Subject	§126. Technology Application	is			
Course Title	§126.15. Technology Applicat				
TEKS (Knowledge and Skills)	Student Expectation	Breakout	Element	Subelement	Teacher/Student
(a) General requirements. Districts ha				ed to offer technology	
applications in all content areas. This c	ontent may also be offered in a s	pecific class while being integra	ted in all content areas.		
(b) Introduction.					
(1) The technology applications curricu					
developed by the International Society				research and information fluency;	
critical thinking, problem solving, and d	lecision making; digital citizenship	e; and technology operations and	d concepts.		
(2) Through the study of technology apsystems, appropriate digital tools, and					
thinking to solve problems while develo	oping career and college readines	ss skills.	•		
(3) Statements that contain the word "illustrative examples.	including" reference content that	must be mastered, while those of	containing the phrase "such as"	are intended as possible	
(c) Knowledge and Skills.					
(1) Creativity and innovation. The	(A) identify, create, and use	(i) identify files in various			
student uses creative thinking and	files in various formats such	formats			
innovative processes to construct	as text, raster and vector				
knowledge, generate new ideas, and	graphics, video, and audio				
create products. The student is	files				
expected to:					
(1) Creativity and innovation. The	(A) identify, create, and use	(ii) create files in various			
student uses creative thinking and	files in various formats such	formats			
innovative processes to construct	as text, raster and vector				
knowledge, generate new ideas, and create products. The student is	graphics, video, and audio				
expected to:	files				
(1) Creativity and innovation. The	(A) identify, create, and use	(iii) use files in various formats			
student uses creative thinking and	files in various formats such	(iii) use liles ili valious loitilats			
innovative processes to construct	as text, raster and vector				
knowledge, generate new ideas, and	graphics, video, and audio				
create products. The student is	files				
expected to:					
(1) Creativity and innovation. The	(B) create and present original	(i) create original works as a			
student uses creative thinking and		means of personal or group			
innovative processes to construct	or group expression	expression			
knowledge, generate new ideas, and					
create products. The student is					
expected to:					
(1) Creativity and innovation. The	(B) create and present original	, , ,			
student uses creative thinking and	•	means of personal or group			
innovative processes to construct	or group expression	expression			
knowledge, generate new ideas, and					
create products. The student is					
expected to:					

Page 1 of 20 Updated: 9/20/2012

§126. Technology Application	ıs			
		School Year 2012-2013		
Student Expectation	Breakout	Element	Subelement	Teacher/Student
simulations, and new	predictions			
,				
<u> </u>				
	(ii) explore complex systems			
,	S			
,	modify input			
•				
	(iii) explore complex systems			
. ,	. ,			
•				
	TOTION TOOUTO			
•				
	(iv) explore complex systems			
. ,				
9	J			
· ·	make predictions			
•				
	(v) explore complex systems			
. ,	. , .			
•	· ·			
,	mouny input			
•				
	(vi) explore complex systems			
. ,	. , .			
9	- C			
· ·				
3				
(C) explore complex systems	(vii) explore complex systems			
. ,	. , .			
simulations, and new	technologies to make			
technologies to make	predictions			
•	j ·			
review results				
	(viii) explore complex systems			
or issues using models,				
technologies to make				
predictions, modify input, and				
review results				
	\$126.15. Technology Applicat Student Expectation (C) explore complex systems or issues using models, simulations, and new technologies to make predictions, modify input, and review results (C) explore complex systems or issues using models, simulations, and new technologies to make predictions, modify input, and review results (C) explore complex systems or issues using models, simulations, and new technologies to make predictions, modify input, and review results (C) explore complex systems or issues using models, simulations, and new technologies to make predictions, modify input, and review results (C) explore complex systems or issues using models, simulations, and new technologies to make predictions, modify input, and review results (C) explore complex systems or issues using models, simulations, and new technologies to make predictions, modify input, and review results (C) explore complex systems or issues using models, simulations, and new technologies to make predictions, modify input, and review results (C) explore complex systems or issues using models, simulations, and new technologies to make predictions, modify input, and review results (C) explore complex systems or issues using models, simulations, and new technologies to make predictions, modify input, and review results (C) explore complex systems or issues using models, simulations, and new technologies to make predictions, modify input, and review results (C) explore complex systems or issues using models, simulations, and new technologies to make predictions, modify input, and review results (C) explore complex systems or issues using models, simulations, and new technologies to make predictions, modify input, and review results (C) explore complex systems or issues using models, simulations, and new technologies to make predictions, modify input, and review results	Student Expectation (C) explore complex systems or issues using models, simulations, and new technologies to make predictions, modify input, and review results (C) explore complex systems or issues using models, simulations, and new technologies to make predictions, modify input, and review results (C) explore complex systems or issues using models, simulations, and new technologies to make predictions, modify input, and review results (C) explore complex systems or issues using models, simulations, and new technologies to make predictions, modify input, and review results (C) explore complex systems or issues using models, simulations, and new technologies to make predictions, modify input, and review results (C) explore complex systems or issues using models, simulations, and new technologies to make predictions, modify input, and review results (C) explore complex systems or issues using models, simulations, and new technologies to make predictions, modify input, and review results (C) explore complex systems or issues using models, simulations, and new technologies to make predictions, modify input, and review results (C) explore complex systems or issues using models, simulations, and new technologies to make predictions, modify input, and review results (C) explore complex systems or issues using models, simulations, and new technologies to make predictions, modify input, and review results (C) explore complex systems or issues using models, simulations, and new technologies to make predictions, modify input, and review results (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 make predictions, modify input, and review results (Viii) explore complex systems or issues using models, simulations to modify input, and review results (Viii) explore complex systems or issues using models, simulations, and new technologies to make predictions.	Student Expeciation (C) explore complex systems or issues using models, simulations, and new technologies to make predictions, modify input, and review results (C) explore complex systems or issues using models, simulations, and new technologies to make predictions, modify input, and review results (C) explore complex systems or issues using models, simulations, and new technologies to make predictions, modify input, and review results (C) explore complex systems or issues using models, simulations, and new technologies to make predictions, modify input, and review results (C) explore complex systems or issues using models, simulations, and new technologies to make predictions, modify input, and review results (C) explore complex systems or issues using models, simulations, and new technologies to make predictions, modify input, and review results (C) explore complex systems or issues using models, simulations, and new technologies to make predictions, modify input, and review results (C) explore complex systems or issues using models, simulations, and new technologies to make predictions, modify input, and review results (C) explore complex systems or issues using models, simulations, and new technologies to make predictions, modify input, and review results (C) explore complex systems or issues using models, simulations, and new technologies to make predictions, modify input, and review results (C) explore complex systems or issues using models, simulations, and new technologies to make predictions, modify input, and review results (C) explore complex systems or issues using models, simulations, and new technologies to make predictions, modify input, and review results (C) explore complex systems or issues using models, simulations, and new technologies to make predictions, modify input, and review results (C) explore complex systems or issues using models, simulations, and new technologies to make predictions, modify input, and review results (C) explore complex systems or issues using models, simulations, a	Student Expectation (C) explore complex systems or issues using models, simulations, and new technologies to make predictions, modify input, and review results (C) explore complex systems or issues using models, simulations, and new technologies to make predictions, modify input, and review results (C) explore complex systems or issues using models, simulations, and new technologies to make predictions, modify input, and review results (C) explore complex systems or issues using models, simulations, and new technologies to make predictions, modify input, and review results (C) explore complex systems or issues using models, simulations, and new technologies to make predictions, modify input, and review results (C) explore complex systems or issues using models, simulations, and new technologies to make predictions, modify input, and review results (C) explore complex systems or issues using models, simulations, and new technologies to make predictions, modify input, and review results (C) explore complex systems or issues using models, simulations, and new technologies to make predictions, modify input, and review results (C) explore complex systems or issues using models, simulations, and new technologies to make predictions, modify input, and review results (C) explore complex systems or issues using models, simulations, and new technologies to make predictions, modify input, and review results (C) explore complex systems or issues using models, simulations, and new technologies to make predictions, modify input, and review results (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 models, simulations, and new technologies to make predictions, modify input, and review results (Vii) explore complex systems or issues using models, simulations, and new technologies to make predictions, modify input, and review results

Page 2 of 20 Updated: 9/20/2012

Subject	§126. Technology Applicatio	ns			
Course Title		tions, Grade 7, Beginning with	School Year 2012-2013		
TEKS (Knowledge and Skills)	Student Expectation	Breakout	Element	Subelement	Teacher/Student
(1) Creativity and innovation. The	(C) explore complex systems	(ix) explore complex systems			
student uses creative thinking and	or issues using models,	or issues using new			
innovative processes to construct	simulations, and new	technologies to review results			
knowledge, generate new ideas, and	technologies to make	ů .			
create products. The student is	predictions, modify input, and				
expected to:	review results				
(1) Creativity and innovation. The	(D) discuss trends and make	(i) discuss trends			
student uses creative thinking and	predictions				
innovative processes to construct					
knowledge, generate new ideas, and					
create products. The student is					
expected to:					
(1) Creativity and innovation. The	(D) discuss trends and make	(ii) make predictions			
student uses creative thinking and	predictions				
innovative processes to construct					
knowledge, generate new ideas, and					
create products. The student is					
expected to:					
(2) Communication and collaboration.	(A) create personal learning	(i) create personal learning			
The student collaborates and	networks to collaborate and	networks to collaborate with			
communicates both locally and globally to reinforce and promote learning. The	publish with peers, experts, or others using digital tools such	peers, experts, or others using			
student is expected to:	as blogs, wikis, audio/video	digital tools			
Student is expected to.	communication, or other				
	emerging technologies				
	cinerging teerinologies				
(2) Communication and collaboration.	(A) create personal learning	(ii) create personal learning			
The student collaborates and	networks to collaborate and	networks to publish with peers,			
communicates both locally and globally	publish with peers, experts, or	experts, or others using digital			
to reinforce and promote learning. The	others using digital tools such	tools			
student is expected to:	as blogs, wikis, audio/video				
	communication, or other				
	emerging technologies				
(2) Communication and collaboration.	(B) communicate effectively	(i) communicate effectively			
The student collaborates and	with multiple audiences using	with multiple audiences using			
communicates both locally and globally	a variety of media and formats	a variety of media			
to reinforce and promote learning. The					
student is expected to:					
(2) Communication and collaboration.	(B) communicate effectively	(ii) communicate effectively			
The student collaborates and	with multiple audiences using	with multiple audiences using			
communicates both locally and globally					
to reinforce and promote learning. The	Tanoty of modia and formats	a varioty of formato			
student is expected to:					
<u> </u>	i e e e e e e e e e e e e e e e e e e e	1	i .	l.	

Page 3 of 20 Updated: 9/20/2012

Subject	§126. Technology Applicatio	ns			
Course Title	§126.15. Technology Applica	tions, Grade 7, Beginning with	School Year 2012-2013		
TEKS (Knowledge and Skills)	Student Expectation	Breakout	Element	Subelement	Teacher/Student
(2) Communication and collaboration. The student collaborates and communicates both locally and globally to reinforce and promote learning. The student is expected to:	(C) create products using technical writing strategies				
(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) use and evaluate various search strategies including keyword(s) and Boolean operators	(i) 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) use and evaluate various search strategies including keyword(s) and Boolean operators	(ii) 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:	(B) use and evaluate various search strategies including keyword(s) and Boolean operators	(iii) evaluate 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) use and evaluate various search strategies including keyword(s) and Boolean operators	(iv) evaluate 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 types of digital resources for accuracy and validity	(i) select various types of digital resources for accuracy			
(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	(ii) select 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:	(C) select and evaluate various types of digital resources for accuracy and validity	(iii) evaluate various types of digital resources for accuracy			

Page 4 of 20 Updated: 9/20/2012

Subject	§126. Technology Application	าร			
Course Title	§126.15. Technology Applica				
TEKS (Knowledge and Skills)	Student Expectation	Breakout	Element	Subelement	Teacher/Student
(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			
(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				

Page 5 of 20 Updated: 9/20/2012

Subject	§126. Technology Application	S			
Course Title	§126.15. Technology Applicat		School Year 2012-2013		
TEKS (Knowledge and Skills)	Student Expectation	Breakout	Element	Subelement	Teacher/Student
(4) Critical thinking, problem solving,	(B) plan and manage activities	(ii) manage activities to			
and decision making. The student	to develop a solution, design a	develop a solution, design a			
makes informed decisions by applying		computer program, or			
critical-thinking and problem-solving		complete a project			
skills. The student is expected to:	,	,			
•					
(4) Critical thinking, problem solving,	(C) collect and analyze data to	(i) collect data to identify			
and decision making. The student	identify solutions and make	solutions			
makes informed decisions by applying	informed decisions				
critical-thinking and problem-solving					
skills. The student is expected to:					
(4) Critical thinking, problem solving,	(C) collect and analyze data to	(ii) collect data to make			
and decision making. The student	identify solutions and make	informed decisions			
makes informed decisions by applying	informed decisions				
critical-thinking and problem-solving					
skills. The student is expected to:					
(4) Critical thinking, problem solving,	(C) collect and analyze data to	• •			
and decision making. The student		solutions			
makes informed decisions by applying	informed decisions				
critical-thinking and problem-solving					
skills. The student is expected to:					
(4) Critical thinking, problem solving,	(C) collect and analyze data to	• ,			
and decision making. The student	, ,	informed decisions			
makes informed decisions by applying	informed decisions				
critical-thinking and problem-solving					
skills. The student is expected to:					
(4) Critical thinking, problem solving,	(D) use multiple processes	(i) use multiple processes to			
and decision making. The student		explore alternative solutions			
makes informed decisions by applying	explore alternative solutions	explore alternative solutions			
critical-thinking and problem-solving	oxprore anomalive columns				
skills. The student is expected to:					
chiner the stadent is expected to					
(4) Critical thinking, problem solving,	(D) use multiple processes	(ii) use diverse perspectives to			
and decision making. The student		explore alternative solutions			
makes informed decisions by applying	explore alternative solutions				
critical-thinking and problem-solving					
skills. The student is expected to:					
·					
(4) Critical thinking, problem solving,	(E) make informed decisions	(i) make informed decisions			
and decision making. The student	and support reasoning				
makes informed decisions by applying					
critical-thinking and problem-solving					
skills. The student is expected to:					

Page 6 of 20 Updated: 9/20/2012

Subject	§126. Technology Applicatio	ns			
Course Title		tions, Grade 7, Beginning with	School Year 2012-2013		
TEKS (Knowledge and Skills)	Student Expectation	Breakout		Subelement	Teacher/Student
(4) Critical thinking, problem solving,	(E) make informed decisions	(ii) support reasoning			
and decision making. The student	and support reasoning				
makes informed decisions by applying					
critical-thinking and problem-solving					
skills. The student is expected to:					
(4) Critical thinking, problem solving,	(F) transfer current knowledge				
and decision making. The student	to the learning of newly				
makes informed decisions by applying	encountered technologies				
critical-thinking and problem-solving					
skills. The student is expected to:					
(5) Digital citizenship. The student	(A) understand and practice	(i) understand copyright			
practices safe, responsible, legal, and	copyright principles including	principles including current fair			
ethical behavior while using technology	current fair use guidelines,	use guidelines			
tools and resources. The student is	creative commons, open				
expected to:	source, and public domain				
(5) Digital citizenship. The student	(A) understand and practice	(ii) understand copyright			
practices safe, responsible, legal, and	copyright principles including	principles including creative			
ethical behavior while using technology	current fair use guidelines,	commons			
tools and resources. The student is	creative commons, open				
expected to:	source, and public domain				
(5) Digital citizenship. The student	(A) understand and practice	(iii) understand copyright			
practices safe, responsible, legal, and	copyright principles including	principles including open			
ethical behavior while using technology	current fair use guidelines,	source			
tools and resources. The student is	creative commons, open				
expected to:	source, and public domain				
(5) Digital citizenship. The student	(A) understand and practice	(iv) understand copyright			
practices safe, responsible, legal, and	copyright principles including	principles including public			
ethical behavior while using technology	current fair use guidelines,	domain			
tools and resources. The student is	creative commons, open				
expected to:	source, and public domain				
(5) Digital citizenship. The student	(A) understand and practice	(v) practice copyright			
practices safe, responsible, legal, and	copyright principles including	principles including current fair			
ethical behavior while using technology	current fair use guidelines,	use guidelines			
tools and resources. The student is	creative commons, open	use galuelliles			
expected to:	source, and public domain				
5.5556d to.	coulos, and pablic domain				
(5) Digital citizenship. The student	(A) understand and practice	(vi) practice copyright			
practices safe, responsible, legal, and	copyright principles including	principles including creative			
ethical behavior while using technology	current fair use guidelines,	commons			
tools and resources. The student is	creative commons, open	COMMINIONS			
expected to:	source, and public domain				
expected to.	Journe, and public domain				

Page 7 of 20 Updated: 9/20/2012

Subject	§126. Technology Applicatio	ns			
Course Title		tions, Grade 7, Beginning with	School Year 2012-2013		
TEKS (Knowledge and Skills)	Student Expectation	Breakout	Element	Subelement	Teacher/Student
(5) Digital citizenship. The student practices safe, responsible, legal, and ethical behavior while using technology tools and resources. The student is expected to:	(A) understand and practice copyright principles including current fair use guidelines, creative commons, open source, and public domain	(vii) practice copyright principles including open source			
(5) Digital citizenship. The student practices safe, responsible, legal, and ethical behavior while using technology tools and resources. The student is expected to:	(A) understand and practice copyright principles including current fair use guidelines, creative commons, open source, and public domain	(viii) practice copyright principles including public domain			
(5) Digital citizenship. The student practices safe, responsible, legal, and ethical behavior while using technology tools and resources. The student is expected to:	(B) practice ethical acquisition of information and standard methods for citing sources	(i) practice ethical acquisition of information			
(5) Digital citizenship. The student practices safe, responsible, legal, and ethical behavior while using technology tools and resources. The student is expected to:	(B) practice ethical acquisition and standard methods for citing sources	(ii) practice standard methods for citing sources			
(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 and explain 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 and explain 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 and explain 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 and explain safe and appropriate online behavior, personal security guidelines, digital identity, digital etiquette, and acceptable use of technology	(iv) practice digital identity			

Page 8 of 20 Updated: 9/20/2012

Subject	§126. Technology Applicatio	ns			
Course Title		ntions, Grade 7, Beginning with	School Year 2012-2013		
TEKS (Knowledge and Skills)	Student Expectation	Breakout	Element	Subelement	Teacher/Student
(5) Digital citizenship. The student	(C) practice and explain safe	(v) practice digital etiquette	Ziomoni	Caboloment	1 odoliol/ Otadolit
practices safe, responsible, legal, and	and appropriate online	(1) praesies aignai suquetts			
ethical behavior while using technology	behavior, personal security				
tools and resources. The student is	guidelines, digital identity,				
expected to:	digital etiquette, and				
expedicu to:	acceptable use of technology				
(5) Digital citizenship. The student	(C) practice and explain safe	(vi) practice acceptable use of			
practices safe, responsible, legal, and	and appropriate online	technology			
ethical behavior while using technology		technology			
tools and resources. The student is	guidelines, digital identity,				
expected to:	digital etiquette, and				
expected to.	acceptable use of technology				
(5) Digital citizenship. The student	(C) practice and explain safe	(vii) explain safe online			
practices safe, responsible, legal, and	and appropriate online	behavior			ļ
ethical behavior while using technology	behavior, personal security	Deliavioi			
tools and resources. The student is					
	guidelines, digital identity, digital etiquette, and				
expected to:					
(E) Digital citizanahin The atudant	acceptable use of technology	(viii) avalais appropriate online			
(5) Digital citizenship. The student	(C) practice and explain safe	(viii) explain appropriate online			
practices safe, responsible, legal, and	and appropriate online	behavior			
ethical behavior while using technology	behavior, personal security				
tools and resources. The student is	guidelines, digital identity,				
expected to:	digital etiquette, and				
(5) Digital sities as his The student	acceptable use of technology	(6.)			
(5) Digital citizenship. The student	(C) practice and explain safe	(ix) explain personal security			
practices safe, responsible, legal, and	and appropriate online	guidelines			
ethical behavior while using technology	behavior, personal security				
tools and resources. The student is	guidelines, digital identity,				
expected to:	digital etiquette, and				
(5) 5) (1) (1)	acceptable use of technology				
(5) Digital citizenship. The student	(C) practice and explain safe	(x) explain digital identity			
practices safe, responsible, legal, and	and appropriate online				
ethical behavior while using technology	behavior, personal security				
tools and resources. The student is	guidelines, digital identity,				
expected to:	digital etiquette, and				
(5) 5) (1) (1)	acceptable use of technology				
(5) Digital citizenship. The student	(C) practice and explain safe	(xi) explain digital etiquette			
practices safe, responsible, legal, and	and appropriate online				
ethical behavior while using technology	behavior, personal security				
tools and resources. The student is	guidelines, digital identity,				
expected to:	digital etiquette, and				
	acceptable use of technology				
(5) Digital citizenship. The student	(C) practice and explain safe	(xii) explain acceptable use of			
practices safe, responsible, legal, and	and appropriate online	technology			
ethical behavior while using technology	behavior, personal security				
tools and resources. The student is	guidelines, digital identity,				
expected to:	digital etiquette, and				
	acceptable use of technology				

Page 9 of 20 Updated: 9/20/2012

Subject	§126. Technology Application				
Course Title	§126.15. Technology Applicat				
TEKS (Knowledge and Skills)	Student Expectation	Breakout	Element	Subelement	Teacher/Student
(5) Digital citizenship. The student	. ,	(i) understand the negative			
practices safe, responsible, legal, and	impact of inappropriate	impact of inappropriate			
ethical behavior while using technology		technology use, including			
tools and resources. The student is	, 0	online bullying			
expected to:	harassment, hacking,				
	intentional virus setting,				
	invasion of privacy, and piracy				
	such as software, music,				
	video, and other media				
(5) Digital citizenship. The student	(D) understand the negative	(ii) understand the negative			
practices safe, responsible, legal, and	impact of inappropriate	impact of inappropriate			
ethical behavior while using technology		technology use, including			
tools and resources. The student is	online bullying and	online harassment			
expected to:	harassment, hacking,	orimio riaraccinoni			
expected to:	intentional virus setting,				
	invasion of privacy, and piracy				
	such as software, music,				
	video, and other media				
(5) Digital citizenship. The student	(D) understand the negative	(iii) understand the negative			
practices safe, responsible, legal, and		impact of inappropriate			
ethical behavior while using technology		technology use, including			
tools and resources. The student is	, ,	hacking			
expected to:	harassment, hacking,				
	intentional virus setting,				
	invasion of privacy, and piracy such as software, music,				
	video, and other media				
	video, and other media				
(5) Digital citizenship. The student		(iv) understand the negative			
practices safe, responsible, legal, and		impact of inappropriate			
ethical behavior while using technology		technology use, including			
tools and resources. The student is		intentional virus setting			
expected to:	harassment, hacking,				
	intentional virus setting,				
	invasion of privacy, and piracy				
	such as software, music,				
	video, and other media				
(5) Digital citizenship. The student	(D) understand the negative	(v) understand the negative			
practices safe, responsible, legal, and	` '	impact of inappropriate			
ethical behavior while using technology		technology use, including			
tools and resources. The student is		invasion of privacy			
expected to:	harassment, hacking,				
	intentional virus setting,				
	invasion of privacy, and piracy				
	such as software, music,				
	video, and other media				

Page 10 of 20 Updated: 9/20/2012

Subject	§126. Technology Application	ns			
Course Title		tions, Grade 7, Beginning with	School Year 2012-2013		
TEKS (Knowledge and Skills)	Student Expectation	Breakout	Element	Subelement	Teacher/Student
(5) Digital citizenship. The student practices safe, responsible, legal, and ethical behavior while using technology tools and resources. The student is expected to:	(D) understand the negative impact of inappropriate technology use, including online bullying and harassment, hacking, intentional virus setting, invasion of privacy, and piracy such as software, music, video, and other media	(vi) understand the negative impact of inappropriate technology use, including piracy			
(6) Technology operations and concepts. The student demonstrates a thorough understanding of technology concepts, systems, and operations. The student is expected to:	(A) define and use current technology terminology appropriately	(i) define current technology terminology appropriately			
(6) Technology operations and concepts. The student demonstrates a thorough understanding of technology concepts, systems, and operations. The student is expected to:	(A) define and use current technology terminology appropriately	(ii) use current technology terminology appropriately			
(6) Technology operations and concepts. The student demonstrates a thorough understanding of technology concepts, systems, and operations. The student is expected to:	(B) select and apply technology tools based on licensing, application, and support	(i) select technology tools based on licensing			
(6) Technology operations and concepts. The student demonstrates a thorough understanding of technology concepts, systems, and operations. The student is expected to:	(B) select and apply technology tools based on licensing, application, and support	(ii) select technology tools based on application			
(6) Technology operations and concepts. The student demonstrates a thorough understanding of technology concepts, systems, and operations. The student is expected to:	(B) select and apply technology tools based on licensing, application, and support	(iii) select technology tools based on support			
(6) Technology operations and concepts. The student demonstrates a thorough understanding of technology concepts, systems, and operations. The student is expected to:	(B) select and apply technology tools based on licensing, application, and support	(iv) apply technology tools based on licensing			

Page 11 of 20 Updated: 9/20/2012

Subject	§126. Technology Application	ns			
Course Title	* * * * * * * * * * * * * * * * * * * *	tions, Grade 7, Beginning with	School Year 2012-2013		
TEKS (Knowledge and Skills)	Student Expectation	Breakout	Element	Subelement	Teacher/Student
(6) Technology operations and concepts. The student demonstrates a thorough understanding of technology concepts, systems, and operations. The student is expected to:	(B) select and apply technology tools based on licensing, application, and support	(v) apply technology tools based on application			
(6) Technology operations and concepts. The student demonstrates a thorough understanding of technology concepts, systems, and operations. The student is expected to:	(B) select and apply technology tools based on licensing, application, and support	(vi) apply technology tools based on support			
(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	(i) identify 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	(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			

Page 12 of 20 Updated: 9/20/2012

Subject	§126. Technology Application	าร				
Course Title	§126.15. Technology Applications, Grade 7, Beginning with School Year 2012-2013					
TEKS (Knowledge and Skills)	Student Expectation	Breakout	Element	Subelement	Teacher/Student	
(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	(iv) use 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:	(E) identify, understand, and use hardware systems	(i) identify hardware systems				
(6) Technology operations and concepts. The student demonstrates a thorough understanding of technology concepts, systems, and operations. The student is expected to:	(E) identify, understand, and use hardware systems	(ii) understand hardware systems				
(6) Technology operations and concepts. The student demonstrates a thorough understanding of technology concepts, systems, and operations. The student is expected to:	(E) identify, understand, and use hardware systems	(iii) use hardware systems				
(6) Technology operations and concepts. The student demonstrates a thorough understanding of technology concepts, systems, and operations. The student is expected to:	(F) understand troubleshooting techniques such as restarting systems, checking power issues, resolving software compatibility, verifying network connectivity, connecting to a remote resources, and modifying display properties	(i) understand troubleshooting techniques				
(6) Technology operations and concepts. The student demonstrates a thorough understanding of technology concepts, systems, and operations. The student is expected to:	(G) implement effective file management strategies such as file naming conventions, location, backup, hierarchy, folder structure, file conversion, tags, labels, and emerging digital organizational strategies	(i) implement effective file management strategies				
(6) Technology operations and concepts. The student demonstrates a thorough understanding of technology concepts, systems, and operations. The student is expected to:	(H) explain how changes in technology throughout history have impacted various areas of study					

Page 13 of 20 Updated: 9/20/2012

Subject	§126. Technology Application	S			
Course Title		ions, Grade 7, Beginning with	School Year 2012-2013		
TEKS (Knowledge and Skills)	Student Expectation	Breakout	Element	Subelement	Teacher/Student
(6) Technology operations and	(I) explain the relevance of	(i) explain the relevance of			
concepts. The student demonstrates a	technology as it applies to	technology as it applies to			
thorough understanding of technology	college and career readiness,	college readiness			
concepts, systems, and operations.	life-long learning, and daily	_			
The student is expected to:	living				
(6) Technology operations and	(I) explain the relevance of	(ii) explain the relevance of			
concepts. The student demonstrates a	technology as it applies to	technology as it applies to			
thorough understanding of technology	college and career readiness,	career readiness			
concepts, systems, and operations.	life-long learning, and daily				
The student is expected to:	living				
(6) Technology operations and	(I) explain the relevance of	(iii) explain the relevance of			
concepts. The student demonstrates a	technology as it applies to	technology as it applies to life-			
thorough understanding of technology		long learning			
concepts, systems, and operations.	life-long learning, and daily				
The student is expected to:	living				
(6) Technology operations and	(I) explain the relevance of	(iv) explain the relevance of			
concepts. The student demonstrates a	technology as it applies to	technology as it applies to			
thorough understanding of technology		daily living			
concepts, systems, and operations.	life-long learning, and daily				
The student is expected to:	living				
(6) Technology operations and	(J) use a variety of local and	(i) use a variety of local input			
concepts. The student demonstrates a	remote input sources	sources			
thorough understanding of technology					
concepts, systems, and operations.					
The student is expected to:					
(6) Technology operations and	(J) use a variety of local and	(ii) use a variety of remote			
concepts. The student demonstrates a	remote input sources	input sources			
thorough understanding of technology					
concepts, systems, and operations.					
The student is expected to:					
(6) Technology operations and	(K) use keyboarding	(i) use keyboarding techniques			
concepts. The student demonstrates a		while building speed			
thorough understanding of technology	strategies while building speed				
concepts, systems, and operations.	and accuracy				
The student is expected to:					
(6) Technology operations and	(K) use keyboarding	(ii) use keyboarding			
concepts. The student demonstrates a	techniques and ergonomic	techniques while building			
thorough understanding of technology	strategies while building speed	accuracy			
concepts, systems, and operations.	and accuracy	-			
The student is expected to:					

Page 14 of 20 Updated: 9/20/2012

Subject	§126. Technology Application				
Course Title	§126.15. Technology Applicat	tions, Grade 7, Beginning with	School Year 2012-2013		
TEKS (Knowledge and Skills)		Breakout	Element	Subelement	Teacher/Student
(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:		(i) create files with productivity tools including a word processing document using digital typography standards			

Page 15 of 20 Updated: 9/20/2012

Subject	§126. Technology Applications				
Course Title		tions, Grade 7, Beginning with	School Year 2012-2013		
TEKS (Knowledge and Skills)	Student Expectation	Breakout		Subelement	Teacher/Student
(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 advanced computational and graphic components such as complex formulas, basic functions, data types, and chart generation; (iii) a database by manipulating components such as defining fields, entering data, and designing layouts appropriate for reporting; and (iv) a digital publication using relevant publication standards	(ii) create files with productivity tools including a spreadsheet workbook using advanced computational components			
(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 advanced computational and graphic components such as complex formulas, basic functions, data types, and chart generation; (iii) a database by manipulating components such as defining fields, entering data, and designing layouts appropriate for reporting; and (iv) a digital publication using relevant publication standards				

Page 16 of 20 Updated: 9/20/2012

Subject	§126. Technology Applications				
Course Title		tions, Grade 7, Beginning with	School Year 2012-2013		
TEKS (Knowledge and Skills)	Student Expectation	Breakout	Element	Subelement	Teacher/Student
(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 advanced computational and graphic components such as complex formulas, basic functions, data types, and chart generation; (iii) a database by manipulating components such as defining fields, entering data, and designing layouts appropriate for reporting; and (iv) a digital publication using relevant publication standards	(iv) create files with productivity tools including a database by manipulating components			
(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 advanced computational and graphic components such as complex formulas, basic functions, data types, and chart generation; (iii) a database by manipulating components such as defining fields, entering data, and designing layouts appropriate for reporting; and (iv) a digital publication using relevant publication standards				

Page 17 of 20 Updated: 9/20/2012

Subject	§126. Technology Applications				
Course Title		tions, Grade 7, Beginning with	School Year 2012-2013		
TEKS (Knowledge and Skills)	Student Expectation	Breakout	Element	Subelement	Teacher/Student
(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 advanced computational and graphic components such as complex formulas, basic functions, data types, and chart generation; (iii) a database by manipulating components such as defining fields, entering data, and designing layouts appropriate for reporting; and (iv) a digital publication using relevant publication standards	(v) edit files with productivity tools including a word processing document using digital typography standards			
(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 advanced computational and graphic components such as complex formulas, basic functions, data types, and chart generation; (iii) a database by manipulating components such as defining fields, entering data, and designing layouts appropriate for reporting; and (iv) a digital publication using relevant publication standards				

Page 18 of 20 Updated: 9/20/2012

Subject	§126. Technology Applications				
Course Title		tions, Grade 7, Beginning with	School Year 2012-2013		
TEKS (Knowledge and Skills)	Student Expectation	Breakout	Element	Subelement	Teacher/Student
(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 advanced computational and graphic components such as complex formulas, basic functions, data types, and chart generation; (iii) a database by manipulating components such as defining fields, entering data, and designing layouts appropriate for reporting; and (iv) a digital publication using relevant publication standards	(vii) edit files with productivity tools including a spreadsheet workbook using advanced graphic components			
(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 advanced computational and graphic components such as complex formulas, basic functions, data types, and chart generation; (iii) a database by manipulating components such as defining fields, entering data, and designing layouts appropriate for reporting; and (iv) a digital publication using relevant publication standards				

Page 19 of 20 Updated: 9/20/2012

Subject	§126. Technology Application				
Course Title	§126.15. Technology Applica				
TEKS (Knowledge and Skills)	Student Expectation	Breakout	Element	Subelement	Teacher/Student
(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 advanced computational and graphic components such as complex formulas, basic functions, data types, and chart generation; (iii) a database by manipulating components such as defining fields, entering data, and designing layouts appropriate for reporting; and (iv) a digital publication using relevant publication standards	(ix) edit files with productivity tools including a digital publication using relevant publication standards	Element	Subelement	Teacher/Student
(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			
(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				

Page 20 of 20 Updated: 9/20/2012