

## 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 requests 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: Ellipsis Education (Coder Kids, Inc.)

Subject Area/Course: Texas Technology Applications, Grade 5

#### Adopted Program Information:

Title: Texas Technology Applications - 5

ISBN: 9798987914557

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

**Identical Program Title:** Texas Technology Applications - 5

**Identical Program ISBN:** 9798987914557

#### Adopted Component Information

Title: Texas Technology Applications - 5

ISBN: 9798987914557001

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

**Identical Component Title:** Texas Technology Applications - 5

**Identical Component ISBN:** 9798987914557001

#### Publisher's overall rationale for this update

Ellipsis Education (Coder Kids, Inc.) is submitting the new correlation document to improve the TEKS coverage percentage for the Texas Technology Applications - 5 course as allowed by Texas Administrative Code (TAC) §66.75(l). The current TEKS percentage for this course is 96.67%.

#### Publisher's overall description of the change

New content was drafted and correlated to address SE 12.A. This student expectation was marked skipped when the original correlations were submitted.

## Update to Content Accepted by SRP

### Access Information

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

Currently Adopted Content URL: <http://cdp.ellipsiseducation.com/courses>

Currently Adopted Content Username: TexasReview@ellipsiseducation.com

Currently Adopted Content Password: TexasReview1

Note: Login and Password are case sensitive

Proposed Updated Content URL:

[https://drive.google.com/drive/folders/10d3lICU2y2g00VDOOxK4ZQeyNPxnpGm?usp=drive\\_link](https://drive.google.com/drive/folders/10d3lICU2y2g00VDOOxK4ZQeyNPxnpGm?usp=drive_link)

Proposed Updated Content Username: TexasReview@ellipsiseducation.com

Proposed Updated Content Password: TexasReview1

Note: Updated content is not currently included in the approved curriculum. The provided link opens the new content as a PDF.

### 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))**

(12)(A)(i), Narrative

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

N/A

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

Pages 2-3, Procedure 1, Steps 4-7 (hyperlink in step 4 is part of the citation, click to open),

[https://drive.google.com/file/d/1HsUqraKLheCx-6B9nFjl8ql7X7nzOQbd/view?usp=drive\\_link](https://drive.google.com/file/d/1HsUqraKLheCx-6B9nFjl8ql7X7nzOQbd/view?usp=drive_link)

#### Screenshot of Currently Adopted Content

N/A

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### Screenshot of Proposed New Content

4. Guide the conversation to an explanation of the role of operating systems.
  - a. Display the [OS Visual](#) and pause at each page to read the descriptions.
5. Explain to students that all computers have software that manages how the computer interface looks and handles tasks. This is called the computer's **operating system**.
  - a. While computers can have different operating systems, the way they work is similar.
  - b. Many of the same types of tasks can be performed on various devices.
  - c. The main difference is the way the interface looks and where things are located.
  - d. Operating systems and applications are not universal nor are they always compatible.
  - e. Operating systems also play a role in how users experience devices since they dictate the look and feel of a device's interface and any applications installed on the device.
    - i. Operating systems may allow for varying degrees of accessibility for a variety of users.
      - They allow text-to-speech, color contrast, and other essential accessibility tools to be applied across applications.
6. Invite volunteers to share their experiences with using different operating systems. Evaluate the pros and cons of operating systems such as Windows, Mac, and Android systems.
  - a. If time allows, have students discuss and vote on their preferred operating system.
  - b. Encourage students to share their reasoning.

7. Further explain that operating systems influence and are influenced by hardware.
  - a. For example, a touchscreen device must have the necessary sensors and other hardware components for the touchscreen to function as expected.
    - i. That device's operating system must also have the necessary code and other software components for the touchscreen to work.
    - ii. Any applications installed on the device need to be able to recognize and access the touchscreen's capabilities.

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(12)(A)(i), Activity

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

N/A

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

Page 7, Procedure 4, Step 5 (hyperlink in step 5 is part of the citation, click to open),

[https://drive.google.com/file/d/1HsUgraKLheCx-6B9nFjl8ql7X7nzOQbd/view?usp=drive\\_link](https://drive.google.com/file/d/1HsUgraKLheCx-6B9nFjl8ql7X7nzOQbd/view?usp=drive_link)

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5. At the completion of the procedure, pass out [Exit Ticket](#) to each student to assess their understanding of computing systems.

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(12)(A)(i), Activity

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Pages 7-8, Challenge, Steps 1-4 (hyperlink in step 2 is part of the citation, click to open),

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1. Challenge students to create a mind map to illustrate their understanding of operating systems, virtual systems, network systems, and learning management systems.
2. Have students select one of the [Mind Map Templates](#) and fill it in with information related to the four types of systems or allow students to create their own concept map and bubbles on a blank piece of paper.
  - a. Instruct students to make connections between the four types of systems.

 **Activity Tip**

Students do not have to use all of the bubbles on their chosen mind map. Additionally, they may add extra bubbles, as needed.

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3. Give students ample time to create their mind maps and form relationships between the four systems using short phrases or words to represent their current understanding.
  - a. While students work, provide assistance as needed and allow students to be creative.
  - b. Encourage them to use color, drawings, or diagrams to show their connections.
4. After students have completed their mind maps, invite them to share with the class and explain the connections they made.

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

(12)(A)(ii), Narrative

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

N/A

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Pages 5-6, Procedure 3, Steps 11-12, [https://drive.google.com/file/d/1HsUqraKLheCx-6B9nFjI8ql7X7nzOQbd/view?usp=drive\\_link](https://drive.google.com/file/d/1HsUqraKLheCx-6B9nFjI8ql7X7nzOQbd/view?usp=drive_link)

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N/A

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11. Share that many schools utilize a learning management system that allows students to communicate with each other virtually.

- a. A **learning management system (LMS)** is an educational application used to share information between teachers and students. Students can access assignments, content, and supplemental materials that the teacher has included in the course LMS.

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b. Identify and evaluate the specific LMS used in the classroom.

- i. Some examples of learning management systems may include:
  1. Google Classroom
  2. Canvas
  3. Schoology
  4. Blackboard

12. With a partner, ask students to brainstorm ways they have used or could use a learning management system to communicate with classmates and/or the teacher to complete a task more efficiently.

- a. Some examples could include:
  - i. Post comments to a discussion board
  - ii. Collaborate on a project or ask the teacher clarifying questions about a lesson or assignment through online messages
  - iii. View a class schedule or calendar
  - iv. Submit assignments online
- b. If time allows, distribute sticky notes to each student to write and display the ways an LMS can be used to enhance the learning experience using the Internet.

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#### Activity Tip

Students do not have to use all of the bubbles on their chosen mind map. Additionally, they may add extra bubbles, as needed.

3. Give students ample time to create their mind maps and form relationships between the four systems using short phrases or words to represent their current understanding.
  - a. While students work, provide assistance as needed and allow students to be creative.
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### **(SE)(Breakout(s)) and (Citation Type(s))**

(12)(A)(iii), Narrative

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

N/A

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

Pages 3-4, Procedure 2, Steps 1-6 (hyperlink in step 2 is part of the citation, click to open),

[https://drive.google.com/file/d/1HsUqraKLheCx-6B9nFjI8ql7X7nzOQbd/view?usp=drive\\_link](https://drive.google.com/file/d/1HsUqraKLheCx-6B9nFjI8ql7X7nzOQbd/view?usp=drive_link)

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N/A

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1. Explain to students that hardware and software also work together in virtual systems.
  - a. **Virtual systems** are technologies that enable people to interact with computer-generated elements.
    - i. Virtual systems can include augmented and virtual reality environments, which are used in several professions and in peoples' homes.
2. Introduce students to augmented and virtual reality by playing the [Understanding Virtual Reality and Augmented Reality](#) video by GCFLearnFree.org.
3. Then, pose the following questions to students.
  - a. What is virtual reality (VR)?
    - i. **Virtual reality** is a computer-generated environment (software) that simulates a real or imaginary world using a VR headset or goggles (hardware).
    - ii. For example, many video games use VR to immerse users in a virtual environment and allow them to explore, interact with, or control their surroundings through movement.
  - b. What is augmented reality (AR)?
    - i. **Augmented reality** is a digitally enhanced environment created by layering images over the real world.
    - ii. When using augmented reality, a device's camera detects a target image and determines its location using sensors. It then projects digital information onto the target image, creating the illusion of something completely new.
      - For example, the Snapchat app uses facial recognition to define a target image, the user's face. This AR technology allows users to try different filters and view the effects in real-time as their expressions change.
  - c. How does augmented reality differ from virtual reality?
    - i. Allow students to contrast the two technologies before providing the following information.
      - Augmented reality changes the view of a user's surroundings by adding digital effects to a live view, while virtual reality is an immersive experience that completely replaces a user's view with a simulated one.
4. Ask students to share their own knowledge of or experience with VR and AR technology.

- a. Answers will vary, but students may share that they've experienced AR technology through apps using smartphones, tablets, or glasses. They may have played games using VR headsets.
5. Share some additional applications of virtual and augmented reality with students.
  - a. VR is often used for training purposes since it can be faster, cheaper, and less risky to use than traditional training methods.
    - i. Surgeons use VR to practice highly technical surgical procedures before operating on real patients, allowing for a risk-free learning environment for new doctors.
    - ii. Pilots can learn to fly through virtual reality flight simulations.
  - b. VR is also used to create immersive experiences such as virtual tours of museums, national parks, famous landmarks, or other destinations.
  - c. Gamers and consumers alike are benefiting from augmented reality, with more apps integrating AR technology each year.
    - i. IKEA Place helps users envision room decor in their own space using their phone's camera.
    - ii. Travelers can point their cameras at signs to translate in real-time using Google Translate's AR technology.
    - iii. Pokemon Go is a popular AR game where players can search for and collect Pokemon across their city through the use of AR technology and geolocation.
6. Explain that virtual systems, such as augmented and virtual reality, make experiencing real and imaginary environments possible with computer technology.

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(12)(A)(iii), Activity

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N/A

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(12)(A)(iv), Narrative

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Pages 4-5, Procedure 3, Steps 3-9, [https://drive.google.com/file/d/1HsUqraKLheCx-6B9nFjl8ql7X7nzOQbd/view?usp=drive\\_link](https://drive.google.com/file/d/1HsUqraKLheCx-6B9nFjl8ql7X7nzOQbd/view?usp=drive_link)

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3. After completing the poll, point out that every student raised their hand at least once. The poll proves that every person in the class has used the Internet in one capacity or another.
  - a. The Internet is classified as a type of network system.
  - b. A **network system** is any group of interconnected computing devices capable of sending or receiving data.
4. Inform students that whether they realize it or not, they have all likely used both wired and wireless Internet.
  - a. Before revealing the definitions, ask students to brainstorm what they think the differences between wired and wireless Internet are.

- i. Based on students' previous knowledge, they may suggest that wired Internet is physically connected to something, while wireless Internet may be able to work without being physically attached to something.
    - ii. Share that wired Internet is accessed by a connection directly hardwired into an Internet provider's network. Wireless Internet is accessed by radio waves sent from an Internet provider's cell tower or a router directly hardwired into an Internet provider's network.
5. Explain to students that most people use a wired Internet connection for stationary computers such as desktop computers and some laptops.
  - a. Wired Internet connections access the Internet with ethernet cables which give the user access to a strong, uninterrupted connection.
  - b. The ethernet cable tethers the user to the spot, which means if a user would like to use wired Internet, they must work in that defined location unless there is access to additional ethernet cables throughout the building.
6. Inform students that wired Internet works similarly to water pipes in a house.
  - a. If someone would like water from their kitchen tap, they simply have to turn on the faucet, and water comes out of the pipe. The pipes create a fast and steady flow of water to the kitchen.
  - b. This system is beneficial to have in your house; however, if you want water when you're on a walk, you will have to stop somewhere that sells water bottles or has a water fountain.
7. Clarify that wireless Internet works differently than wired Internet, and it comes in many different forms.
  - a. Wireless Internet includes the following:
    - i. Wi-Fi
    - ii. Cellular data such as 4G and 5G
    - iii. Satellite
8. Reveal to students that wireless Internet has become more common than wired Internet in recent years.
  - a. Wireless Internet is commonly used for laptops, tablets, cell phones, and smart home devices.
9. Inform students that wireless Internet works similarly to a food delivery service.
  - a. When someone calls to request food service, the restaurant sends a driver out to their location with the food they asked for.
  - b. Food delivery is accessible within a defined radius; however, it does take additional time for the driver to deliver the food, and they might run into traffic on the way. This means ordering delivery is slower than cooking food at home (which can be compared to wired Internet).

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- The updates in the new edition do not affect the product's coverage of Texas Education Code



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(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.

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

(12)(A)(iv), Activity

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

N/A

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

Pages 7-8, Challenge, Steps 1-4 (hyperlink in step 2 is part of the citation, click to open),


[https://drive.google.com/file/d/1HsUqraKLheCx-6B9nFjI8ql7X7nzOQbd/view?usp=drive\\_link](https://drive.google.com/file/d/1HsUqraKLheCx-6B9nFjI8ql7X7nzOQbd/view?usp=drive_link)

### Screenshot of Currently Adopted Content

N/A

### Screenshot of Proposed New Content

1. Challenge students to create a mind map to illustrate their understanding of operating systems, virtual systems, network systems, and learning management systems.
2. Have students select one of the [Mind Map Templates](#) and fill it in with information related to the four types of systems or allow students to create their own concept map and bubbles on a blank piece of paper.
  - a. Instruct students to make connections between the four types of systems.



**Activity Tip**

Students do not have to use all of the bubbles on their chosen mind map. Additionally, they may add extra bubbles, as needed.

© Ellipsis Education 2023      Texas Technology Applications - 5 : Know Your Systems      Page 7

3. Give students ample time to create their mind maps and form relationships between the four systems using short phrases or words to represent their current understanding.
  - a. While students work, provide assistance as needed and allow students to be creative.
  - b. Encourage them to use color, drawings, or diagrams to show their connections.
4. After students have completed their mind maps, invite them to share with the class and explain the connections they made.



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- 

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

(12)(A)(v), Narrative

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N/A

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Pages 6-7, Procedure 4, Steps 1-3, [https://drive.google.com/file/d/1HsUqraKLheCx-6B9nFjl8qI7X7nzOQbd/view?usp=drive\\_link](https://drive.google.com/file/d/1HsUqraKLheCx-6B9nFjl8qI7X7nzOQbd/view?usp=drive_link)

### Screenshot of Currently Adopted Content

N/A

### Screenshot of Proposed New Content

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    - i. Two corners (one corner for option A and one corner for option B)
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    - iii. Stand up for option A and sit down for option B
    - iv. Colored cards to signify options A and B
    - v. A symbol students can make with their arms or bodies to signify options A and B
3. Once students have the necessary supplies and understand the expectations, read the following questions below, pausing to allow time for student responses. Share the answers with students and take time to explain, if necessary.
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    - i. **(B) wireless Internet connection.** Dane requires an internet connection that allows them to move around the house while coding online.
    - ii. Which task could be completed using a learning management system, (A) sending a clarifying question about an assignment to a teacher or (B) paying bills online?
      - **(A) sending a clarifying question about an assignment to a teacher.** An LMS is

- specifically used for educational purposes.
- iii. (A) True or (B) False: Operating systems and applications are universal and are compatible with all types of devices.
    - **(B) False.** Operating systems and associated applications are not always compatible with each other.
  - iv. Live facial filters on photos are an example of (A) augmented reality or (B) virtual reality?
    - **(A) augmented reality.** A filter on a photo manipulates a live view of reality.
  - v. An ethernet cable is used to connect devices to (A) wired or (B) wireless Internet?
    - **(A) wired Internet.** Ethernet cables give the user access to a strong, uninterrupted connection.
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  - vii. Does a network system (A) allow computing devices to send or receive data, or (B) create an immersive experience that completely replaces a user's view with a simulated one?
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### **(SE)(Breakout(s)) and (Citation Type(s))**

(12)(A)(v), Activity

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N/A

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N/A

### Screenshot of Proposed New Content

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

(12)(A)(v), Activity

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

N/A

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

Page 2, Procedure 1, Step 6, [https://drive.google.com/file/d/1HsUgraKLheCx-6B9nFjl8ql7X7nzOQbd/view?usp=drive\\_link](https://drive.google.com/file/d/1HsUgraKLheCx-6B9nFjl8ql7X7nzOQbd/view?usp=drive_link)

### Screenshot of Currently Adopted Content

N/A

### Screenshot of Proposed New Content

- |  |
|--|
| <p>6. Invite volunteers to share their experiences with using different operating systems. Evaluate the pros and cons of operating systems such as Windows, Mac, and Android systems.</p> <ol style="list-style-type: none"><li>a. If time allows, have students discuss and vote on their preferred operating system.</li><li>b. Encourage students to share their reasoning.</li></ol> |
|--|

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

(12)(A)(vi), Narrative

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N/A

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

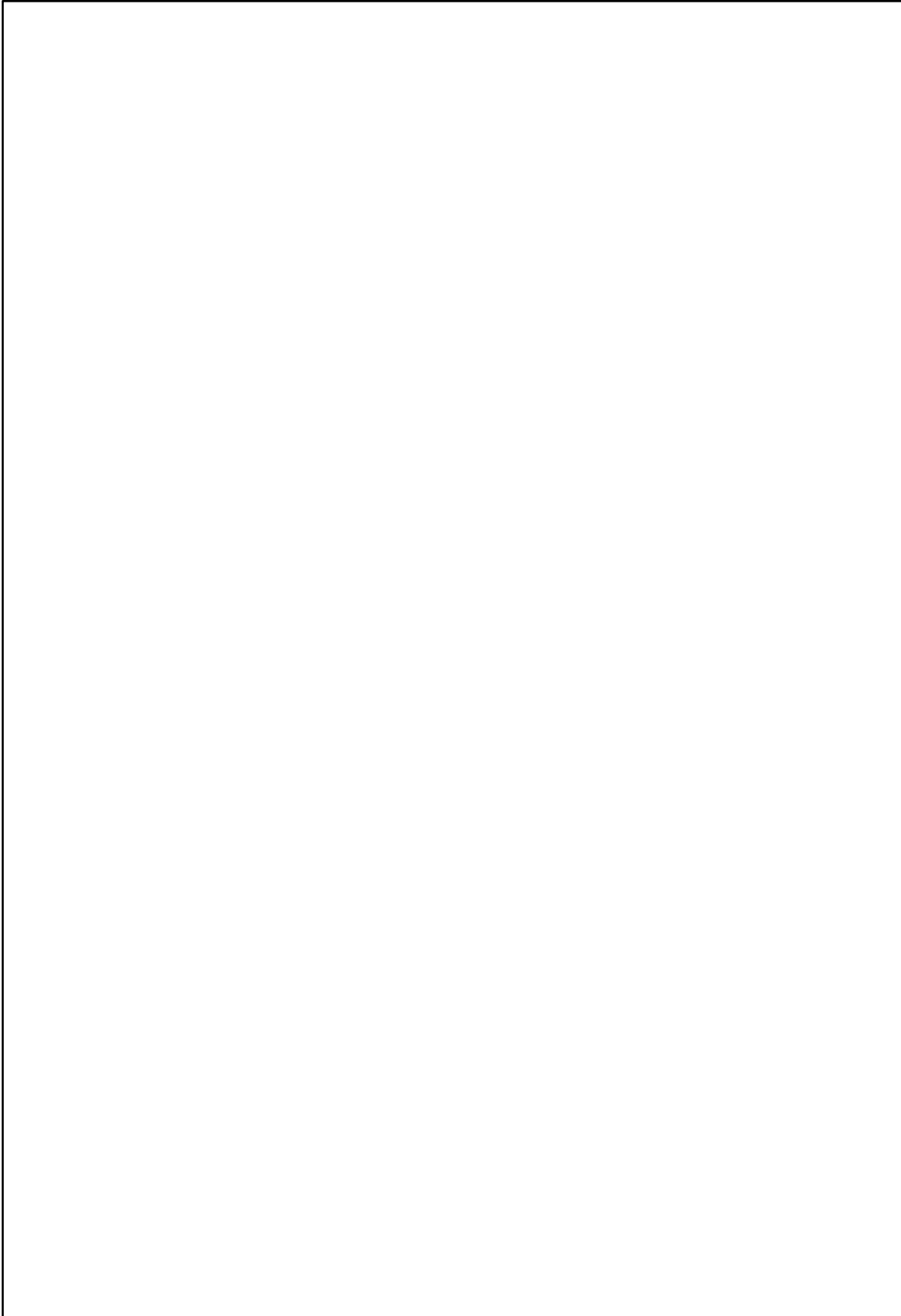
Pages 6-7, Procedure 4, Steps 1-3, [https://drive.google.com/file/d/1HsUqraKLheCx-6B9nFjI8qI7X7nzOQbd/view?usp=drive\\_link](https://drive.google.com/file/d/1HsUqraKLheCx-6B9nFjI8qI7X7nzOQbd/view?usp=drive_link)

### Screenshot of Currently Adopted Content

N/A

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(12)(A)(vi), Activity

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N/A

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(12)(A)(vii), Narrative

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

(12)(A)(vii), Activity

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N/A

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### Screenshot of Currently Adopted Content

N/A

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

(12)(A)(viii), Narrative

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N/A

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### **Screenshot of Currently Adopted Content**

N/A

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

(12)(A)(viii), Activity

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N/A

### **Screenshot of Proposed New Content**



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3. Once students have the necessary supplies and understand the expectations, read the following questions below, pausing to allow time for student responses. Share the answers with students and take time to explain, if necessary.
  - a. Dane loves coding online on a laptop. Dane codes throughout the day and often moves around the house to find comfortable and quiet spots to work. Should Dane use (A) a wired Internet connection or (B) a wireless Internet connection?
    - i. **(B) wireless Internet connection.** Dane requires an internet connection that allows them to move around the house while coding online.
    - ii. Which task could be completed using a learning management system, (A) sending a clarifying question about an assignment to a teacher or (B) paying bills online?
      - **(A) sending a clarifying question about an assignment to a teacher.** An LMS is

- specifically used for educational purposes.
- iii. (A) True or (B) False: Operating systems and applications are universal and are compatible with all types of devices.
    - **(B) False.** Operating systems and associated applications are not always compatible with each other.
  - iv. Live facial filters on photos are an example of (A) augmented reality or (B) virtual reality?
    - **(A) augmented reality.** A filter on a photo manipulates a live view of reality.
  - v. An ethernet cable is used to connect devices to (A) wired or (B) wireless Internet?
    - **(A) wired Internet.** Ethernet cables give the user access to a strong, uninterrupted connection.
  - vi. Charlee dreams of becoming an astronaut. Charlee wants to find a program where they can immersively practice the skills needed to successfully become an astronaut. Should Charlee purchase software that includes (A) augmented reality or (B) virtual reality?
    - **(B) virtual reality.** Charlee should find a program that includes virtual reality to train in a risk-free environment.
  - vii. Does a network system (A) allow computing devices to send or receive data, or (B) create an immersive experience that completely replaces a user's view with a simulated one?
    - **(A) allow computing devices to send or receive data. A virtual system includes** technologies that enable people to interact with computer-generated elements, like augmented and virtual reality environments

## Update to Content Accepted by SRP

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.
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**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.

Jennifer Golding

**Date Submitted:** 6/20/2024