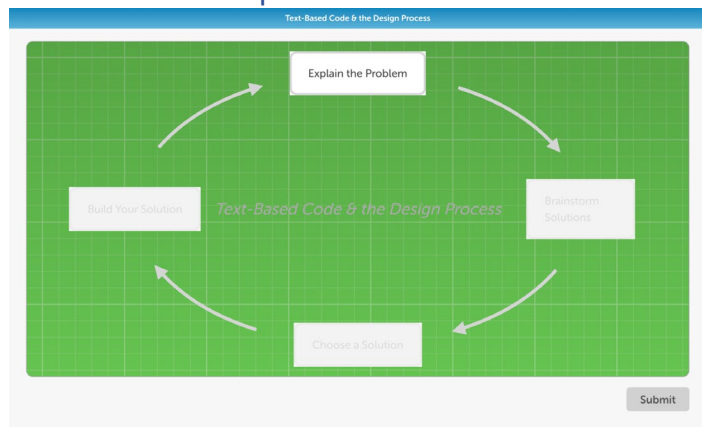
Text-Based Code & The Design Process: Screen 1-4

<https://www.typing.com/student/lesson/221976/text-based-code-the-design-process>

Screenshot of Currently Adopted Content

New standard, no current content

Screenshot of Proposed New Content



(SE)(Breakout(s)) and (Citation Type(s))

(2)(B)(vi) Narrative

Description of the specific location and hyperlink to the exact location of currently adopted content

New standard, no current content

Description of the specific location and hyperlink to the exact location of the proposed new content

Javascript: Programming the web: Screen 12 intro

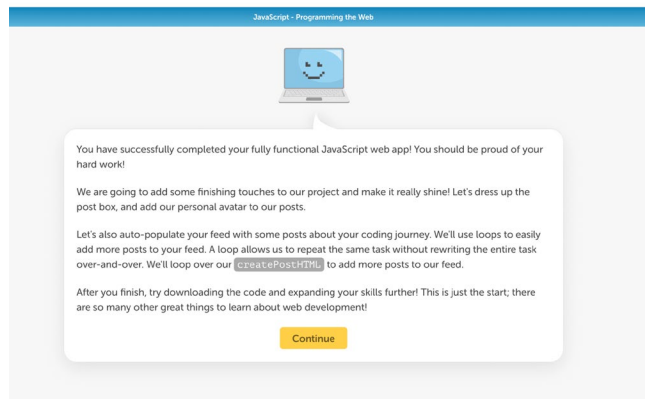
<https://www.typing.com/student/lesson/221978/javascript-programming-the-web#12>

Screenshot of Currently Adopted Content

New standard, no current content

Update to Content Accepted by SRP

Screenshot of Proposed New Content



(SE)(Breakout(s)) and (Citation Type(s))

(2)(B)(vi) Activity

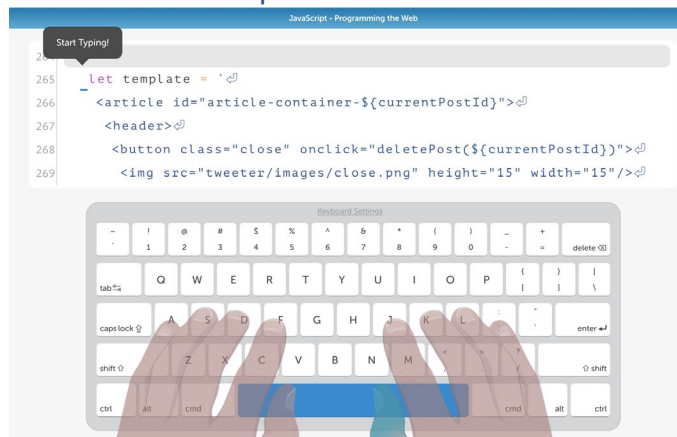
Description of the specific location and hyperlink to the exact location of currently adopted content
New standard, no current content

Description of the specific location and hyperlink to the exact location of the proposed new content
Javascript: Programming the web: Screen 12
<https://www.typing.com/student/lesson/221978/javascript-programming-the-web#12>

Screenshot of Currently Adopted Content

New standard, no current content

Screenshot of Proposed New Content



(SE)(Breakout(s)) and (Citation Type(s))

(2)(B)(vii) Narrative

Description of the specific location and hyperlink to the exact location of currently adopted content
New standard, no current content

Update to Content Accepted by SRP

Description of the specific location and hyperlink to the exact location of the proposed new content

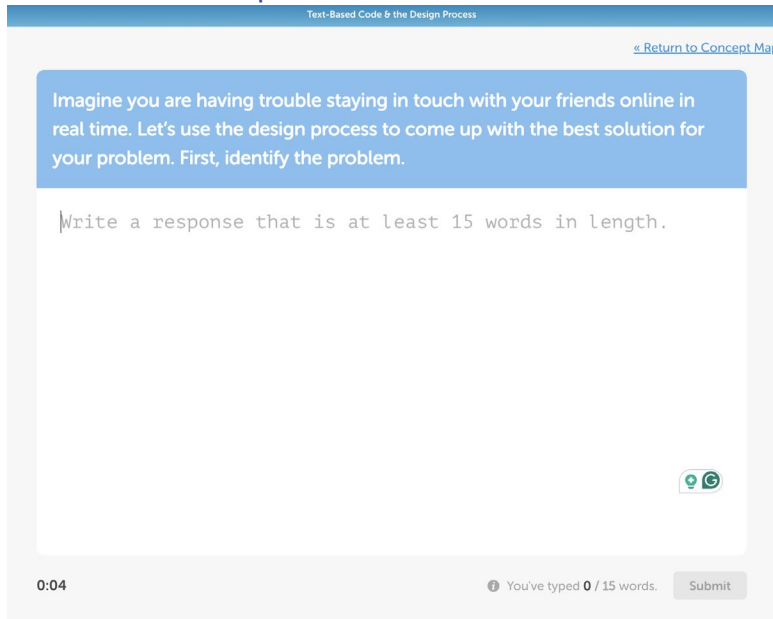
Text-Based Code & The Design Process: Screen 1

<https://www.typing.com/student/lesson/221976/text-based-code-the-design-process>

Screenshot of Currently Adopted Content

New standard, no current content

Screenshot of Proposed New Content



(SE)(Breakout(s)) and (Citation Type(s))

(2)(B)(vii) Activity

Description of the specific location and hyperlink to the exact location of currently adopted content

New standard, no current content

Description of the specific location and hyperlink to the exact location of the proposed new content

Text-Based Code & The Design Process: Screen 1-4

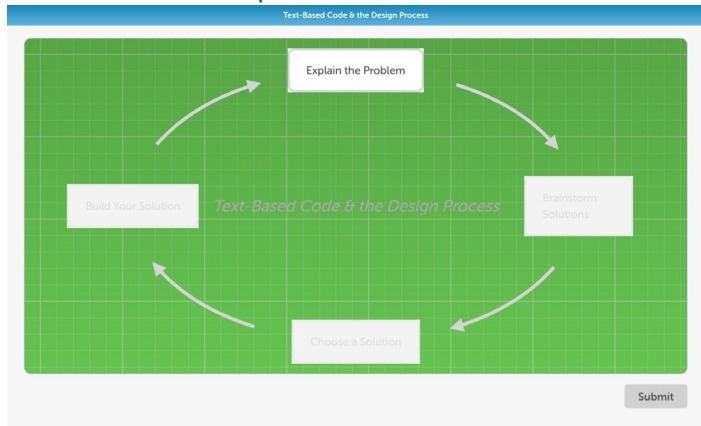
<https://www.typing.com/student/lesson/221976/text-based-code-the-design-process>

Screenshot of Currently Adopted Content

New standard, no current content

Update to Content Accepted by SRP

Screenshot of Proposed New Content



(SE)(Breakout(s)) and (Citation Type(s))

(2)(B)(vii) Narrative

Description of the specific location and hyperlink to the exact location of currently adopted content

New standard, no current content

Description of the specific location and hyperlink to the exact location of the proposed new content

Javascript: Programming the Web: Screen 7 intro

<https://www.typing.com/student/lesson/221978/javascript-programming-the-web#7>

Screenshot of Currently Adopted Content

New standard, no current content

Screenshot of Proposed New Content

The screenshot shows a webpage titled "JavaScript - Programming the Web". At the top, there is a blue header with the title. Below the header is a small icon of a laptop with a smiley face on the screen. The main content area is a white box with a light gray border. It contains the following text: "Social media sites have limits on the amount of characters that a post can have. Facebook has a large limit of 63,206 characters! Instagram, on the other hand, has a limit of 2,200 characters. We want our users to post quick thoughts and ideas, so our character limit will be much lower at 140 characters. This will help keep our users' posts short, sweet, and to the point." Below this text is another line: "We're now going to learn two new HTML attributes and write a function called `checkCharacterCount` that will check and display the number of characters in a post." The next line reads: "We will use conditionals to check for the correct number of characters in a post. A conditional asks a questions and does different actions based on the answer." At the bottom of the white box is a yellow "Continue" button.

(SE)(Breakout(s)) and (Citation Type(s))

(2)(B)(vii) Activity

Description of the specific location and hyperlink to the exact location of currently adopted content

Update to Content Accepted by SRP

New standard, no current content

Description of the specific location and hyperlink to the exact location of the proposed new content

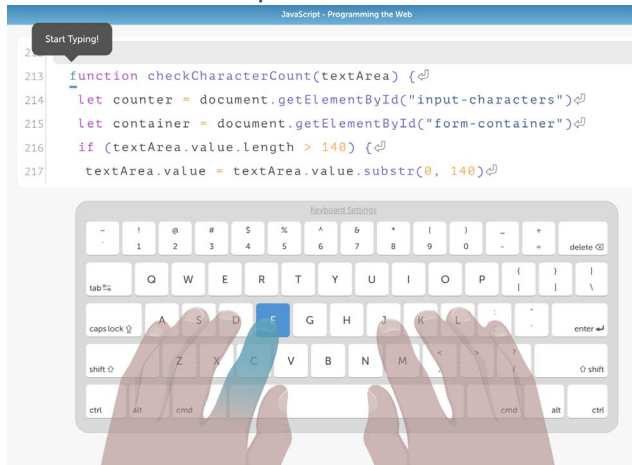
Javascript: Programming the Web: Screen 7

<https://www.typing.com/student/lesson/221978/javascript-programming-the-web#7>

Screenshot of Currently Adopted Content

New standard, no current content

Screenshot of Proposed New Content



(SE)(Breakout(s)) and (Citation Type(s))

(2)(B)(viii) Narrative

Description of the specific location and hyperlink to the exact location of currently adopted content

New standard, no current content

Description of the specific location and hyperlink to the exact location of the proposed new content

Text-Based Code & The Design Process: Screen 1

<https://www.typing.com/student/lesson/221976/text-based-code-the-design-process>

Screenshot of Currently Adopted Content

New standard, no current content

Update to Content Accepted by SRP

Screenshot of Proposed New Content

Text-Based Code & the Design Process

[« Return to Concept Map](#)

Imagine you are having trouble staying in touch with your friends online in real time. Let's use the design process to come up with the best solution for your problem. First, identify the problem.

Write a response that is at least 15 words in length.

0:04 You've typed 0 / 15 words. Submit

(SE)(Breakout(s)) and (Citation Type(s)) (2)(B)(viii) Activity

Description of the specific location and hyperlink to the exact location of currently adopted content
New standard, no current content

Description of the specific location and hyperlink to the exact location of the proposed new content
Text-Based Code & The Design Process: Screen 1-4
<https://www.typing.com/student/lesson/221976/text-based-code-the-design-process>

Screenshot of Currently Adopted Content

New standard, no current content

Screenshot of Proposed New Content

Text-Based Code & the Design Process

Explain the Problem

Brainstorm Solutions

Choose a Solution

Build Your Solution

Submit

Update to Content Accepted by SRP

(SE)(Breakout(s)) and (Citation Type(s))

(2)(B)(viii) Narrative

Description of the specific location and hyperlink to the exact location of currently adopted content

New standard, no current content

Description of the specific location and hyperlink to the exact location of the proposed new content

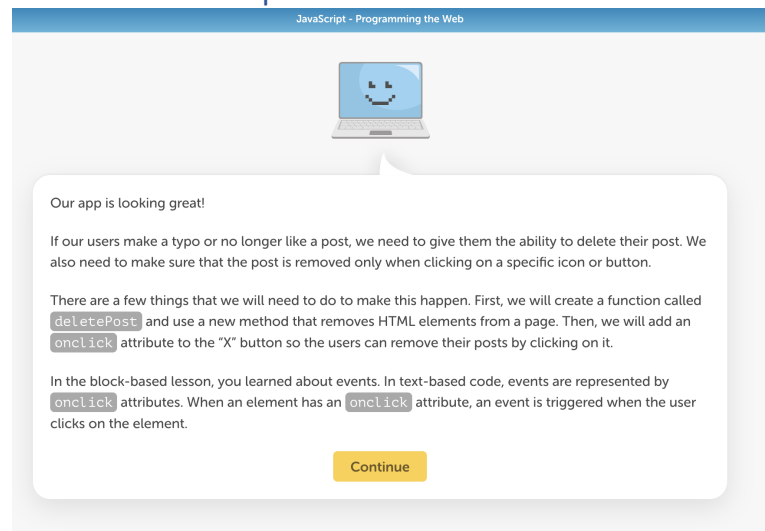
Javascript: Programming the Web: Screen 5 intro

<https://www.typing.com/student/lesson/221978/javascript-programming-the-web#5>

Screenshot of Currently Adopted Content

New standard, no current content

Screenshot of Proposed New Content



(SE)(Breakout(s)) and (Citation Type(s))

(2)(B)(viii) Activity

Description of the specific location and hyperlink to the exact location of currently adopted content

New standard, no current content

Description of the specific location and hyperlink to the exact location of the proposed new content

Javascript: Programming the Web: Screen 5

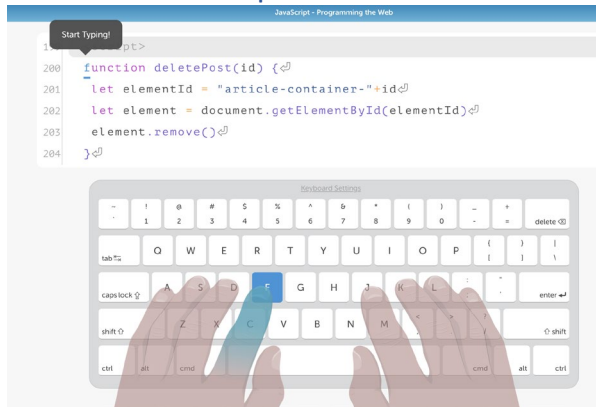
<https://www.typing.com/student/lesson/221978/javascript-programming-the-web#5>

Screenshot of Currently Adopted Content

New standard, no current content

Update to Content Accepted by SRP

Screenshot of Proposed New Content



(SE)(Breakout(s)) and (Citation Type(s)) (3)(A)(i) Narrative

Description of the specific location and hyperlink to the exact location of currently adopted content
New standard, no current content


Description of the specific location and hyperlink to the exact location of the proposed new content
Solving Authentic Problems: PDF review activity (click "download lesson" to access PDF)
<https://www.typing.com/student/lesson/217146/solving-authentic-problems>

Screenshot of Currently Adopted Content

New standard, no current content

Screenshot of Proposed New Content

Invent a Device for Reducing Plastic Waste



The first step in the design process is identifying a problem. In this exercise, we have identified the problem as an abundance of plastic waste in your community. Your challenge is to invent a device or product that helps reduce plastic waste in your community and create an original prototype or design.

NOTE: This activity may also be completed with a partner or small group. If you work with a team, be sure to complete each step collaboratively.

Follow these steps:

1. Research the issue of plastic waste on the environment and the importance of finding solutions to reduce its use.
2. Using Post-it notes or a sheet of paper, brainstorm and come up with multiple solutions to this problem. Think creatively and consider different possibilities such as reducing plastic packaging, promoting reusable alternatives, or improving recycling processes.
3. Once you have generated several ideas, choose two or three solutions to focus on for your inventions.
4. Now, it's time to create what's known as a prototype. A prototype is a model or vision of what you see as a finished product. While developing your prototype, consider aspects such as functionality, ease of use, and environmental impact.
5. Outline or design your invention(s) using the outline feature of a word

Update to Content Accepted by SRP

(SE)(Breakout(s)) and (Citation Type(s))

(3)(A)(i) Activity

Description of the specific location and hyperlink to the exact location of currently adopted content

New standard, no current content

Description of the specific location and hyperlink to the exact location of the proposed new content

Solving Authentic Problems: PDF review activity (click "download lesson" to access PDF)


<https://www.typing.com/student/lesson/217146/solving-authentic-problems>

Screenshot of Currently Adopted Content

New standard, no current content

Screenshot of Proposed New Content

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5. Outline or design your invention(s) using the outline feature of a word

(SE)(Breakout(s)) and (Citation Type(s))

(3)(A)(ii) Narrative

Description of the specific location and hyperlink to the exact location of currently adopted content

New standard, no current content

Description of the specific location and hyperlink to the exact location of the proposed new content

Solving Authentic Problems: PDF review activity (click "download lesson" to access PDF)

<https://www.typing.com/student/lesson/217146/solving-authentic-problems>


Screenshot of Currently Adopted Content

New standard, no current content

Update to Content Accepted by SRP

Screenshot of Proposed New Content

Invent a Device for Reducing Plastic Waste



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5. Outline or design your invention(s) using the outline feature of a word

(SE)(Breakout(s)) and (Citation Type(s))

(3)(A)(ii) Activity

Description of the specific location and hyperlink to the exact location of currently adopted content

New standard, no current content

Description of the specific location and hyperlink to the exact location of the proposed new content

Solving Authentic Problems: PDF review activity (click "download lesson" to access PDF)

<https://www.typing.com/student/lesson/217146/solving-authentic-problems>


Screenshot of Currently Adopted Content

New standard, no current content

Update to Content Accepted by SRP

Screenshot of Proposed New Content

Invent a Device for Reducing Plastic Waste



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5. Outline or design your invention(s) using the outline feature of a word

(SE)(Breakout(s)) and (Citation Type(s))

(3)(A)(ii) Narrative

Description of the specific location and hyperlink to the exact location of currently adopted content
New standard, no current content

Description of the specific location and hyperlink to the exact location of the proposed new content
Detective Time: Problem Solving Skills: Screens 1-7 (press "ctrl + shift + ` " to skip to the next screen)
<https://www.typing.com/student/lesson/216628/detective-time-problem-solving-skills#1>

Screenshot of Currently Adopted Content

New standard, no current content

Screenshot of Proposed New Content



Update to Content Accepted by SRP

(SE)(Breakout(s)) and (Citation Type(s))

(3)(A)(ii) Activity

Description of the specific location and hyperlink to the exact location of currently adopted content

New standard, no current content

Description of the specific location and hyperlink to the exact location of the proposed new content

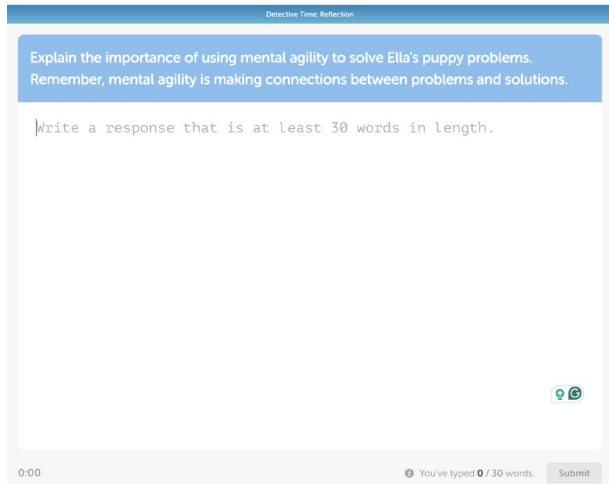
Detective Time: Reflection: Screens 1-7 (press "ctrl + shift + ` " to skip to the next screen)

<https://www.typing.com/student/lesson/216873/detective-time-reflection#1>

Screenshot of Currently Adopted Content

New standard, no current content

Screenshot of Proposed New Content



(SE)(Breakout(s)) and (Citation Type(s))

(3)(B)(i) Narrative

Description of the specific location and hyperlink to the exact location of currently adopted content

New standard, no current content

Description of the specific location and hyperlink to the exact location of the proposed new content

Solving Authentic Problems: PDF review activity: Reflection Questions (click "download lesson" to access PDF)

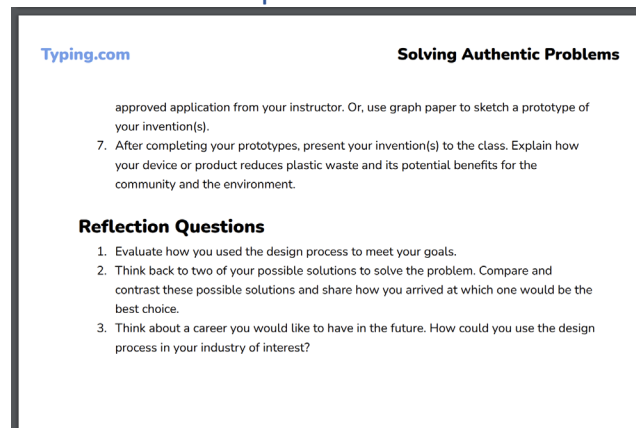
<https://www.typing.com/student/lesson/217146/solving-authentic-problems>

Screenshot of Currently Adopted Content

New standard, no current content

Update to Content Accepted by SRP

Screenshot of Proposed New Content



The screenshot shows a webpage from Typing.com with the title "Solving Authentic Problems". The page contains the following text:

approved application from your instructor. Or, use graph paper to sketch a prototype of your invention(s).

7. After completing your prototypes, present your invention(s) to the class. Explain how your device or product reduces plastic waste and its potential benefits for the community and the environment.

Reflection Questions

1. Evaluate how you used the design process to meet your goals.
2. Think back to two of your possible solutions to solve the problem. Compare and contrast these possible solutions and share how you arrived at which one would be the best choice.
3. Think about a career you would like to have in the future. How could you use the design process in your industry of interest?

(SE)(Breakout(s)) and (Citation Type(s))

(3)(B)(i) Activity

Description of the specific location and hyperlink to the exact location of currently adopted content

New standard, no current content

Description of the specific location and hyperlink to the exact location of the proposed new content

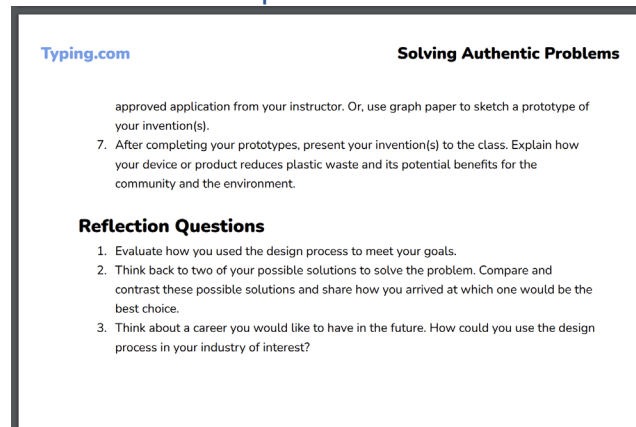
Solving Authentic Problems: PDF review activity: Reflection Questions (click "download lesson" to access PDF)

<https://www.typing.com/student/lesson/217146/solving-authentic-problems>

Screenshot of Currently Adopted Content

New standard, no current content

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(SE)(Breakout(s)) and (Citation Type(s))

(3)(B)(ii) Narrative

Update to Content Accepted by SRP

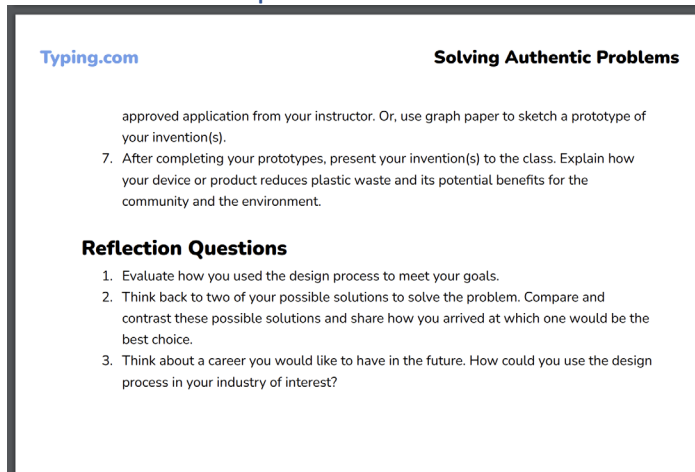
Description of the specific location and hyperlink to the exact location of currently adopted content
New standard, no current content

Description of the specific location and hyperlink to the exact location of the proposed new content
Solving Authentic Problems: PDF review activity: Reflection Questions (click "download lesson" to access PDF)
<https://www.typing.com/student/lesson/217146/solving-authentic-problems>

Screenshot of Currently Adopted Content

New standard, no current content

Screenshot of Proposed New Content



Typing.com **Solving Authentic Problems**

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(SE)(Breakout(s)) and (Citation Type(s))
(3)(B)(ii) Activity

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New standard, no current content

Description of the specific location and hyperlink to the exact location of the proposed new content
Solving Authentic Problems: PDF review activity: Reflection Questions (click "download lesson" to access PDF)
<https://www.typing.com/student/lesson/217146/solving-authentic-problems>

Screenshot of Currently Adopted Content

New standard, no current content

Update to Content Accepted by SRP

Screenshot of Proposed New Content

The screenshot shows a page from Typing.com with the title "Solving Authentic Problems". The page contains a paragraph of text, a numbered list item (7), and a section titled "Reflection Questions" with three numbered items.

Typing.com **Solving Authentic Problems**

approved application from your instructor. Or, use graph paper to sketch a prototype of your invention(s).

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(SE)(Breakout(s)) and (Citation Type(s))
(3)(B)(iii) Narrative

Description of the specific location and hyperlink to the exact location of currently adopted content
New standard, no current content

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Solving Authentic Problems: PDF review activity: Reflection Questions (click "download lesson" to access PDF)
<https://www.typing.com/student/lesson/217146/solving-authentic-problems>

Screenshot of Currently Adopted Content
New standard, no current content

Screenshot of Proposed New Content

The screenshot shows a page from Typing.com with the title "Solving Authentic Problems". The page contains a paragraph of text, a numbered list item (7), and a section titled "Reflection Questions" with three numbered items.

Typing.com **Solving Authentic Problems**

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Update to Content Accepted by SRP

(SE)(Breakout(s)) and (Citation Type(s))

(3)(B)(iii) Activity

Description of the specific location and hyperlink to the exact location of currently adopted content

New standard, no current content

Description of the specific location and hyperlink to the exact location of the proposed new content

Solving Authentic Problems: PDF review activity: Reflection Questions (click "download lesson" to access PDF)

<https://www.typing.com/student/lesson/217146/solving-authentic-problems>

Screenshot of Currently Adopted Content

New standard, no current content

Screenshot of Proposed New Content

Typing.com **Solving Authentic Problems**

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(SE)(Breakout(s)) and (Citation Type(s))

(3)(B)(iv) Narrative

Description of the specific location and hyperlink to the exact location of currently adopted content

New standard, no current content

Description of the specific location and hyperlink to the exact location of the proposed new content

Solving Authentic Problems: PDF review activity: Reflection Questions (click "download lesson" to access PDF)

<https://www.typing.com/student/lesson/217146/solving-authentic-problems>

Update to Content Accepted by SRP

Screenshot of Currently Adopted Content

New standard, no current content

Screenshot of Proposed New Content

The screenshot shows a webpage from Typing.com with the title "Solving Authentic Problems". The page contains a paragraph of text, a numbered list item (7), and a section titled "Reflection Questions" with three numbered items. The text describes an activity where students create prototypes and present them to the class, explaining how their device or product reduces plastic waste. The reflection questions ask students to evaluate their design process, compare solutions, and think about future careers.

Typing.com **Solving Authentic Problems**

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(SE)(Breakout(s)) and (Citation Type(s))

(3)(B)(iv) Activity

Description of the specific location and hyperlink to the exact location of currently adopted content

New standard, no current content

Description of the specific location and hyperlink to the exact location of the proposed new content

Solving Authentic Problems: PDF review activity: Reflection Questions (click "download lesson" to access PDF)

<https://www.typing.com/student/lesson/217146/solving-authentic-problems>

Screenshot of Currently Adopted Content

New standard, no current content

Screenshot of Proposed New Content

This screenshot is identical to the one above, showing the Typing.com page for "Solving Authentic Problems". It includes the same text, list item, and reflection questions.

Typing.com **Solving Authentic Problems**

approved application from your instructor. Or, use graph paper to sketch a prototype of your invention(s).

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Update to Content Accepted by SRP

(SE)(Breakout(s)) and (Citation Type(s))

(3)(C)(i) Narrative

Description of the specific location and hyperlink to the exact location of currently adopted content

New standard, no current content

Description of the specific location and hyperlink to the exact location of the proposed new content

Solving Authentic Problems: Screen 1 intro

<https://www.typing.com/student/lesson/217146/solving-authentic-problems>

Screenshot of Currently Adopted Content

New standard, no current content

Screenshot of Proposed New Content

Solving Authentic Problems

The design process is used in a variety of industries in order to create goals, solve problems, and meet deadlines. Video game designers use the design process to test ideas, and solve problems. Chefs use the design process to plan, research, and improve their culinary dishes. In this lesson, we will use a design process to find solutions for an authentic problem within our community. A design process usually includes 5 steps:

- 1. Noticing a problem
- 2. Brainstorming solutions
- 3. Designing a solution
- 4. Testing and redesigning the solution
- 5. Sharing the outcome

Now, let's use the design process to invent a device for reducing plastic waste.

[Download Lesson](#)

(SE)(Breakout(s)) and (Citation Type(s))

(3)(C)(i) Activity

Description of the specific location and hyperlink to the exact location of currently adopted content

New standard, no current content

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Solving Authentic Problems: PDF review activity: Reflection Questions (click "download lesson" to access PDF)

<https://www.typing.com/student/lesson/217146/solving-authentic-problems>

Screenshot of Currently Adopted Content

New standard, no current content

Update to Content Accepted by SRP

Screenshot of Proposed New Content

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(SE)(Breakout(s)) and (Citation Type(s))

(4)(A)(i) Narrative

Description of the specific location and hyperlink to the exact location of currently adopted content

New standard, no current content

Description of the specific location and hyperlink to the exact location of the proposed new content

Exploring Emerging Technology: Part 3: Introduction

<https://www.typing.com/student/lesson/217140/exploring-emerging-technology-part-3#1>

Screenshot of Currently Adopted Content

New standard, no current content

Screenshot of Proposed New Content

Emerging Technology

Now that we know what emerging technology is and have seen some examples, let's explore how these technological advancements have impacted various areas of study throughout history.

Technology and Its Impact on Different Areas of Study:

Emerging technology means new and exciting inventions that are just starting. These inventions have the power to change how we live and do things. It's like discovering really cool tools for the future! Here are some examples of emerging technology:

- **Science:** Technology has enabled amazing scientific discoveries, from exploring tiny cells with powerful microscopes to uncovering the mysteries of space with telescopes.
- **Medicine:** Technology has transformed medicine with inventions like x-rays, life-saving vaccines, and surgical tools, improving health and extending lifespans.
- **Communication:** Throughout history, technology, from the printing press to the internet, has revolutionized how we share information and connect globally.
- **Transportation:** Technological advances, like steam engines, cars, airplanes, and rockets, have made travel faster and more efficient, allowing us to explore distant places and new frontiers.

(SE)(Breakout(s)) and (Citation Type(s))

Update to Content Accepted by SRP

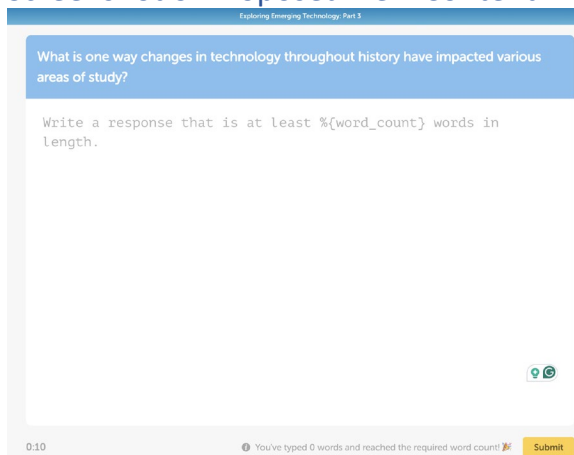
(4)(A)(i) Activity

Description of the specific location and hyperlink to the exact location of currently adopted content
New standard, no current content

Description of the specific location and hyperlink to the exact location of the proposed new content
Exploring Emerging Technology: Part 3: Question 1
<https://www.typing.com/student/lesson/217140/exploring-emerging-technology-part-3#1>

Screenshot of Currently Adopted Content
New standard, no current content

Screenshot of Proposed New Content



The screenshot shows a typing lesson interface. At the top, it says "Exploring Emerging Technology: Part 3". Below that, a question is displayed: "What is one way changes in technology throughout history have impacted various areas of study?". Underneath the question, there is a text area with the instruction: "Write a response that is at least `%{word_count}` words in length." At the bottom of the interface, there is a timer showing "0:10", a status message "You've typed 0 words and reached the required word count!", and a yellow "Submit" button.

(SE)(Breakout(s)) and (Citation Type(s))

(4)(B)(i) Narrative

Description of the specific location and hyperlink to the exact location of currently adopted content
New standard, no current content

Description of the specific location and hyperlink to the exact location of the proposed new content
Exploring Emerging Technology: Part 3: Introduction
<https://www.typing.com/student/lesson/217140/exploring-emerging-technology-part-3#1>

Screenshot of Currently Adopted Content
New standard, no current content

Update to Content Accepted by SRP

Screenshot of Proposed New Content

Technology Development and Global Trends

Global trends are patterns or movements that affect countries all over the world. These could include environmental changes, economic shifts, social movements, or technological advancements. Here are a few examples of how global trends have influenced technology:

- 1. **Sustainability:** Innovations in recycling, sustainable farming, and electric vehicles are driven by the need to protect the environment.
- 2. **Globalization:** The interconnectedness of the world's economies has led to advancements in communication technologies like the internet and cell phones.
- 3. **Education:** The push for better education has resulted in online learning platforms and educational apps.
- 4. **Health & Wellness:** Growing awareness of health issues has led to technological developments in medical devices, fitness trackers, and health apps.

[Continue](#)

(SE)(Breakout(s)) and (Citation Type(s))
(4)(B)(i) Activity

Description of the specific location and hyperlink to the exact location of currently adopted content
New standard, no current content

Description of the specific location and hyperlink to the exact location of the proposed new content
Exploring Emerging Technology: Part 3: Question 2
<https://www.typing.com/student/lesson/217140/exploring-emerging-technology-part-3#2>

Screenshot of Currently Adopted Content
New standard, no current content

Screenshot of Proposed New Content

Exploring Emerging Technology: Part 3

Discuss 3 ways that global trends have impacted the development of technology.

Write a response that is at least 75 words in length.

[Submit](#)

0:05 You've typed 0 / 75 words.

(SE)(Breakout(s)) and (Citation Type(s))
(4)(C)(i) Narrative

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Update to Content Accepted by SRP

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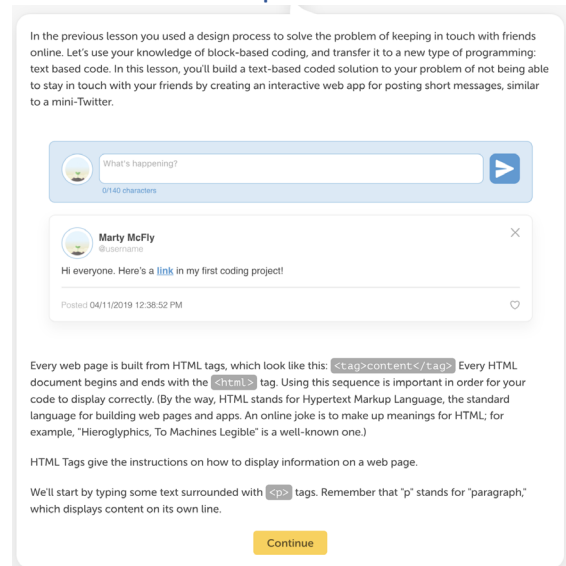
HTML- The Structure of a Webpage: Intro screen

<https://www.typing.com/student/lesson/221975/html-the-structure-of-a-webpage#1>

Screenshot of Currently Adopted Content

New standard, no current content

Screenshot of Proposed New Content



In the previous lesson you used a design process to solve the problem of keeping in touch with friends online. Let's use your knowledge of block-based coding, and transfer it to a new type of programming: text based code. In this lesson, you'll build a text-based coded solution to your problem of not being able to stay in touch with your friends by creating an interactive web app for posting short messages, similar to a mini-Twitter.

What's happening?
0/140 characters

Marty McFly
@username
Hi everyone. Here's a [link](#) in my first coding project!
Posted 04/11/2019 12:38:52 PM

Every web page is built from HTML tags, which look like this: `<tag>content</tag>`. Every HTML document begins and ends with the `<html>` tag. Using this sequence is important in order for your code to display correctly. (By the way, HTML stands for Hypertext Markup Language, the standard language for building web pages and apps. An online joke is to make up meanings for HTML; for example, "Hieroglyphics, To Machines Legible" is a well-known one.)

HTML Tags give the instructions on how to display information on a web page.

We'll start by typing some text surrounded with `<p>` tags. Remember that "p" stands for "paragraph" which displays content on its own line.

Continue

(SE)(Breakout(s)) and (Citation Type(s))

(4)(C)(i) Activity

Description of the specific location and hyperlink to the exact location of currently adopted content

New standard, no current content

Description of the specific location and hyperlink to the exact location of the proposed new content

HTML- The Structure of a Webpage: All screens (press ctrl+shift+` to skip to the next screen)

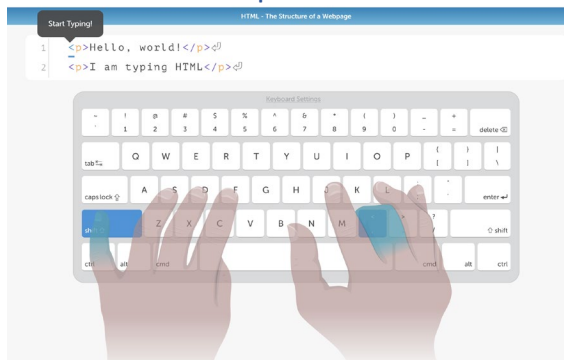
<https://www.typing.com/student/lesson/221975/html-the-structure-of-a-webpage#1>

Screenshot of Currently Adopted Content

New standard, no current content

Update to Content Accepted by SRP

Screenshot of Proposed New Content



(SE)(Breakout(s)) and (Citation Type(s))

(8)(C)(i) Narrative

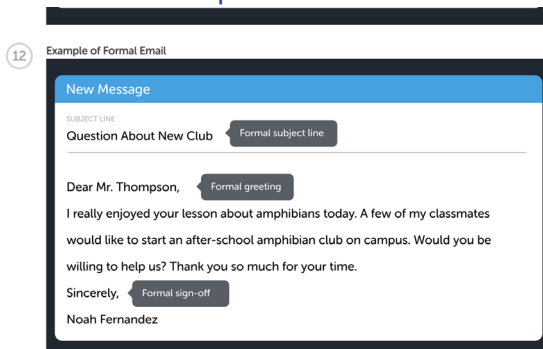
Description of the specific location and hyperlink to the exact location of currently adopted content
New standard, no current content

Description of the specific location and hyperlink to the exact location of the proposed new content
Email Rules & Manners: Step 2, Final section
<https://www.typing.com/student/lesson/208858/email-rules-and-manners#1>

Screenshot of Currently Adopted Content

New standard, no current content

Screenshot of Proposed New Content



(SE)(Breakout(s)) and (Citation Type(s))

(8)(C)(i) Activity

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New standard, no current content

Description of the specific location and hyperlink to the exact location of the proposed new content

Update to Content Accepted by SRP


Formal & Informal Digital Etiquette: Activity PDF (Click "download lesson" to access PDF)
<https://www.typing.com/student/lesson/221943/formal-informal-digital-etiquette>

Screenshot of Currently Adopted Content

New standard, no current content

Screenshot of Proposed New Content

Formal and Informal Digital Etiquette



Now that you've learned a bit about digital etiquette, we're going to practice collaborating using informal and formal digital communication.

First, let's practice collaborating using formal digital etiquette. Remember, it's important to use a professional tone, proper grammar (free from slang), and correct titles when addressing someone with formal digital etiquette.

1. With a partner, create a presentation (using your presentation software of choice) on a sport or club that you think your school should consider adding as an after school program.
2. Share your presentation with a teacher or your principal through email or in a digital conferencing call (such as Zoom or Google Meet).

Next, let's practice collaborating using informal digital etiquette. Informal digital etiquette is used in casual, social, and non-professional online interactions. It applies to conversations with friends, family, social media, and informal online communities. You can use a more casual tone, abbreviations, and first names or nicknames.

1. With a partner or small group, imagine you are members of an online forum for young book enthusiasts. You are tasked with creating netiquette guidelines for this community.
2. Using an online collaboration platform (such as Google Chat, Google Drive, or Microsoft Teams), discuss and document your netiquette guidelines. You should consider aspects such as language, tone, respectful disagreement, and handling conflicts.
3. Work collaboratively with your team, taking turns contributing to the document or forum thread. Remember to be respectful and use constructive communication during this activity.

(SE)(Breakout(s)) and (Citation Type(s))

(8)(C)(ii) Narrative

Description of the specific location and hyperlink to the exact location of currently adopted content

New standard, no current content

Description of the specific location and hyperlink to the exact location of the proposed new content

Email Rules & Manners: Step 2, Final section

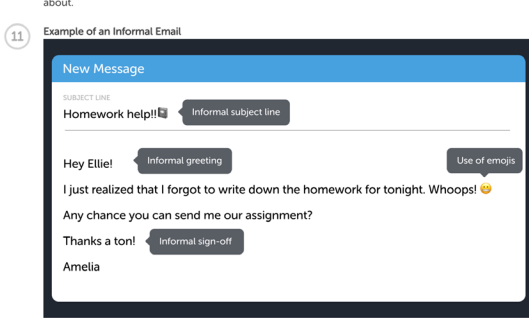
<https://www.typing.com/student/lesson/208858/email-rules-and-manners#1>

Screenshot of Currently Adopted Content

New standard, no current content

Update to Content Accepted by SRP

Screenshot of Proposed New Content



(SE)(Breakout(s)) and (Citation Type(s)) (8)(C)(ii) Activity

Description of the specific location and hyperlink to the exact location of currently adopted content
New standard, no current content


Description of the specific location and hyperlink to the exact location of the proposed new content
Formal & Informal Digital Etiquette: Activity PDF (Click "download lesson" to access PDF)
<https://www.typing.com/student/lesson/221943/formal-informal-digital-etiquette>

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Update to Content Accepted by SRP

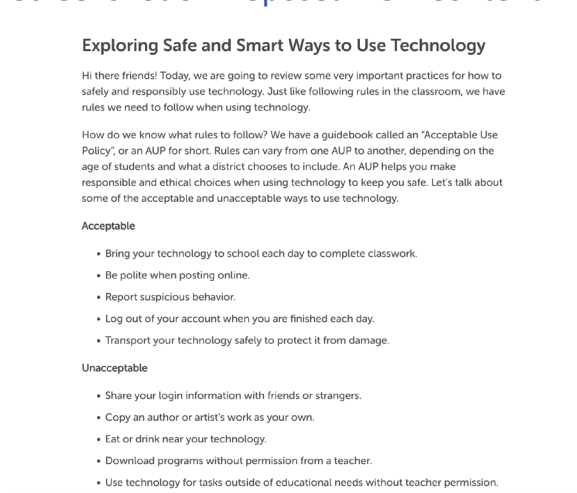
(9)(A)(i) Narrative

Description of the specific location and hyperlink to the exact location of currently adopted content
New standard, no current content

Description of the specific location and hyperlink to the exact location of the proposed new content
Using Technology Responsibly: Q & A: Screen 1 intro
<https://www.typing.com/student/lesson/216918/using-technology-responsibly-q-a#1>

Screenshot of Currently Adopted Content
New standard, no current content

Screenshot of Proposed New Content



The screenshot shows a webpage with the following content:

Exploring Safe and Smart Ways to Use Technology

Hi there friends! Today, we are going to review some very important practices for how to safely and responsibly use technology. Just like following rules in the classroom, we have rules we need to follow when using technology.

How do we know what rules to follow? We have a guidebook called an "Acceptable Use Policy," or an AUP for short. Rules can vary from one AUP to another, depending on the age of students and what a district chooses to include. An AUP helps you make responsible and ethical choices when using technology to keep you safe. Let's talk about some of the acceptable and unacceptable ways to use technology.

Acceptable

- Bring your technology to school each day to complete classwork.
- Be polite when posting online.
- Report suspicious behavior.
- Log out of your account when you are finished each day.
- Transport your technology safely to protect it from damage.

Unacceptable

- Share your login information with friends or strangers.
- Copy an author or artist's work as your own.
- Eat or drink near your technology.
- Download programs without permission from a teacher.
- Use technology for tasks outside of educational needs without teacher permission.

(SE)(Breakout(s)) and (Citation Type(s))
(9)(A)(i) Activity

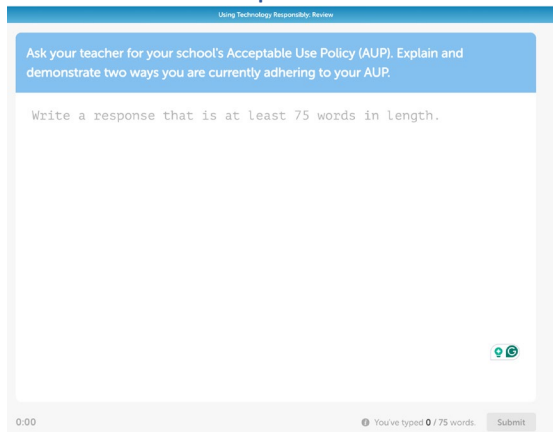
Description of the specific location and hyperlink to the exact location of currently adopted content
New standard, no current content

Description of the specific location and hyperlink to the exact location of the proposed new content
Using Technology Responsibly: Written Response: Question 1
<https://www.typing.com/student/lesson/216920/using-technology-responsibly-written-response>

Screenshot of Currently Adopted Content
New standard, no current content

Update to Content Accepted by SRP

Screenshot of Proposed New Content



(SE)(Breakout(s)) and (Citation Type(s))

(9)(A)(ii) Narrative

Description of the specific location and hyperlink to the exact location of currently adopted content

New standard, no current content

Description of the specific location and hyperlink to the exact location of the proposed new content

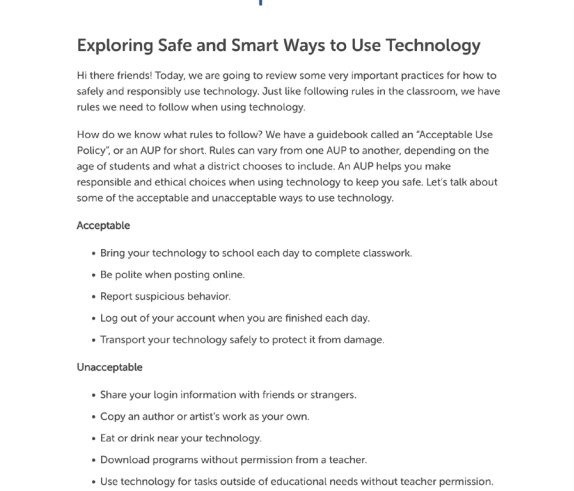
Using Technology Responsibly: Q & A: Screen 1 intro

<https://www.typing.com/student/lesson/216918/using-technology-responsibly-q-a#1>

Screenshot of Currently Adopted Content

New standard, no current content

Screenshot of Proposed New Content



(SE)(Breakout(s)) and (Citation Type(s))

(9)(A)(ii) Activity

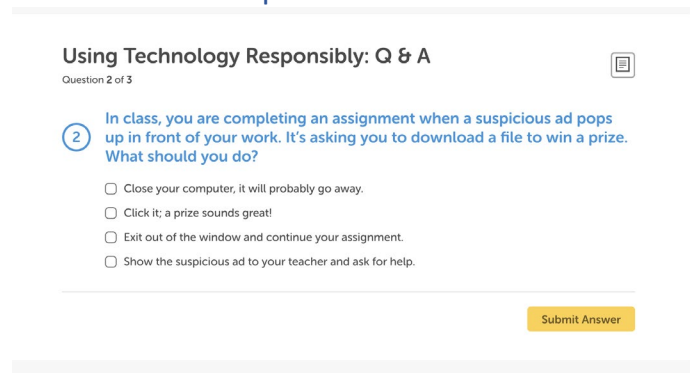
Update to Content Accepted by SRP

Description of the specific location and hyperlink to the exact location of currently adopted content
New standard, no current content

Description of the specific location and hyperlink to the exact location of the proposed new content
Using Technology Responsibly: Q & A: Question 2
<https://www.typing.com/student/lesson/216918/using-technology-responsibly-q-a#2>

Screenshot of Currently Adopted Content
New standard, no current content

Screenshot of Proposed New Content



(SE)(Breakout(s)) and (Citation Type(s))
(9)(A)(ii) Narrative

Description of the specific location and hyperlink to the exact location of currently adopted content
New standard, no current content

Description of the specific location and hyperlink to the exact location of the proposed new content
Using Technology Responsibly: Written Response: Question 2
<https://www.typing.com/student/lesson/216920/using-technology-responsibly-written-response#2>

Screenshot of Currently Adopted Content
New standard, no current content

Update to Content Accepted by SRP

Screenshot of Proposed New Content

Using Technology Responsibly: Review

What is one way you can keep your technology at school safe? Explain the importance of being responsible with your devices. Keep in mind the rules of acceptable and unacceptable technology use.

Write a response that is at least 75 words in length.

0:00 You've typed 0 / 75 words. Submit

(SE)(Breakout(s)) and (Citation Type(s))

(9)(A)(ii) Activity

Description of the specific location and hyperlink to the exact location of currently adopted content
New standard, no current content

Description of the specific location and hyperlink to the exact location of the proposed new content
Using Technology Responsibly: Written Response: Question 2
<https://www.typing.com/student/lesson/216920/using-technology-responsibly-written-response#2>

Screenshot of Currently Adopted Content

New standard, no current content

Screenshot of Proposed New Content

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0:00 You've typed 0 / 75 words. Submit

Update to Content Accepted by SRP

(SE)(Breakout(s)) and (Citation Type(s))

(9)(A)(iii) Narrative

Description of the specific location and hyperlink to the exact location of currently adopted content

New standard, no current content

Description of the specific location and hyperlink to the exact location of the proposed new content

Using Technology Responsibly: Q & A: Screen 1 intro

<https://www.typing.com/student/lesson/216918/using-technology-responsibly-q-a#1>

Screenshot of Currently Adopted Content

New standard, no current content

Screenshot of Proposed New Content

Exploring Safe and Smart Ways to Use Technology

Hi there friends! Today, we are going to review some very important practices for how to safely and responsibly use technology. Just like following rules in the classroom, we have rules we need to follow when using technology.

How do we know what rules to follow? We have a guidebook called an "Acceptable Use Policy", or an AUP for short. Rules can vary from one AUP to another, depending on the age of students and what a district chooses to include. An AUP helps you make responsible and ethical choices when using technology to keep you safe. Let's talk about some of the acceptable and unacceptable ways to use technology.

Acceptable

- Bring your technology to school each day to complete classwork.
- Be polite when posting online.
- Report suspicious behavior.
- Log out of your account when you are finished each day.
- Transport your technology safely to protect it from damage.

Unacceptable

- Share your login information with friends or strangers.
- Copy an author or artist's work as your own.
- Eat or drink near your technology.
- Download programs without permission from a teacher.
- Use technology for tasks outside of educational needs without teacher permission.

(SE)(Breakout(s)) and (Citation Type(s))

(9)(A)(iii) Activity

Description of the specific location and hyperlink to the exact location of currently adopted content

New standard, no current content

Description of the specific location and hyperlink to the exact location of the proposed new content

Using Technology Responsibly: Written Response: Question 3

<https://www.typing.com/student/lesson/216920/using-technology-responsibly-written-response#3>

Screenshot of Currently Adopted Content

New standard, no current content

Update to Content Accepted by SRP

Screenshot of Proposed New Content

Using Technology Responsibly: Review

Imagine you see your friend using someone else's online account without their permission to play a game. Write a short paragraph explaining why it's important to use technology ethically in this situation and what you might say to your friend about their actions.

Write a response that is at least 75 words in length.

0:00 You've typed 0 / 75 words. Submit

(SE)(Breakout(s)) and (Citation Type(s))

(9)(A)(iii) Narrative

Description of the specific location and hyperlink to the exact location of currently adopted content

New standard, no current content

Description of the specific location and hyperlink to the exact location of the proposed new content

Using Technology Responsibly: Written Response: Question 3

<https://www.typing.com/student/lesson/216920/using-technology-responsibly-written-response#3>

Screenshot of Currently Adopted Content

New standard, no current content

Screenshot of Proposed New Content

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0:00 You've typed 0 / 75 words. Submit

(SE)(Breakout(s)) and (Citation Type(s))

Update to Content Accepted by SRP

(9)(A)(iv) Narrative

Description of the specific location and hyperlink to the exact location of currently adopted content
New standard, no current content

Description of the specific location and hyperlink to the exact location of the proposed new content
Using Technology Responsibly: Q & A: Screen 1 intro
<https://www.typing.com/student/lesson/216918/using-technology-responsibly-q-a#1>

Screenshot of Currently Adopted Content
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(SE)(Breakout(s)) and (Citation Type(s))
(9)(A)(iv)Activity

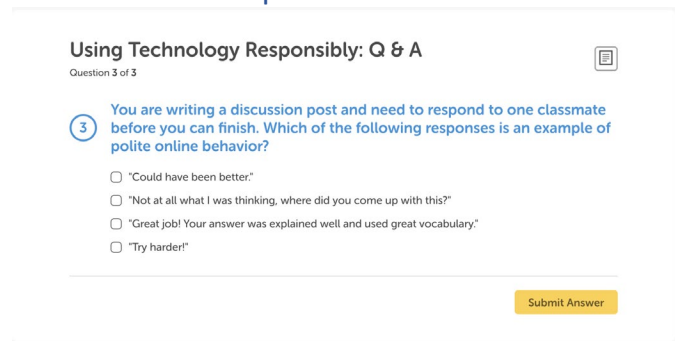
Description of the specific location and hyperlink to the exact location of currently adopted content
New standard, no current content

Description of the specific location and hyperlink to the exact location of the proposed new content
Using Technology Responsibly: Q & A: Screen 4
<https://www.typing.com/student/lesson/216918/using-technology-responsibly-q-a#4>

Screenshot of Currently Adopted Content
New standard, no current content

Update to Content Accepted by SRP

Screenshot of Proposed New Content



(SE)(Breakout(s)) and (Citation Type(s))

(9)(A)(iv)Activity

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New standard, no current content

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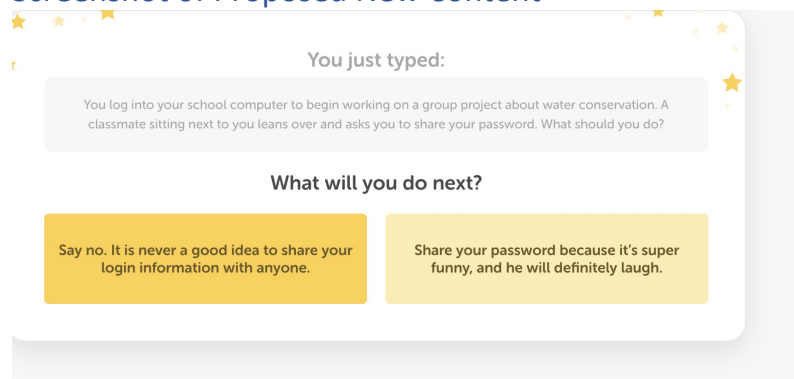
Cyber Safety: Activity: All Screens (press "ctrl + shift + ``" to skip past typing screens)

<https://www.typing.com/student/lesson/208848/cyber-safety-activity#1>

Screenshot of Currently Adopted Content

New standard, no current content

Screenshot of Proposed New Content



(SE)(Breakout(s)) and (Citation Type(s))

(12)(F)(i)Narrative

Description of the specific location and hyperlink to the exact location of currently adopted content

New standard, no current content

Description of the specific location and hyperlink to the exact location of the proposed new content

Update to Content Accepted by SRP

Tech Detectives: Intro: PDF Activity (click "download lesson" to access PDF)
<https://www.typing.com/student/lesson/216684/tech-detectives-intro#1>

Screenshot of Currently Adopted Content

New standard, no current content

Screenshot of Proposed New Content

Troubleshooting

Scavenger Hunt

In the last lesson, you learned how to troubleshoot software and hardware glitches on your own. However, there will be times that you will come across problems with your computer that you aren't sure how to solve. In those situations, you can use online help sources to research application features and solve software issues. Help sources provide answers to common problems and questions users may encounter. We're going to go on an online scavenger hunt to explore using a help source!

Instructions

1. On your device (tablet, laptop, etc.), go to www.typing.com/support.
2. First, we are going to research some application features. On the Typing.com support page, click on "students."
3. Next, click on "Understand the 'Themes' Tab."
4. Read through the steps listed on the help page to learn how to change your theme
5. Go back to your Typing.com account and try changing your theme!
6. Now, we're going to get help in order to solve a common software problem. Imagine you want to reset your progress on Typing.com, but you aren't sure how.
7. Go back to www.typing.com/support.
8. Click on "Student."
9. Click on "Reset a Lesson" and read through the instructions.
10. Now, try resetting a lesson in your Typing.com account.

(SE)(Breakout(s)) and (Citation Type(s))

(12)(F)(i) Activity

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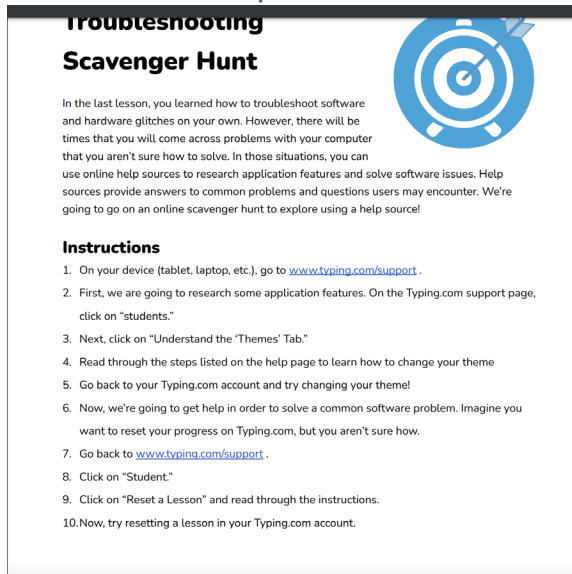
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Screenshot of Proposed New Content

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Assurances

These assurances apply to all material submitted to update content in state-adopted instructional materials.

Publisher acknowledges that:

- There will be no additional cost to the state;
- The new material meets the applicable Texas Essential Knowledge and Skills (TEKS), English Language Proficiency Standards (EIPS), or Texas Prekindergarten Guidelines (TPG) and is free from factual errors; and
- The updates in the new edition do not affect the product's coverage of Texas Education Code (TEC), §28.002(h), as it relates to that specific subject and grade level or course(s), understanding the importance of patriotism and functioning productively in a free-enterprise society with appreciation for the basic democratic values of our state and national heritage.

Signature: By entering your name below, you are confirming the above assurances, and signing this document electronically. You agree that your electronic signature is the equivalent of your manual signature.

Molly Sullivan

Date Submitted: 6/20/24.