

Work Group B Technology Applications Recommendations

Kindergarten-Grade 2 126.6	Proposed Strand	Notes	Grade 3-Grade 5 126.7	Proposed Strand	Notes	Grade 6 126.14	Grade 7 126.15	Grade 8 126.17	Proposed Strand	Notes
K-2.1 Creativity and innovation. The student uses creative thinking and innovative processes to construct knowledge and develop digital products. The student is expected to:	Creativity and innovation		3-5.1 Creativity and innovation. The student uses creative thinking and innovative processes to construct knowledge and develop digital products. The student is expected to:	Creativity and innovation		6.1 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:	7.1 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:	8.1 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:	Creativity and innovation	
K-2.1.A apply prior knowledge to develop new ideas, products, and processes;	Creativity and innovation	Future work groups should decide if this student expectation fits in another grade level or grade band.	3-5.1.A create original products using a variety of resources;	Creativity and innovation		6.1.A identify, create, and use files in various formats such as text, raster and vector graphics, video, and audio files;	7.1.A identify, create, and use files in various formats such as text, raster and vector graphics, video, and audio files;	8.1.A identify, create, and use files in various formats, including text, raster and vector graphics, video, and audio files;	Practical technology concepts	These student expectations pertain to operations and applications.
K-2.1.B create original products using a variety of resources;	Creativity and innovation		3-5.1.B analyze trends and forecast possibilities, developing steps for the creation of an innovative process or product; and	Data literacy	This is an example of how creativity can be incorporated into data literacy.	6.1.B create original works as a means of personal or group expression;	7.1.B create and present original works as a means of personal or group expression;	8.1.B create, present, and publish original works as a means of personal or group expression;	Communication and collaboration	Creation should happen in all strands. This student expectation specifically identifies "as a means of personal or group expression."
K-2.1.C explore virtual environments, simulations, models, and programming languages to enhance learning;	Computational thinking	Explore virtual environments should include simulations. Introduction to programming and coding should be a separate student expectation.	3-5.1.C use virtual environments to explore systems and issues.	Computational thinking	This student expectation aligns with simulations within the computational thinking strand. The work group suggests that future work groups clarify language in this student expectation.	6.1.C explore complex systems or issues using models, simulations, and new technologies to make predictions, modify input, and review results; and	7.1.C explore complex systems or issues using models, simulations, and new technologies to make predictions, modify input, and review results; and	8.1.C explore complex systems or issues using models, simulations, and new technologies to develop hypotheses, modify input, and analyze results; and	Creativity and innovation	Future work groups should consider whether these student expectations are an iterative design process or a computational design process.
K-2.1.D create and execute steps to accomplish a task; and	Computational thinking	This defines algorithms at this grade level, which aligns with programming and coding expectations.				6.1.D discuss trends and possible outcomes.	7.1.D discuss trends and make predictions.	8.1.D analyze trends and forecast possibilities.	Data literacy	These student expectations pertain to the data literacy components outlined by Work Group B.
K-2.1.E evaluate and modify steps to accomplish a task.	Computational thinking	This defines algorithms at this grade level, which aligns with programming and coding expectations.								
K-2.2 Communication and collaboration. The student collaborates and communicates both locally and globally using digital tools and resources to reinforce and promote learning. The student is expected to:	Communication and collaboration		3-5.2 Communication and collaboration. The student collaborates and communicates both locally and globally using digital tools and resources to reinforce and promote learning. The student is expected to:			6.2 Communication and collaboration. The student collaborates and communicates both locally and globally to reinforce and promote learning. The student is expected to:	7.2 Communication and collaboration. The student collaborates and communicates both locally and globally to reinforce and promote learning. The student is expected to:	8.2 Communication and collaboration. The student collaborates and communicates both locally and globally to reinforce and promote learning. The student is expected to:		
K-2.2.A use communication tools that allow for anytime, anywhere access to interact, collaborate, or publish with peers locally and globally;	Communication and collaboration		3-5.2.A draft, edit, and publish products in different media individually and collaboratively;	Communication and collaboration	Work Group B suggests to clarify the language in this student expectation so that it is more aligned with the proposed new framework. Ensure independent skills are addressed in a strand. In this strand collaboration should be the focus.	6.2.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;	7.2.A create personal learning networks to collaborate and publish with peers, experts, or others using digital tools such as blogs, wikis, audio/video communication, or other emerging technologies;	8.2.A create and manage personal learning networks to collaborate and publish with peers, experts, or others using digital tools such as blogs, wikis, audio/video communication, or other emerging technologies;	Communication and collaboration	The work group recommends keeping these student expectations in the communication and collaboration strand.
K-2.2.B participate in digital environments to develop cultural understanding by interacting with learners of multiple cultures;	Digital Citizenship	This student expectation aligns with culture and social interactions and digital etiquette.	3-5.2.B use font attributes, color, white space, and graphics to ensure that products are appropriate for multiple communication media, including monitor display, web, and print;	Communication and collaboration	The work group recommends keeping these student expectations in the communication and collaboration strand.	6.2.B communicate effectively with multiple audiences using a variety of media and formats; and	7.2.B communicate effectively with multiple audiences using a variety of media and formats; and	8.2.B communicate effectively with multiple audiences using a variety of media and formats; and	Communication and collaboration	The work group recommends keeping these student expectations in the communication and collaboration strand.
K-2.2.C format digital information, including font attributes, color, white space, graphics, and animation, for a defined audience and communication medium; and	Communication and collaboration	The work group recommends keeping these student expectations in the communication and collaboration strand.	3-5.2.C collaborate effectively through personal learning communities and social environments;	Communication and collaboration	The work group recommends keeping these student expectations in the communication and collaboration strand.	6.2.C read and discuss examples of technical writing.	7.2.C create products using technical writing strategies.	8.2.C create and publish products using technical writing strategies.		This work group recommends clarifying or removing these student expectations.
K-2.2.D select, store, and deliver products using a variety of media, formats, devices, and virtual environments.	Practical technology concepts	This student expectation aligns with components of the use of hardware and software.	3-5.2.D select and use appropriate collaboration tools;	Communication and collaboration	The work group recommends keeping these student expectations in the communication and collaboration strand.					

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			3-5.2.E evaluate the product for relevance to the assignment or task; and	Practical technology concepts	This work group recommends clarifying this student expectation. Knowing self-checking along the way to ensure an task is meeting the criteria of an assignment.					
			3-5.2.F perform basic software application functions, including opening applications and creating, modifying, printing, and saving files.	Practical technology concepts						
K-2.3 Research and information fluency. The student acquires and evaluates digital content. The student is expected to:			3-5.3 Research and information fluency. The student acquires and evaluates digital content. The student is expected to:			6.3 Research and information fluency. The student acquires, analyzes, and manages content from digital resources. The student is expected to:	7.3 Research and information fluency. The student acquires, analyzes, and manages content from digital resources. The student is expected to:	8.3 Research and information fluency. The student acquires, analyzes, and manages content from digital resources. The student is expected to:		
K-2.3.A use search strategies to access information to guide inquiry;	Data literacy	This supports the data literacy strand.	3-5.3.A use various search strategies such as keyword(s); the Boolean identifiers and, or, and not; and other strategies appropriate to specific search engines;	Data literacy	This supports the data literacy strand.	6.3.A create a research plan to guide inquiry;	7.3.A create a research plan to guide inquiry;	8.3.A create a research plan to guide inquiry;	Data literacy	This supports the data literacy strand.
K-2.3.B use research skills to build a knowledge base regarding a topic, task, or assignment; and	Data literacy	This supports the data literacy strand.	3-5.3.B collect and organize information from a variety of formats, including text, audio, video, and graphics;	Data literacy	This supports the data literacy strand.	6.3.B discuss and use various search strategies, including keyword(s) and Boolean operators;	7.3.B use and evaluate various search strategies, including keyword(s) and Boolean operators;	8.3.B plan, use, and evaluate various search strategies, including keyword(s) and Boolean operators;	Data literacy	This supports the data literacy strand.
K-2.3.C evaluate the usefulness of acquired digital content.	Data literacy	This supports the data literacy strand.	3-5.3.C validate and evaluate the relevance and appropriateness of information; and	Data literacy	This supports the data literacy strand.	6.3.C select and evaluate various types of digital resources for accuracy and validity; and	7.3.C select and evaluate various types of digital resources for accuracy and validity; and	8.3.C select and evaluate various types of digital resources for accuracy and validity; and	Data literacy	This supports the data literacy strand.
			3-5.3.D acquire information appropriate to specific tasks.	Data literacy	This supports the data literacy strand.	6.3.D process data and communicate results.	7.3.D process data and communicate results.	8.3.D process data and communicate results.	Data literacy	This supports the data literacy strand.
K-2.4 Critical thinking, problem solving, and decision making. The student applies critical-thinking skills to solve problems, guide research, and evaluate projects using digital tools and resources. The student is expected to:			3-5.4 Critical thinking, problem solving, and decision making. The student researches and evaluates projects using digital tools and resources. The student is expected to:			6.4 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:	7.4 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:	8.4 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:		
K-2.4.A identify what is known and unknown and what needs to be known regarding a problem and explain the steps to solve the problem;	Computational thinking	This is abstraction in computational thinking.	3-5.4.A identify information regarding a problem and explain the steps toward the solution;	Computational thinking	This is abstraction in computational thinking.	6.4.A identify and define relevant problems and significant questions for investigation;	7.4.A identify and define relevant problems and significant questions for investigation;	8.4.A identify and define relevant problems and significant questions for investigation;	Creativity and innovation	This student expectation fits with the investigation section of creativity and innovation.
K-2.4.B evaluate the appropriateness of a digital tool to achieve the desired product;	Communication and collaboration	Comparing tools and using a digital tool. Collaboration lends itself to creating a product.	3-5.4.B collect, analyze, and represent data to solve problems using tools such as word processing, databases, spreadsheets, graphic organizers, charts, multimedia, simulations, models, and programming languages;	Data literacy	This supports the data literacy strand.	6.4.B plan and manage activities to develop a solution, design a computer program, or complete a project;	7.4.B plan and manage activities to develop a solution, design a computer program, or complete a project;	8.4.B plan and manage activities to develop a solution, design a computer program, or complete a project;	Communication and collaboration	This work group recommends keeping these concepts but separating the student expectation into the new strands.
K-2.4.C evaluate products prior to final submission; and	Communication and collaboration	Process of evaluation involves everyone. Another choice is Data Literacy because of the evaluating quality of the data, modeling and more.	3-5.4.C evaluate student-created products through self and peer review for relevance to the assignment or task; and	Data literacy	This supports the data literacy strand.	6.4.C collect and analyze data to identify solutions and make informed decisions;	7.4.C collect and analyze data to identify solutions and make informed decisions;	8.4.C collect and analyze data to identify solutions and make informed decisions;	Data literacy	This supports the data literacy strand.
K-2.4.D collect, analyze, and represent data using tools such as word processing, spreadsheets, graphic organizers, charts, multimedia, simulations, models, and programming languages.	Data literacy	Data visualization encompasses the applications listed.	3-5.4.D evaluate technology tools applicable for solving problems.	Practical technology concepts	Very similar to 3.2.F.	6.4.D use multiple processes and diverse perspectives to explore alternative solutions;	7.4.D use multiple processes and diverse perspectives to explore alternative solutions;	8.4.D use multiple processes and diverse perspectives to explore alternative solutions;	Computational thinking	This is referenced in the concepts.
						6.4.E make informed decisions and support reasoning; and	7.4.E make informed decisions and support reasoning; and	8.4.E make informed decisions and support reasoning; and	Communication and collaboration	This student expectation fits with the communication and collaboration strand or the data literacy strand. The recommendation is to clarify and specify this student expectation.

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						6.4.F transfer current knowledge to the learning of newly encountered technologies.	7.4.F transfer current knowledge to the learning of newly encountered technologies.	8.4.F transfer current knowledge to the learning of newly encountered technologies.	Creativity and innovation	Experience and work with new technologies is a concept in the creativity and innovation strand.
K-2.5 Digital citizenship. The student practices safe, responsible, legal, and ethical behavior while using digital tools and resources. The student is expected to:			3-5.5 Digital citizenship. The student practices safe, responsible, legal, and ethical behavior while using digital tools and resources. The student is expected to:			6.5 Digital citizenship. The student practices safe, responsible, legal, and ethical behavior while using technology tools and resources. The student is expected to:	7.5 Digital citizenship. The student practices safe, responsible, legal, and ethical behavior while using technology tools and resources. The student is expected to:	8.5 Digital citizenship. The student practices safe, responsible, legal, and ethical behavior while using technology tools and resources. The student is expected to:		
K-2.5.A adhere to acceptable use policies reflecting appropriate behavior in a digital environment;	Digital Citizenship	This is referenced in the concepts	3-5.5.A adhere to acceptable use policies reflecting positive social behavior in the digital environment;	Digital Citizenship	This is referenced in the concepts.	6.5.A understand copyright principles, including current laws, fair use guidelines, creative commons, open source, and public domain;	7.5.A understand and practice copyright principles, including current laws, fair use guidelines, creative commons, open source, and public domain;	8.5.A understand, explain, and practice copyright principles, including current laws, fair use guidelines, creative commons, open source, and public domain;	Digital Citizenship	This is referenced in the concepts.
K-2.5.B comply with acceptable digital safety rules, fair use guidelines, and copyright laws; and	Digital Citizenship	This is referenced in the concepts	3-5.5.B respect the intellectual property of others;	Digital Citizenship	This is referenced in the concepts.	6.5.B practice ethical acquisition of information and standard methods for citing sources;	7.5.B practice ethical acquisition of information and standard methods for citing sources;	8.5.B practice and explain ethical acquisition of information and standard methods for citing sources;	Digital Citizenship	This is referenced in the concepts.
K-2.5.C practice the responsible use of digital information regarding intellectual property, including software, text, images, audio, and video.	Digital Citizenship	This is referenced in the concepts	3-5.5.C abide by copyright law and the Fair Use Guidelines for Educational Multimedia;	Digital Citizenship	This is referenced in the concepts.	6.5.C practice safe and appropriate online behavior, personal security guidelines, digital identity, digital etiquette, and acceptable use of technology; and	7.5.C practice and explain safe and appropriate online behavior, personal security guidelines, digital identity, digital etiquette, and acceptable use of technology; and	8.5.C practice and explain safe and appropriate online behavior, personal security guidelines, digital identity, digital etiquette, and acceptable use of technology; and	Digital Citizenship	This is referenced in the concepts.
			3-5.5.D protect and honor the individual privacy of oneself and others;	Digital Citizenship	This is referenced in the concepts.	6.5.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.	7.5.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.	8.5.D understand and explain 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.	Digital Citizenship	This is referenced in the concepts.
			3-5.5.E follow the rules of digital etiquette;	Digital Citizenship	This is referenced in the concepts.					
			3-5.5.F practice safe, legal, and responsible use of information and technology; and	Digital Citizenship	This is referenced in the concepts.					
			3-5.5.G comply with fair use guidelines and digital safety rules.	Digital Citizenship	This is referenced in the concepts.					
K-2.6 Technology operations and concepts. The student demonstrates knowledge and appropriate use of technology systems, concepts, and operations. The student is expected to:			3-5.6 Technology operations and concepts. The student demonstrates knowledge and appropriate use of technology systems, concepts, and operations. The student is expected to:			6.6 Technology operations and concepts. The student demonstrates a thorough understanding of technology concepts, systems, and operations. The student is expected to:	7.6 Technology operations and concepts. The student demonstrates a thorough understanding of technology concepts, systems, and operations. The student is expected to:	8.6 Technology operations and concepts. The student demonstrates a thorough understanding of technology concepts, systems, and operations. The student is expected to:		
K-2.6.A use appropriate terminology regarding basic hardware, software applications, programs, networking, virtual environments, and emerging technologies;	Practical technology concepts	Referenced in the concepts	3-5.6.A demonstrate an understanding of technology concepts, including terminology for the use of operating systems, network systems, virtual systems, and learning systems appropriate for Grades 3-5 learning;	Practical technology concepts	Referenced in the concepts	6.6.A define and use current technology terminology appropriately;	7.6.A define and use current technology terminology appropriately;	8.6.A define and use current technology terminology appropriately;	Practical technology concepts	Referenced in the concepts
K-2.6.B use appropriate digital tools and resources for storage, access, file management, collaboration, and designing solutions to problems;	Practical technology concepts	Referenced in the concepts	3-5.6.B manipulate files using appropriate naming conventions; file management, including folder structures and tagging; and file conversions;	Practical technology concepts	Referenced in the concepts	6.6.B select technology tools based on licensing, application, and support;	7.6.B select and apply technology tools based on licensing, application, and support;	8.6.B evaluate and select technology tools based on licensing, application, and support;	Practical technology concepts	Referenced in the concepts  Could also be supported by digital citizenship due to the reference to licensing
K-2.6.C perform basic software application functions, including opening an application and creating, modifying, printing, and saving files;	Practical technology concepts	Referenced in the concepts	3-5.6.C navigate systems and applications accessing peripherals both locally and remotely;	Practical technology concepts	Referenced in the concepts	6.6.C identify, understand, and use operating systems;	7.6.C identify, understand, and use operating systems;	8.6.C identify, understand, and use operating systems;	Practical technology concepts	Referenced in the concepts
K-2.6.D use a variety of input, output, and storage devices;	Practical technology concepts	Referenced in the concepts	3-5.6.D troubleshoot minor technical problems with hardware and software using available resources such as online help and knowledge bases; and	Practical technology concepts	Referenced in the concepts	6.6.D understand and use software applications, including selecting and using software for a defined task;	7.6.D understand and use software applications, including selecting and using software for a defined task;	8.6.D understand and use software applications, including selecting and using software for a defined task;	Practical technology concepts	Referenced in the concepts

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K-2.6.E use proper keyboarding techniques such as ergonomically correct hand and body positions appropriate for Kindergarten-Grade 2 learning;	Practical technology concepts	Referenced in the concepts	3-5.6.E use proper touch keyboarding techniques and ergonomic strategies such as correct hand and body positions and smooth and rhythmic keystrokes.	Practical technology concepts	Referenced in the concepts	6.6.E identify, understand, and use hardware systems;	7.6.E identify, understand, and use hardware systems;	8.6.E identify, understand, and use hardware systems;	Practical technology concepts	Referenced in the concepts
K-2.6.F demonstrate keyboarding techniques for operating the alphabetic, numeric, punctuation, and symbol keys appropriate for Kindergarten-Grade 2 learning; and	Practical technology concepts	Referenced in the concepts				6.6.F understand troubleshooting techniques such as restarting systems, checking power issues, resolving software compatibility, verifying network connectivity, connecting to remote resources, and modifying display properties;	7.6.F understand troubleshooting techniques such as restarting systems, checking power issues, resolving software compatibility, verifying network connectivity, connecting to remote resources, and modifying display properties;	8.6.F apply troubleshooting techniques, including restarting systems, checking power issues, resolving software compatibility, verifying network connectivity, connecting to remote resources, and modifying display properties;	Practical technology concepts	Referenced in the concepts
K-2.6.G use the help feature online and in applications.	Practical technology concepts	Referenced in the concepts				6.6.G demonstrate effective file management strategies such as file naming conventions, location, backup, hierarchy, folder structure, file conversion, tags, labels, and emerging digital organizational strategies;	7.6.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;	8.6.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;	Practical technology concepts	Referenced in the concepts
						6.6.H discuss how changes in technology throughout history have impacted various areas of study;	7.6.H explain how changes in technology throughout history have impacted various areas of study;	8.6.H evaluate how changes in technology throughout history have impacted various areas of study;	Creativity and innovation	Referenced in the concepts
						6.6.I discuss the relevance of technology as it applies to college and career readiness, life-long learning, and daily living;	7.6.I explain the relevance of technology as it applies to college and career readiness, life-long learning, and daily living;	8.6.I evaluate the relevance of technology as it applies to college and career readiness, life-long learning, and daily living;		This student expectation aligns with the overarching goals for the TEKS. This student expectation could also be supported by Digital Citizenship and Communication and Collaboration. Work group B recommends this student expectation be revised because it is broadly written. For example, this could be a knowledge and skill statement.
						6.6.J use a variety of local and remote input sources;	7.6.J use a variety of local and remote input sources;	8.6.J use a variety of local and remote input sources;	Practical technology concepts	The work group recommends editing this student expectation to specify for each grade level and provide clarity with examples.
						6.6.K use keyboarding techniques and ergonomic strategies while building speed and accuracy;	7.6.K use keyboarding techniques and ergonomic strategies while building speed and accuracy;	8.6.K use keyboarding techniques and ergonomic strategies while building speed and accuracy;	Practical technology concepts	Referenced in the concepts
						6.6.L create and edit files with productivity tools, including:	7.6.L create and edit files with productivity tools, including:	8.6.L create and edit files with productivity tools, including:	Practical technology concepts	Referenced in the concepts
						6.6.L.i a word processing document using digital typography standards such as page layout, font formatting, paragraph formatting, and list attributes;	7.6.L.i a word processing document using digital typography standards such as page layout, font formatting, paragraph formatting, and list attributes;	8.6.L.i a word processing document using digital typography standards such as page layout, font formatting, paragraph formatting, mail merge, and list attributes;	Practical technology concepts	Referenced in the concepts
						6.6.L.ii a spreadsheet workbook using basic computational and graphic components such as basic formulas and functions, data types, and chart generation;	7.6.L.ii a spreadsheet workbook using advanced computational and graphic components such as complex formulas, basic functions, data types, and chart generation;	8.6.L.ii a spreadsheet workbook using advanced computational and graphic components such as complex formulas, advanced functions, data types, and chart generation;	Practical technology concepts	Referenced in the concepts
						6.6.L.iii a database by manipulating components such as entering and searching for relevant data; and	7.6.L.iii a database by manipulating components such as defining fields, entering data, and designing layouts appropriate for reporting; and	8.6.L.iii a database by manipulating components, including defining fields, entering data, and designing layouts appropriate for reporting; and	Practical technology concepts	Referenced in the concepts
						6.6.L.iv a digital publication using relevant publication standards;	7.6.L.iv a digital publication using relevant publication standards;	8.6.L.iv a digital publication using relevant publication standards and graphic design principles;	Practical technology concepts	Rewrite for current items; too broad; perhaps define "relevant publication standards."
						6.6.M plan and create non-linear media projects using graphic design principles; and	7.6.M plan and create non-linear media projects using graphic design principles; and	8.6.M plan and create non-linear media projects using graphic design principles; and	Practical technology concepts	This work group recommends adding more specific or clarity for the general classroom teacher.
						6.6.N integrate two or more technology tools to create a new digital product.	7.6.N integrate two or more technology tools to create a new digital product.	8.6.N integrate two or more technology tools to create a new digital product.	Practical technology concepts	Referenced in the concepts