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|--|---|---------------------------------------|----------------|-------------------|
| <b>Subject</b>   | <b>§126. Technology Applications</b>  |                                       |                |                   |
| <b>Course Title</b>  | <b>§126.14. Technology Applications, Grade 6, Beginning with School Year 2012-2013</b>                                  |                                       |                |                   |
| <b>TEKS (Knowledge and Skills)</b>   | <b>Student Expectation</b>  | <b>Breakout</b>                       | <b>Element</b> | <b>Subelement</b> |
| <b>(a) General requirements.</b> Districts have the flexibility of offering technology applications in a variety of settings. Districts are encouraged to offer technology applications in all content areas. This content may also be offered in a specific class while being integrated in all content areas.  |   |                                       |                |                   |
| <b>(b) Introduction.</b>   |   |                                       |                |                   |
| <p>(1) The technology applications curriculum has six strands based on the National Educational Technology Standards for Students (NETS•S) and performance indicators developed by the International Society for Technology in Education (ISTE): creativity and innovation; communication and collaboration; research and information fluency; critical thinking, problem solving, and decision making; digital citizenship; and technology operations and concepts.</p> <p>(2) Through the study of technology applications, students make informed decisions by understanding current and emerging technologies, including technology systems, appropriate digital tools, and personal learning networks. As competent researchers and responsible digital citizens, students use creative and computational thinking to solve problems while developing career and college readiness skills.</p> <p>(3) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.</p> |   |                                       |                |                   |
| <b>(c) Knowledge and Skills.</b>   |   |                                       |                |                   |
| (1) Creativity and innovation. The student uses creative thinking and innovative processes to construct knowledge, generate new ideas, and create products. The student is expected to:  | (A) identify, create, and use files in various formats such as text, raster and vector graphics, video, and audio files | (i) identify files in various formats |                |                   |
| (1) Creativity and innovation. The student uses creative thinking and innovative processes to construct knowledge, generate new ideas, and create products. The student is expected to:  | (A) identify, create, and use files in various formats such as text, raster and vector graphics, video, and audio files | (ii) create files in various formats  |                |                   |
| (1) Creativity and innovation. The student uses creative thinking and innovative processes to construct knowledge, generate new ideas, and create products. The student is expected to:  | (A) identify, create, and use files in various formats such as text, raster and vector graphics, video, and audio files | (iii) use files in various formats    |                |                   |



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| (1) Creativity and innovation. The student uses creative thinking and innovative processes to construct knowledge, generate new ideas, and create products. The student is expected to: | (C) explore complex systems or issues using models, simulations, and new technologies to make predictions, modify input, and review results | (v) explore complex systems or issues using simulations to modify input            |         |            |
| (1) Creativity and innovation. The student uses creative thinking and innovative processes to construct knowledge, generate new ideas, and create products. The student is expected to: | (C) explore complex systems or issues using models, simulations, and new technologies to make predictions, modify input, and review results | (vi) explore complex systems or issues using simulations to review results         |         |            |
| (1) Creativity and innovation. The student uses creative thinking and innovative processes to construct knowledge, generate new ideas, and create products. The student is expected to: | (C) explore complex systems or issues using models, simulations, and new technologies to make predictions, modify input, and review results | (vii) explore complex systems or issues using new technologies to make predictions |         |            |
| (1) Creativity and innovation. The student uses creative thinking and innovative processes to construct knowledge, generate new ideas, and create products. The student is expected to: | (C) explore complex systems or issues using models, simulations, and new technologies to make predictions, modify input, and review results | (viii) explore complex systems or issues using new technologies to modify input    |         |            |
| (1) Creativity and innovation. The student uses creative thinking and innovative processes to construct knowledge, generate new ideas, and create products. The student is expected to: | (C) explore complex systems or issues using models, simulations, and new technologies to make predictions, modify input, and review results | (ix) explore complex systems or issues using new technologies to review results    |         |            |

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| (1) Creativity and innovation. The student uses creative thinking and innovative processes to construct knowledge, generate new ideas, and create products. The student is expected to: | (D) discuss trends and possible outcomes  | (i) discuss trends  |         |            |
| (1) Creativity and innovation. The student uses creative thinking and innovative processes to construct knowledge, generate new ideas, and create products. The student is expected to: | (D) discuss trends and possible outcomes  | (ii) discuss possible outcomes  |         |            |
| (2) Communication and collaboration. The student collaborates and communicates both locally and globally to reinforce and promote learning. The student is expected to:                 | (A) participate in personal learning networks to collaborate with peers, experts, or others using digital tools such as blogs, wikis, audio/video communication, or other emerging technologies | (i) participate in personal learning networks to collaborate with peers, experts, or others using digital tools |         |            |
| (2) Communication and collaboration. The student collaborates and communicates both locally and globally to reinforce and promote learning. The student is expected to:                 | (B) communicate effectively with multiple audiences using a variety of media and formats  | (i) communicate effectively with multiple audiences using a variety of media                                    |         |            |
| (2) Communication and collaboration. The student collaborates and communicates both locally and globally to reinforce and promote learning. The student is expected to:                 | (B) communicate effectively with multiple audiences using a variety of media and formats  | (ii) communicate effectively with multiple audiences using a variety of formats                                 |         |            |

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| (2) Communication and collaboration. The student collaborates and communicates both locally and globally to reinforce and promote learning. The student is expected to: | (C) read and discuss examples of technical writing  | (i) read examples of technical writing                             |         |            |
| (2) Communication and collaboration. The student collaborates and communicates both locally and globally to reinforce and promote learning. The student is expected to: | (C) read and discuss examples of technical writing  | (ii) discuss examples of technical writing                         |         |            |
| (3) Research and information fluency. The student acquires, analyzes, and manages content from digital resources. The student is expected to:                           | (A) create a research plan to guide inquiry   |  |         |            |
| (3) Research and information fluency. The student acquires, analyzes, and manages content from digital resources. The student is expected to:                           | (B) discuss and use various search strategies, including keyword(s) and Boolean operators | (i) discuss various search strategies including keyword(s)         |         |            |
| (3) Research and information fluency. The student acquires, analyzes, and manages content from digital resources. The student is expected to:                           | (B) discuss and use various search strategies, including keyword(s) and Boolean operators | (ii) discuss various search strategies including Boolean operators |         |            |

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| (3) Research and information fluency. The student acquires, analyzes, and manages content from digital resources. The student is expected to: | (B) discuss and use various search strategies, including keyword(s) and Boolean operators | (iii) use various search strategies including keyword(s)       |         |            |
| (3) Research and information fluency. The student acquires, analyzes, and manages content from digital resources. The student is expected to: | (B) discuss and use various search strategies, including keyword(s) and Boolean operators | (iv) use various search strategies including Boolean operators |         |            |
| (3) Research and information fluency. The student acquires, analyzes, and manages content from digital resources. The student is expected to: | (C) select and evaluate various   |  |         |            |
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| (3) Research and information fluency. The student acquires, analyzes, and manages content from digital resources. The student is expected to:   | (C) select and evaluate various types of digital resources for accuracy and validity  | (iv) evaluate various types of digital resources for validity |         |            |
| (3) Research and information fluency. The student acquires, analyzes, and manages content from digital resources. The student is expected to:   | (D) process data and communicate results  | (i) process data  |         |            |
| (3) Research and information fluency. The student acquires, analyzes, and manages content from digital resources. The student is expected to:   | (D) process data and communicate results  | (ii) communicate results                                      |         |            |
| (4) Critical thinking, problem solving, and decision making. The student makes informed decisions by applying critical-thinking and problem-solving skills. The student is expected to: | (A) identify and define relevant problems and significant questions for investigation | (i) identify relevant problems for investigation              |         |            |
| (4) Critical thinking, problem solving, and decision making. The student makes informed decisions by applying critical-thinking and problem-solving skills. The student is expected to: | (A) identify and define relevant problems and significant questions for investigation | (ii) identify significant questions for investigation         |         |            |

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| TEKS (Knowledge and Skills)   | Student Expectation  | Breakout   | Element | Subelement |
| (4) Critical thinking, problem solving, and decision making. The student makes informed decisions by applying critical-thinking and problem-solving skills. The student is expected to: | (A) identify and define relevant problems and significant questions for investigation                  | (iii) define relevant problems for investigation   |         |            |
| (4) Critical thinking, problem solving, and decision making. The student makes informed decisions by applying critical-thinking and problem-solving skills. The student is expected to: | (A) identify and define relevant problems and significant questions for investigation                  | (iv) define significant questions for investigation  |         |            |
| (4) Critical thinking, problem solving, and decision making. The student makes informed decisions by applying critical-thinking and problem-solving skills. The student is expected to: | (B) plan and manage activities to develop a solution, design a computer program, or complete a project | (i) plan activities to develop a solution, design a computer program, or complete a project    |         |            |
| (4) Critical thinking, problem solving, and decision making. The student makes informed decisions by applying critical-thinking and problem-solving skills. The student is expected to: | (B) plan and manage activities to develop a solution, design a computer program, or complete a project | (ii) manage activities to develop a solution, design a computer program, or complete a project |         |            |
| (4) Critical thinking, problem solving, and decision making. The student makes informed decisions by applying critical-thinking and problem-solving skills. The student is expected to: | (C) collect and analyze data to identify solutions and make  |  |         |            |



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| (4) Critical thinking, problem solving, and decision making. The student makes informed decisions by applying critical-thinking and problem-solving skills. The student is expected to: | (C) collect and analyze data to identify solutions and make informed decisions       | (ii) collect data to make informed decisions                   |         |            |
| (4) Critical thinking, problem solving, and decision making. The student makes informed decisions by applying critical-thinking and problem-solving skills. The student is expected to: | (C) collect and analyze data to identify solutions and make informed decisions       | (iii) analyze data to identify solutions                       |         |            |
| (4) Critical thinking, problem solving, and decision making. The student makes informed decisions by applying critical-thinking and problem-solving skills. The student is expected to: | (C) collect and analyze data to identify solutions and make informed decisions       | (iv) analyze data to make informed decisions                   |         |            |
| (4) Critical thinking, problem solving, and decision making. The student makes informed decisions by applying critical-thinking and problem-solving skills. The student is expected to: | (D) use multiple processes and diverse perspectives to explore alternative solutions | (i) use multiple processes to explore alternative solutions    |         |            |
| (4) Critical thinking, problem solving, and decision making. The student makes informed decisions by applying critical-thinking and problem-solving skills. The student is expected to: | (D) use multiple processes and diverse perspectives to explore alternative solutions | (ii) use diverse perspectives to explore alternative solutions |         |            |

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| (5) Digital citizenship. The student practices safe, responsible, legal, and ethical behavior while using technology tools and resources. The student is expected to: | (C) practice safe and appropriate online behavior, personal security guidelines, digital identity, digital etiquette, and acceptable use of technology | (i) practice safe online behavior           |         |            |
| (5) Digital citizenship. The student practices safe, responsible, legal, and ethical behavior while using technology tools and resources. The student is expected to: | (C) practice safe and appropriate online behavior, personal security guidelines, digital identity, digital etiquette, and acceptable use of technology | (ii) practice appropriate online behavior   |         |            |
| (5) Digital citizenship. The student practices safe, responsible, legal, and ethical behavior while using technology tools and resources. The student is expected to: | (C) practice safe and appropriate online behavior, personal security guidelines, digital identity, digital etiquette, and acceptable use of technology | (iii) practice personal security guidelines |         |            |
| (5) Digital citizenship. The student practices safe, responsible, legal, and ethical behavior while using technology tools and resources. The student is expected to: | (C) practice safe and appropriate online behavior, personal security guidelines, digital identity, digital etiquette, and acceptable use of technology | (iv) practice digital identity              |         |            |
| (5) Digital citizenship. The student practices safe, responsible, legal, and ethical behavior while using technology tools and resources. The student is expected to: | (C) practice safe and appropriate online behavior, personal security guidelines, digital identity, digital etiquette, and acceptable use of technology | (v) practice digital etiquette              |         |            |

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| (5) Digital citizenship. The student practices safe, responsible, legal, and ethical behavior while using technology tools and resources. The |  |          |         |            |
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| (6) Technology operations and concepts. The student demonstrates a thorough understanding of technology concepts, systems, and operations. The student is expected to: | (C) identify, understand, and use operating systems   | (ii) understand operating systems   |         |            |
| (6) Technology operations and concepts. The student demonstrates a thorough understanding of technology concepts, systems, and operations. The student is expected to: | (C) identify, understand, and use operating systems   | (iii) use operating systems   |         |            |
| (6) Technology operations and concepts. The student demonstrates a thorough understanding of technology concepts, systems, and operations. The student is expected to: | (D) understand and use software applications, including selecting and using software for a defined task | (i) understand software applications, including selecting software for a defined task |         |            |
| (6) Technology operations and concepts. The student demonstrates a thorough understanding of technology concepts, systems, and operations. The student is expected to: | (D) understand and use software applications, including selecting and using software for a defined task | (ii) understand software applications, including using software for a defined task    |         |            |
| (6) Technology operations and concepts. The student demonstrates a thorough understanding of technology concepts, systems, and operations. The student is expected to: | (D) understand and use software applications, including selecting and using software for a defined task | (iii) use software applications, including selecting software for a defined task      |         |            |





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| (6) Technology operations and concepts. The student demonstrates a thorough understanding of technology concepts, systems, and operations. The student is expected to: | (K) use keyboarding techniques and ergonomic strategies while building speed and accuracy  | (iii) use ergonomic strategies while building speed  |         |            |
| (6) Technology operations and concepts. The student demonstrates a thorough understanding of technology concepts, systems, and operations. The student is expected to: | (K) use keyboarding techniques and ergonomic strategies while building speed, and accuracy   | (iv) use ergonomic strategies while building accuracy  |         |            |
| (6) Technology operations and concepts. The student demonstrates a thorough understanding of technology concepts, systems, and operations. The student is expected to: | (L) create and edit files with productivity tools including: (i) a word processing document using digital typography standards such as page layout, font formatting, paragraph formatting, and list attributes; (ii) a spreadsheet workbook using basic computational and graphic components such as basic formulas and functions, data types, and chart generation; (iii) a database by manipulating components such as entering and searching for relevant data; and (iv) a digital publication using relevant publication standards | (i) create files with productivity tools including a word processing document using digital typography standards |         |            |



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| <p>(6) Technology operations and concepts. The student demonstrates a thorough understanding of technology concepts, systems, and operations. The student is expected to:</p> | <p>(L) create and edit files with productivity tools including: (i) a word processing document using digital typography standards such as page layout, font formatting, paragraph formatting, and list attributes; (ii) a spreadsheet workbook using basic computational and graphic components such as basic formulas and functions, data types, and chart generation; (iii) a database by manipulating components such as entering and searching for relevant data; and (iv) a digital publication using relevant publication standards</p> | <p>(iii) create files with productivity tools including a spreadsheet workbook using basic computational components</p> |                |                   |

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| <p>(6) Technology operations and concepts. The student demonstrates a thorough understanding of technology concepts, systems, and operations. The student is expected to:</p> | <p>(L) create and edit files with productivity tools including: (i) a word processing document using digital typography standards such as page layout, font formatting, paragraph formatting, and list attributes; (ii) a spreadsheet workbook using basic computational and graphic components such as basic formulas and functions, data types, and chart generation; (iii) a database by manipulating components such as entering and searching for relevant data; and (iv) a digital publication using relevant publication standards</p> | <p>(iii) create files with productivity tools including a spreadsheet workbook using graphic components</p> |                |                   |

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| <p>(6) Technology operations and concepts. The student demonstrates a thorough understanding of technology concepts, systems, and operations. The student is expected to:</p> | <p>(L) create and edit files with productivity tools including: (i) a word processing document using digital typography standards such as page layout, font formatting, paragraph formatting, and list attributes; (ii) a spreadsheet workbook using basic computational and graphic components such as basic formulas and functions, data types, and chart generation; (iii) a database by manipulating components such as entering and searching for relevant data; and (iv) a digital publication using relevant publication standards</p> | <p>(iv) edit files with productivity tools including a spreadsheet workbook using basic computational components</p> |                |                   |



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| (6) Technology operations and concepts. The student demonstrates a thorough understanding of technology concepts, systems, and operations. The student is expected to: | (L) create and edit files with productivity tools including: (i) a word processing document using digital typography standards such as page layout, font formatting, paragraph formatting, and list attributes; (ii) a spreadsheet workbook using basic computational and graphic components such as basic formulas and functions, data types, and chart generation; (iii) a database by manipulating components such as entering and searching for relevant data; and (iv) a digital publication using relevant publication standards | (vii) edit files with |         |            |

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| (6) Technology operations and concepts. The student demonstrates a thorough understanding of technology concepts, systems, and operations. The student is expected to: | (L) create and edit files with productivity tools including: (i) a word processing document using digital typography standards such as page layout, font formatting, paragraph formatting, and list attributes; (ii) a spreadsheet workbook using basic computational and graphic components such as basic formulas and functions, data types, and chart generation; (iii) a database by manipulating components such as entering and searching for relevant data; and (iv) a digital publication using relevant publication standards | (viii) create files with productivity tools including a digital publication using relevant publication standards |                |                   |

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| (6) Technology operations and concepts. The student demonstrates a thorough understanding of technology concepts, systems, and operations. The student is expected to: | (L) create and edit files with productivity tools including: (i) a word processing document using digital typography standards such as page layout, font formatting, paragraph formatting, and list attributes; (ii) a spreadsheet workbook using basic computational and graphic components such as basic formulas and functions, data types, and chart generation; (iii) a database by manipulating components such as entering and searching for relevant data; and (iv) a digital publication using relevant publication standards | (ix) edit files with productivity tools including a digital publication using relevant publication standards |         |            |
| (6) Technology operations and concepts. The student demonstrates a thorough understanding of technology concepts, systems, and operations. The student is expected to: | (M) plan and create non-linear media projects using graphic design principles  | (i) plan non-linear media projects using graphic design principles   |         |            |
| (6) Technology operations and concepts. The student demonstrates a thorough understanding of technology concepts, systems, and operations. The student is expected to: | (M) plan and create non-linear media projects using graphic design principles  | (ii) create non-linear media projects using graphic design principles  |         |            |

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| (6) Technology operations and concepts. The student demonstrates a thorough understanding of technology concepts, systems, and operations. The student is expected to: | (N) integrate two or more technology tools to create a new digital product             |                 |                |                   |