

| Digital Citizenship Curriculum  | Lessons                                 |               |            |                   |                         |                   |                                   |                             |                               |                 |                 |                  |                                |           |                                       |                |                                 |
|---|---|---------------|------------|-------------------|-------------------------|-------------------|-----------------------------------|-----------------------------|-------------------------------|-----------------|-----------------|------------------|--------------------------------|-----------|---------------------------------------|----------------|---------------------------------|
| Texas Education Agency       §126.8. Technology Applications,         Grade 4, Adopted 2022.  | TypeTastic<br>Keyboarding<br>Curriculum | Cyberbullying | Copyright  | Digital Footprint | Reliable<br>Information | Data Connectivity | Digital Citizen's<br>Basic Skills | Selecting Correct<br>Device | Selecting Correct<br>Software | Office Software | Troubleshooting | Digital Progress | Critical Thinking <sup>+</sup> | Data ⁺    | Data collection<br>tools <sup>↑</sup> | Basics of AI ⁺ | CodeMonkey<br>Coding Curriculum |
| I. Computational thinking-foundations. The student explores the core concepts of computational thinking, a set of problem-solving processes that involve decomposition, pattern recognition abstraction, and algorithms. The student is expected to:  |   |               |            |                   |                         |                   |                                   |                             |                               |                 |                 |                  |                                |           | cognitic                              | on,            |                                 |
| <ul> <li>Decompose story problems into smaller, manageable subproblems and<br/>discuss and document various solutions to the problems;</li> </ul>   |   |               |            |                   |                         |                   |                                   |                             |                               |                 |                 |                  |                                |           |                                       |                | •*                              |
| <ul> <li>Identify patterns in story problems and make predictions based on the<br/>pattern</li> </ul>   |   |               |            |                   |                         |                   |                                   |                             |                               |                 |                 |                  |                                |           |                                       |                | •*                              |
| c. Communicate design plans and solutions using a variety of options; and   |   |               |            |                   |                         |                   |                                   |                             |                               |                 |                 |                  |                                |           |                                       |                | •*                              |
| <b>d.</b> Debug algorithms (set of procedures) by identifying and removing errors.  |   |               |            |                   |                         |                   |                                   |                             |                               |                 |                 |                  |                                |           |                                       |                | •*                              |
| 2. Computational thinking-applications. The student applies the fur   | ndament                                 | als of c      | ompute     | r scienc          | ce. The s               | student           | is expe                           | ected to:                   |                               |                 |                 |                  |                                |           |                                       |                |                                 |
| a. Use variables within a program to modify data; and   |   |               |            |                   |                         |                   |                                   |                             |                               |                 |                 |                  |                                |           |                                       |                | •*                              |
| b. Use a design process to create programs that include sequences, loops,<br>and conditionals to express ideas or address a problem.  |   |               |            |                   |                         |                   |                                   |                             |                               |                 |                 |                  |                                |           |                                       |                | •*                              |
| <b>3. Creativity and innovation-innovative design process.</b> The studer audience, using a variety of technologies. The student is expected  | nt takes<br>to:                         | an activ      | ve role ii | n learnii         | ng by us                | ing a d           | lesign p                          | rocess t                    | o solve                       | authen          | tic prob        | lems fo          | or a loca                      | Il or glo | bal                                   |                |                                 |
| <ul> <li>Explain the importance of and demonstrate personal skills and<br/>behaviors, including problem solving and questioning, effective<br/>communication, following directions, mental agility, and metacognition,<br/>that are needed to implement a design process successfully;</li> </ul> |   |               |            |                   |                         |                   |                                   |                             |                               |                 |                 |                  |                                |           |                                       |                |                                 |
| b. Apply an appropriate design process that includes components to<br>improve processes and refine original products for authentic problems.  |   |               |            |                   |                         |                   |                                   |                             |                               |                 |                 |                  |                                |           |                                       |                |                                 |



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| 4. Creativity and innovation-emerging technologies. The student demonstrates an understanding that technology is dynamic and impacts different communities. The student is ex |  |               |           |                   |                         |                   |                                   |                             |                               |                 |                 |                  |                                |           | nt is exp                             | ected t        | to:                             |
| Identify examples of emerging technologies.   |  |               |           |                   |                         |                   | •                                 |                             |                               |                 |                 | •                |                                |           |                                       |                |                                 |
| 5. Data literacy, management, and representation-collect data. The student uses digital strategies to collect and identify data. The student is expected to:                  |  |               |           |                   |                         |                   |                                   |                             |                               |                 |                 |                  |                                |           |                                       |                |                                 |
| a. Classify numerical and non-numerical data; and   |  |               |           |                   |                         |                   |                                   |                             |                               |                 |                 |                  |                                | •†        |                                       |                |                                 |
| b. Identify and collect data by using various search strategies, including two or more keywords within specific parameters.   |  |               |           |                   |                         |                   |                                   |                             |                               |                 |                 |                  |                                |           | •†                                    |                |                                 |
| 6. Data literacy, management, and representation. Organize, manage  | 5. Data literacy, management, and representation. Organize, manage, and analyze data. The student uses data to answer questions. The student is expected to: |               |           |                   |                         |                   |                                   |                             |                               |                 |                 |                  |                                |           |                                       |                |                                 |
| Use digital tools to transform and make inferences about data to answer a question.   |  |               |           |                   |                         |                   |                                   |                             |                               | •               |                 |                  |                                | •†        | •†                                    |                |                                 |
| 7. Data literacy, management, and representation-communicate an expected to:  | nd publi   | sh resu       | ults. The | e studei          | nt comn                 | nunicat           | es data                           | throug                      | h the us                      | e of dig        | gital too       | ols to in        | form an                        | audier    | ice. The                              | studer         | nt is                           |
| Use digital tools to communicate results of an inquiry to inform an intended audience.  |  |               |           |                   |                         |                   |                                   |                             |                               | •               |                 |                  |                                |           |                                       |                |                                 |
| 8. Digital citizenship-social interactions. The student understands diffe   | erent styl   | es of di      | igital co | nmunic            | ation an                | id that a         | a studer                          | nt's actio                  | ns onlin                      | e can h         | ave a lo        | ng-tern          | n impac                        | t. The st | tudent is                             | expect         | ted to:                         |
| <ul> <li>Describe how information retained online creates a permanent digital<br/>footprint;</li> </ul>   |  |               |           | •                 |                         |                   |                                   |                             |                               |                 |                 |                  |                                |           |                                       |                |                                 |
| <ul> <li>Describe appropriate digital etiquette for various forms of digital<br/>communication such as text, email, and online chat;</li> </ul>                               |  |               |           |                   |                         |                   | •                                 |                             |                               |                 |                 |                  |                                |           |                                       |                |                                 |
| c. Demonstrate appropriate digital etiquette for various forms of digital<br>collaboration such as shared documents, video conferencing, and other<br>platforms               |  |               |           |                   |                         |                   | •                                 |                             |                               |                 |                 |                  |                                |           |                                       |                |                                 |



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| 9. Digital citizenship-ethics and laws. The student recognizes and practices responsible, legal, and ethical behavior while using digital tools and resources. The student is expected to:                   |   |               |           |                   |                         |                   |                                   |                             |                               |                 |                 |                  |                                |        |                                       |                |                                 |
| <ul> <li>Demonstrate adherence to local acceptable use policy (AUP) and<br/>explain the importance of responsible and ethical technology use;</li> </ul>   |   |               |           |                   |                         |                   |                                   |                             |                               |                 |                 |                  |                                |        |                                       |                |                                 |
| <ul> <li>Describe the rights and responsibilities of a creator, define copyright law,<br/>and explain how copyright law applies to creative work; and</li> </ul>   |   |               | •         |                   |                         |                   |                                   |                             |                               |                 |                 |                  |                                |        |                                       |                |                                 |
| <b>c.</b> Create citations for digital forms of media with assistance.   |   |               | •         |                   |                         |                   |                                   |                             |                               |                 |                 |                  |                                |        |                                       |                |                                 |
| <b>10. Digital citizenship-privacy, safety, and security.</b> The student practices safe, legal, and ethical digital behaviors to become a socially responsible digital citizen. The student is expected to: |   |               |           |                   |                         |                   |                                   |                             |                               |                 |                 |                  |                                |        | ):                                    |                |                                 |
| <ul> <li>Demonstrate account safety, including creating a strong password and<br/>logging off devices, and explain the importance of these practices;</li> </ul>   |   |               |           |                   |                         |                   |                                   |                             |                               |                 |                 |                  |                                |        |                                       |                |                                 |
| <ul> <li>Identify and discuss types of data collection tools such as cookies,<br/>pop-ups, smart devices, and unsecured networks and explain why it is<br/>important to maintain digital privacy;</li> </ul> |   |               |           | •                 |                         |                   |                                   |                             |                               |                 |                 |                  |                                |        | •†                                    |                |                                 |
| <b>c.</b> Discuss and explain how to respond to cyberbullying, including advocating for self and others.   |   | •             |           |                   |                         |                   | •                                 |                             |                               |                 |                 |                  |                                |        |                                       |                |                                 |
| <b>11. Practical technology concepts-processes.</b> The student engages v  | vith tech                               | nology        | / systen  | ns, conc          | cepts, ar               | id oper           | ations. <sup>-</sup>              | The stu                     | dent is e                     | expecte         | d to:           |                  |                                |        |                                       |                |                                 |
| <b>a.</b> Evaluate and choose applications for relevance to an assigned task;  |   |               |           |                   |                         |                   |                                   |                             | •                             |                 |                 |                  |                                |        |                                       |                |                                 |
| <b>b.</b> Perform software application functions such as outline options, bulleting, and numbering lists, and perform editing functions such as finding and replacing.                                       |   |               |           |                   |                         |                   |                                   |                             |                               | •               |                 |                  |                                |        |                                       |                |                                 |



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| 12. Practical technology concepts-skills and tools. The student selects appropriate methods or techniques for an assigned task and identifies and solves simple hardware and software problems using common troubleshooting strategies. The student is expected to: |   |               |           |                   |                         |                   |                                   |                             |                               |                 |                 |                  |                                |        |                            |   |                                 |
| <ul> <li>Communicate an understanding of terminology related to virtual systems<br/>such as video conferencing, augmented reality, and virtual reality<br/>environments;</li> </ul>   |   |               |           |                   |                         |                   |                                   |                             |                               |                 |                 |                  |                                |        |                            |   |                                 |
| <ul> <li>Evaluate where and how to save, including the use of appropriate<br/>naming conventions and effective file management strategies and folder<br/>structures;</li> </ul>   |   |               |           |                   |                         |                   |                                   |                             |                               | •               |                 |                  |                                | •†     | •†                         |   |                                 |
| <ul> <li>Demonstrate proper touch keyboarding techniques with speed and<br/>accuracy and ergonomic strategies such as correct hand and body<br/>positions;</li> </ul>   | •                                       |               |           |                   |                         |                   |                                   |                             |                               |                 |                 |                  |                                |        |                            |   |                                 |
| <ul> <li>Identify and practice using cross-curricular symbols or other input<br/>device shortcuts on a keyboard;</li> </ul>   |   |               |           |                   |                         |                   |                                   |                             |                               |                 |                 |                  |                                |        |                            |   |                                 |
| e. Use troubleshooting strategies to solve minor technical problems<br>with hardware and software such as restarting software or rebooting<br>hardware.   |   |               |           |                   |                         |                   |                                   |                             |                               |                 | •               |                  |                                |        |                            |   |                                 |



