

Proposed Revisions

Texas Essential Knowledge and Skills

Technology Applications, Middle School

Prepared by the State Board of Education TEKS Review Committees

November 2010

These documents have been formatted for consistency and ease of review.

Proposed additions are shown in green font with underlines and proposed deletions are shown in red font with strikethroughs.

Comments in the margin provide explanations for proposed changes. The following notations were used as part of the explanations:

CRS—information added or changed to align with College Readiness Standards

ER—information added, changed, or deleted based on expert reviewer feedback

MV—multiple viewpoints from within the committee

VA—information added, changed, or deleted to increase vertical alignment

21st—information updated to 21st century technology trends, applications, and uses

Table of Contents

Technology Applications, Grade 6	1
Technology Applications, Grade 7	8
Technology Applications, Grade 8	15

§126.12. Technology Applications (Computer Literacy), Grades 6-8.

- (a) General requirements. Districts have the flexibility of offering technology applications (~~computer literacy~~) in a variety of settings, ~~including a specific class or integrated into other subject areas. Districts are encouraged to offer technology applications in all content areas. It may also be offered in a specific class while being integrated in all content areas.~~
- (b) Introduction.
- (1) The technology applications curriculum has ~~four six~~ strands: ~~foundations, information acquisition, work in solving problems, and communication based on the National Educational Technology Standards (NETS•S) and Performance Indicators for Students 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.~~
 - (2) Through the study of technology applications ~~foundations technology operations and concepts, including technology related terms, concepts, and data input strategies~~, students ~~learn to~~ make informed decisions ~~about by understanding current and emerging technologies and their applications. The efficient acquisition of information includes the identification of task requirements; the plan for using search strategies; and the use of technology to access, analyze, and evaluate the acquired information. By using technology as a tool that supports the work of individuals and groups in solving problems, students will select the technology appropriate for the task, synthesize knowledge, create a solution, and evaluate the results. Students communicate information in different formats and to diverse audiences. A variety of technologies will be used. Students will analyze and evaluate the results which include technology systems, appropriate digital tools, and personal learning networks. As responsible digital citizens and competent researchers, students use creative and computational thinking to solve problems while developing career and college readiness skills.~~
- (c) Knowledge and skills.
- ~~(1)(5) Creativity and innovation Information acquisition.~~ The student ~~acquires electronic information in a variety of formats, with appropriate supervision 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 bitmapped/~~ ~~and~~ vector graphics, ~~image,~~ video, and audio files;
 - ~~(B) demonstrate the ability to access, operate, and manipulate information from secondary storage and remote devices including CD-ROM/laser discs and on-line catalogs; and~~
 - ~~(B) create original works as a means of personal or group expression;~~
 - ~~(C) use on-line help and other documentation.~~

Comment [A1]: 21st – terminology updated.

Comment [A2]: Remove but use terminology in order to increase rigor in grade levels.

Comment [A3]: VA

Comment [A4]: RC

- (C) explore complex systems or issues using models, simulations, and new technologies such as making predictions, modifying input and reviewing results; and
- (D) discuss trends and possible outcomes.
- (2) Foundations. The student uses data input skills appropriate to the task. The student is expected to:
- (C) use digital keyboarding standards for data input such as one space after punctuation, the use of em/en dashes, and smart quotation marks; and
- (D) develop strategies for capturing digital files while conserving memory and retaining image quality.
- (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 communications, or other emerging technologies;
- (B) communicate effectively to multiple audiences using a variety of media and formats; and
- (C) read and discuss examples of technical writing.
- (3)(4) Research and information fluency Information acquisition. The student uses a variety of strategies to acquire information from electronic acquires, analyzes, and manages content from digital resources, with appropriate supervision. The student is expected to:
- (A) use strategies to locate and acquire desired information on LANs and WANs, including the Internet, intranet, and collaborative software; and
- (A) create a research plan to guide inquiry;
- (B) discuss and use various apply appropriate electronic search strategies, in the acquisition of information including keyword(s) and Boolean operators search strategies;
- (C) select and evaluate various types of digital resources for accuracy and validity; and
- (D) process data and 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;
- (B) plan and manage activities to develop a solution or complete a project;

Comment [A1]: 21st outdated terminology

Comment [A2]: Covered in 1A and 6G

Comment [A3]: CRS, ER, 21st,Comment [A4]: VA Will be included in 2B of NETS. Include in 7th grade to correlate with 7th grade ELA TEKS. 6th – Write the steps, 8th show mastery. Reward by grade level.Comment [A5]: CRS, 21st – appropriate supervision removed since this is a given now. These TEKS are student driven and not teacher driven, therefore, the term “appropriate supervision” should be removed. Updated to reflect college readiness standards.

Comment [A6]: ER

Comment [A7]: 21st – terminology updated to reflect new trends and terms.

- (C) collect and analyze data to identify solutions and make informed decisions;
 - (D) use multiple processes and diverse perspectives to explore alternative solutions;
 - (E) make informed decisions and support reasoning; and
 - (F) transfer current knowledge to the learning of newly encountered technologies.
- (5)(3) **Digital citizenship Foundations**. The student ~~complies with the laws and examines the issues regarding the use of technology in society~~ practices safe, responsible, legal, and ethical behavior while using technology tools and resources. The student is expected to:
- (A) ~~understand discuss~~ copyright principles, including current laws, fair use guidelines, creative commons, open source, and public domain laws/issues and model ethical acquisition and use of digital information, citing sources using established methods;
 - (B) practice ethical acquisition and standard methods for citing sources;
 - (C)(B) ~~practice demonstrate~~ safe and appropriate online behavior, personal security guidelines, proper digital identity, digital etiquette, and knowledge of acceptable use of technology while in an individual classroom, lab, or on the Internet and intranet; and
 - (D) ~~identify the impact of technology applications on society through research, interviews, and personal observation; and~~
 - (D)(E) ~~understand describe the consequences regarding copyright violations negative impact of inappropriate technology use, including, but not limited to, computer online bullying and harassment, hacking, computer piracy, intentional virus setting, and invasion of privacy; and piracy such as software, music, video and other media.~~
- (6) ~~Information acquisition. The student evaluates the acquired electronic information. The student is expected to:~~
- (A) ~~determine and employ methods to evaluate the electronic information for accuracy and validity;~~
 - (B) ~~resolve information conflicts and validate information through accessing, researching, and comparing data; and~~
 - (C) ~~demonstrate the ability to identify the source, location, media type, relevancy, and content validity of available information.~~
- (6)(4) **Technology operations and concepts Foundations**. The student demonstrates knowledge and appropriate use of hardware components, software programs, and their connections a thorough understanding of technology concepts, systems, and operations. The student is expected to:
- (A)(E) ~~define and use current~~ technology terminology appropriately ~~to the task~~;

Comment [A1]: 21st

Comment [A2]: Already addressed, repetitive.

Comment [A3]: 21st, RC specificity, updating terminology

- (B) compare, contrast, and appropriately use the various input, processing, output, and primary/secondary storage devices;
- (B) select technology tools based on licensing, application, and support;
- (C)(A) identify, understand, demonstrate knowledge and appropriate use of operating systems, software applications, and communication and networking components;
- (D) delineate and make necessary adjustments regarding compatibility issues including, but not limited to, digital file formats and cross platform connectivity;
- (D)(E) understand demonstrate the ability to select and use software applications, including the ability to select and use software for a defined task according to quality, appropriateness, effectiveness, and efficiency;
- (E) identify, understand, and use hardware systems;
- (F) understand troubleshooting techniques such as restarting systems, checking power issues, resolving software compatibility, verifying network connectivity, connecting to a remote resource, and modifying display properties;
- (G) demonstrate effective file management strategies such as naming conventions, location, backup, hierarchy, folder structure, file conversion tags, labels, and emerging digital organizational strategies;
- (H) use terminology related to the Internet appropriately including, but not limited to, electronic mail (e-mail), Uniform Resource Locators (URLs), electronic bookmarks, local area networks (LANs), wide area networks (WANs), World Wide Web (WWW) page, and HyperText Markup Language (HTML); and
- (F) perform basic software application functions including, but not limited to, opening an application program and creating, modifying, printing, and saving documents files;
- (I) compare and contrast LANs, WANs, Internet, and intranet.
- (H)(G) discuss explain the differences between analog and digital how changes in technology systems and give examples of each throughout history have impacted various areas of study; and
- (I)(3)(E) explain demonstrate knowledge of the relevancy of technology as it applies to college and career readiness, to future careers, life-long learning, and daily living for individuals of all ages;
- (J)(2)(A) demonstrate proficiency in the use of a variety of local and remote input devices sources such as mouse/track pad, keyboard, microphone, digital camera, printer, scanner, disk/disc, modem, CD ROM, or joystick;
- (K)(2)(B) demonstrate use keyboarding proficiency in techniques and posture ergonomic strategies while building speed and accuracy;

Comment [A4]: Addressed in 1A

Comment [A5]: CR Include addition of "application" to show advancing rigor at 7th grade.

Comment [A6]: VA, ER, Informal Feedback

Comment [A7]: RC Combine G,H,I because this fits within 1A & addressed in introduction.

Comment [A8]: Removed, covered in 6(D) too low of an expectation.

Comment [A9]: 21st Discusses how the history of technology has impacted content areas.

Comment [A10]: CR Moved from 3E for a better fit.

Comment [A11]: CRS moved to 1G.

Comment [A12]: ER

Comment [A13]: VA

(L)(7)(A) plan, create, and edit documents files created with a word processor using readable fonts, alignment, page setup, tables, and ruler settings; productivity tools, including:

- (i) a word processing document using digital typography standards such as page layout, font formatting, paragraph formatting, and list attributes;
- (ii)(7)(B) create and edit a spreadsheet workbook documents using basic computational and graphic components such as all data types, basic formulas and functions, data types, and chart generation information;
- (iii)(7)(C) plan, create, and edit databases by manipulating components such as defining fields, entering and searching for relevant data, and designing layouts appropriate for reporting; and
- (iv) a digital publication using relevant publication standards.

Comment [A25]: 21st – updated to show higher level thinking and more “process oriented skills” instead of “product oriented.”

Comment [A26]: ON second reading, add “including” to show increasing rigor for each grade level.

(M)(7)(D) plan and create proficiency in the use of multimedia authoring programs by creating linear or non-linear media projects incorporating text, audio, video, and graphics using graphic design principles; and

Comment [A27]: VA

(N)(7)(G) integrate two or more technology productivity tools into a document including, but not limited to, tables, charts and graphs, graphics from paint or draw programs, and mail merge; to create a new digital product.

(7) Solving problems. The student uses appropriate computer based productivity tools to create and modify solutions to problems. The student is expected to:

- (E) create a document using desktop publishing techniques including, but not limited to, the creation of multi column or multi section documents with a variety of graphic tools found in draw and paint applications;
- (F) differentiate between and demonstrate the appropriate use of a variety of graphic tools found in draw and paint applications;
- (H) use interactive virtual environments, appropriate to level, such as virtual reality or simulations;
- (I) use technical writing strategies to create products such as a technical instruction guide; and
- (J) use foundation and enrichment curricula in the creation of products.

(8) Solving problems. The student uses research skills and electronic communication, with appropriate supervision, to create new knowledge. The student is expected to:

- (A) participate with electronic communities as a learner, initiator, contributor, and teacher/mentor;

- (B) complete tasks using technological collaboration such as sharing information through on line communications;
- (C) use groupware, collaborative software, and productivity tools to create products;
- (D) use technology in self directed activities by sharing products for defined audiences; and
- (E) integrate acquired technology applications skills, strategies, and use of the word processor, database, spreadsheet, telecommunications, draw, paint, and utility programs into the foundation and enrichment curricula.
- (9) Solving problems. The student uses technology applications to facilitate evaluation of work, both process and product. The student is expected to:
- (A) design and implement procedures to track trends, set timelines, and review/ evaluate progress for continual improvement in process and product; and
- (B) resolve information conflicts and validate information through research and comparison of data.
- (10) Communication. The student formats digital information for appropriate and effective communication. The student is expected to:
- (A) use productivity tools to create effective document files for defined audiences such as slide shows, posters, multimedia presentations, newsletters, brochures, or reports;
- (B) demonstrate the use of a variety of layouts in a database to communicate information appropriately including horizontal and vertical layouts;
- (C) create a variety of spreadsheet layouts containing descriptive labels and page settings;
- (D) demonstrate appropriate use of fonts, styles, and sizes, as well as effective use of graphics and page design to effectively communicate; and
- (E) match the chart style to the data when creating and labeling charts.
- (11) Communication. The student delivers the product electronically in a variety of media, with appropriate supervision. The student is expected to:
- (A) publish information in a variety of ways including, but not limited to, printed copy, monitor display, Internet documents, and video;
- (B) design and create interdisciplinary multimedia presentations for defined audiences including audio, video, text, and graphics; and
- (C) use telecommunication tools for publishing such as Internet browsers, video conferencing, or distance learning.
- (12) Communication. The student uses technology applications to facilitate evaluation of communication, both process and product. The student is expected to:

Comment [A28]: 21st – deleted because it has been covered in 2A above.

Comment [A29]: 21st – deleted because it has been covered in 2B above.

Comment [A30]: ER, 21st – covered above. This is a teacher expectation, not student expectation.

Comment [A31]: VA, ER - Split between 1D and 4B. Separated tracking trends and group/project tasks because they are different levels of thinking skills.

Comment [A32]: RC - Included in 3B, redundancy.

- (A) design and implement procedures to track trends, set timelines, and review and evaluate the product using technology tools such as database managers, daily/monthly planners, and project management tools;
- (B) determine and employ technology specifications to evaluate projects for design, content delivery, purpose, and audience, demonstrating that process and product can be evaluated using established criteria or rubrics;
- (C) select representative products to be collected and stored in an electronic evaluation tool; and
- (D) evaluate the product for relevance to the assignment or task.

DRAFT

§126.12. Technology Applications (Computer Literacy), Grades 6-8⁷.

- (a) General requirements. Districts have the flexibility of offering technology applications (~~computer literacy~~) in a variety of settings, ~~including a specific class or integrated into other subject areas. Districts are encouraged to offer technology applications in all content areas. They may also be offered in a specific class while being integrated in all content areas.~~
- (b) Introduction.
- (1) The technology applications curriculum has ~~four six~~ strands: ~~foundations, information acquisition, work in solving problems, and communication based on the National Educational Technology Standards (NETS•S) and Performance Indicators for Students 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.~~
- (2) Through the study of technology applications ~~foundations, including technology related terms, concepts, and data input strategies~~, students ~~learn to~~ make informed decisions ~~about~~ by understanding current and emerging technologies ~~and their applications. The efficient acquisition of information includes the identification of task requirements; the plan for using search strategies; and the use of technology to access, analyze, and evaluate the acquired information. By using technology as a tool that supports the work of individuals and groups in solving problems, students will select the technology appropriate for the task, synthesize knowledge, create a solution, and evaluate the results. Students communicate information in different formats and to diverse audiences. A variety of technologies will be used. Students will analyze and evaluate the results which include technology systems, appropriate digital tools, and personal learning networks. As responsible digital citizens and competent researchers, students use creative and computational thinking to solve problems while developing career and college readiness skills.~~
- (c) Knowledge and skills.
- (1)(5) ~~Creativity and innovation Information acquisition.~~ The student ~~acquires electronic information in a variety of formats, with appropriate supervision 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, ~~bitmapped/raster and~~ vector graphics, ~~image,~~ video, and audio files;
- (B) ~~demonstrate the ability to access, operate, and manipulate information from secondary storage and remote devices including CD ROM/laser discs and on-line catalogs; and~~
- (B) create and present original works as a means of personal or group expression;
- (C) ~~use on-line help and other documentation.~~

Comment [A33]: RC

Comment [A34]: 21st – terminology updated.

Comment [A35]: VA

Comment [A36]: RC

- (C) explore complex systems or issues using models, simulations, and new technologies such as making predictions, modifying input and reviewing results; and
- (D) discuss trends and make predictions.
- (2) ~~Foundations. The student uses data input skills appropriate to the task. The student is expected to:~~
- (E) ~~use digital keyboarding standards for data input such as one space after punctuation, the use of em/en dashes, and smart quotation marks; and~~
- (F) ~~develop strategies for capturing digital files while conserving memory and retaining image quality;~~
- (2)(8) Communication and collaboration Solving problems. The student uses research skills and electronic communication, with appropriate supervision, to create new knowledge collaborates and communicates both locally and globally to reinforce and promote learning. The student is expected to:
- (A) participate with electronic communities as a learner, initiator, contributor, and teacher/mentor;
- (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;
- (B) complete tasks using technological collaboration such as sharing information through on-line communications;
- (B) communicate effectively with multiple audiences using a variety of media and formats; and
- (C) use groupware, collaborative software, and productivity tools to create products;
- (C) create products using technical writing strategies.
- (D) use technology in self-directed activities by sharing products for defined audiences; and
- (E) integrate acquired technology applications skills, strategies, and use of the word processor, database, spreadsheet, telecommunications, draw, paint, and utility programs into the foundation and enrichment curricula.
- (3)(4) Research and information fluency Information acquisition. The student acquires, analyzes, and manages content from digital uses a variety of strategies to acquire information from electronic resources, with appropriate supervision. The student is expected to:
- (A) use strategies to locate and acquire desired information on LANs and WANs, including the Internet, intranet, and collaborative software; and
- (A) create a research plan to guide inquiry;

Comment [A1]: 21st outdated terminology.

Comment [A2]: Covered in 1A and 6G

Comment [A3]: CRS, ER, 21st,

Comment [A4]: 21st

Comment [A5]: VA

Comment [A6]: 21st

Comment [A7]: ER, 21st – covered in 4. This is a teacher expectation, not student expectation.

Comment [A8]: CRS, 21st - appropriate supervision removed since this is a given now. These TEKS are student driven and not teacher driven, therefore, the term “appropriate supervision” should be removed. Updated to reflect college readiness standards.

- (B) use and evaluate various apply appropriate electronic search strategies, in the acquisition of information including keyword(s) and Boolean search strategies; operators;
- (C) select and evaluate various types of digital resources for accuracy and validity; and
- (D) process data and 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;
- (B) plan and manage activities to develop a solution or complete a project;
- (C) collect and analyze data to identify solutions and make informed decisions;
- (D) use multiple processes and diverse perspectives to explore alternative solutions;
- (E) make informed decisions and support reasoning; and
- (F) transfer current knowledge to the learning of newly encountered technologies.
- (5)(3) Digital citizenship Foundations. The student complies with the laws and examines the issues regarding the use of technology in society 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 discuss copyright laws, issues and model ethical acquisition and use of digital information, citing sources using established methods fair use guidelines, creative commons, open source, and public domain;
- (B) practice ethical acquisition and standard methods for citing sources;
- (C)(4) practice and explain safe and appropriate online behavior, personal security guidelines, digital identity, demonstrate proper digital etiquette, and knowledge of acceptable use of technology while in an individual classroom, lab, or on the Internet and intranet; and
- (D)(5) understand describe the consequences regarding copyright violations negative impact of inappropriate technology use, including, but not limited to, computer online bullying and harassment, hacking, computer piracy, intentional virus setting, and invasion of privacy, and piracy such as software, music, video and other media.
- (D) identify the impact of technology applications on society through research, interviews, and personal observation; and

Comment [A45]: ER

Comment [A46]: 21st – terminology updated to reflect new trends and terms.

Comment [A47]: 21st

Comment [A48]: 21st, RC specificity, updating terminology

Comment [A49]: Already addressed, repetitive.

- (6) ~~Information acquisition. The student evaluates the acquired electronic information. The student is expected to:~~
- (A) ~~determine and employ methods to evaluate the electronic information for accuracy and validity;~~
 - (B) ~~resolve information conflicts and validate information through accessing, researching, and comparing data; and~~
 - (C) ~~demonstrate the ability to identify the source, location, media type, relevancy, and content validity of available information.~~
- (6)(+) ~~Technology operations and concepts Foundations. The student demonstrates knowledge and appropriate use of hardware components, software programs, and their connections a thorough understanding of technology concepts, systems, and operations. The student is expected to:~~
- (A) ~~E) define and use current technology terminology appropriately to the task;~~
 - (B) ~~compare, contrast, and appropriately use the various input, processing, output, and primary/secondary storage devices;~~
 - (B) ~~select and apply technology tools based on licensing, application, and support;~~
 - (C)(A) ~~identify, understand, and demonstrate knowledge and appropriate use of operating systems, software applications, and communication and networking components;~~
 - (D) ~~delineate and make necessary adjustments regarding compatibility issues including, but not limited to, digital file formats and cross platform connectivity;~~
 - (D)(C) ~~understand demonstrate the ability to select and use software applications, including the ability to select and use software for a defined task according to quality, appropriateness, effectiveness, and efficiency;~~
 - (E) ~~understand and use hardware systems;~~
 - (F) ~~perform basic software application functions including, but not limited to, opening an application and creating, modifying, printing, and saving documents;~~
 - (F) ~~understand troubleshooting techniques such as restarting systems, checking power issues, resolving software compatibility, verifying network connectivity, and modifying display properties;~~
 - (G) ~~implement effective file management strategies such as naming conventions, location, backup, hierarchy, folder structure, file conversion, tags, labels, and emerging digital organizational strategies;~~
 - (H) ~~use terminology related to the Internet appropriately including, but not limited to, electronic mail (e-mail), Uniform Resource Locators (URLs), electronic bookmarks, local area networks (LANs), wide area networks~~

Comment [A50]: VA, RC

Comment [A51]: CR 7th grade rigor should include...Comment [A52]: CR Include addition of "application" to show advancing rigor at 7th grade.

Comment [A53]: VA, ER

Comment [A54]: Informal Feedback

- ~~(WANs), World Wide Web (WWW) page, and HyperText Markup Language (HTML); and~~
- ~~(H)(G)~~ explain how changes in technology throughout history have impacted various areas of study the differences between analog and digital technology systems and give examples of each.
- ~~(I)~~ compare and contrast LANs, WANs, Internet, and intranet.
- ~~(I)(3)(E)~~ explain demonstrate knowledge of the relevancy of technology as it applies to college and career readiness, to future careers, life-long learning, and daily living for individuals of all ages.
- ~~(J)(2)(A)~~ demonstrate proficiency in the use of a variety of local and remote input sources devices such as mouse/track pad, keyboard, microphone, digital camera, printer, scanner, disk/disc, modem, CD ROM, or joystick;
- ~~(K)(2)(B)~~ use demonstrate keyboarding proficiency in techniques and ergonomic strategies and posture while building speed and accuracy;
- ~~(L)(7)(A)~~ plan, create, and edit documents created files with productivity tools, including a word processor using readable fonts, alignment, page setup, tables, and ruler settings;
- ~~(i)~~ a word processing document using digital typography standards such as page layout, font formatting, paragraph formatting, and list attributes;
 - ~~(ii)(7)(B)~~ create and edit a spreadsheet workbook documents using advanced computational and graphic components such as complex formulas, basic functions, all data types, formulas and functions, and chart information generation;
 - ~~(iii)(7)(C)~~ a plan, create, and edit databases by manipulating components such as defining fields, entering data, and designing layouts appropriate for reporting; and
 - ~~(iv)(7)(E)~~ a digital publication using relevant publication standards, create a document using desktop publishing techniques including, but not limited to, the creation of multi column or multi section documents with a variety of text wrapped frame formats;
- ~~(M)(7)(D)~~ plan and create demonstrate proficiency in the use of multimedia authoring programs by creating linear or non-linear media projects using graphic design principles incorporating text, audio, video, and graphics; and
- ~~(N)~~ integrate two or more technology tools to create a new digital product.
- ~~(7)~~ Solving problems. The student uses appropriate computer based productivity tools to create and modify solutions to problems. The student is expected to:

Comment [A55]: RC Combine G,H,I because this fits within 1A & addressed in introduction.

Comment [A56]: 21st Discusses how the history of technology has impacted content areas.

Comment [A57]: CR Moved from 3E for a better fit.

Comment [A58]: CRS moved to 1G.

Comment [A59]: ER – emerging technologies can include wireless devices.

Comment [A60]: VA

Comment [A61]: 21st – updated to show higher level thinking and more “process oriented skills” instead of “product oriented.”

Comment [A62]: ER

Comment [A63]: VA

- (F) differentiate between and demonstrate the appropriate use of a variety of graphic tools found in draw and paint applications;
- (G) integrate two or more productivity tools into a document including, but not limited to, tables, charts and graphs, graphics from paint or draw programs, and mail merge;
- (H) use interactive virtual environments, appropriate to level, such as virtual reality or simulations;
- (I) use technical writing strategies to create products such as a technical instruction guide; and
- (J) use foundation and enrichment curricula in the creation of products.
- (9) Solving problems. The student uses technology applications to facilitate evaluation of work, both process and product.
- (A) design and implement procedures to track trends, set timelines, and review/evaluate progress for continual improvement in process and product; and
- (B) resolve information conflicts and validate information through research and comparison of data.
- (10) Communication. The student formats digital information for appropriate and effective communication. The student is expected to:
- (A) use productivity tools to create effective document files for defined audiences such as slide shows, posters, multimedia presentations, newsletters, brochures, or reports;
- (B) demonstrate the use of a variety of layouts in a database to communicate information appropriately including horizontal and vertical layouts;
- (C) create a variety of spreadsheet layouts containing descriptive labels and page settings;
- (D) demonstrate appropriate use of fonts, styles, and sizes, as well as effective use of graphics and page design to effectively communicate; and
- (E) match the chart style to the data when creating and labeling charts.
- (11) Communication. The student delivers the product electronically in a variety of media, with appropriate supervision. The student is expected to:
- (A) publish information in a variety of ways including, but not limited to, printed copy, monitor display, Internet documents, and video;
- (B) design and create interdisciplinary multimedia presentations for defined audiences including audio, video, text, and graphics; and
- (C) use telecommunication tools for publishing such as Internet browsers, video conferencing, or distance learning.
- (12) Communication. The student uses technology applications to facilitate evaluation of communication, both process and product. The student is expected to:

Comment [A64]: 21st removed due to obsolescence and coverage under multimedia tools. May include paint/draw in multimedia when separated by grade level. Move to ISTE 4 because it is a critical thinking/problem solving skill.

Comment [A65]: Addressed in O

Comment [A66]: VA, ER - Split between 1D and 4B. Separated tracking trends and group/project tasks because they are different levels of thinking skills.

Comment [A67]: RC - Included in 3B, redundancy.

- (A) design and implement procedures to track trends, set timelines, and review and evaluate the product using technology tools such as database managers, daily/monthly planners, and project management tools;
- (B) determine and employ technology specifications to evaluate projects for design, content delivery, purpose, and audience, demonstrating that process and product can be evaluated using established criteria or rubrics;
- (C) select representative products to be collected and stored in an electronic evaluation tool; and
- (D) evaluate the product for relevance to the assignment or task.

DRAFT

§126.12. Technology Applications (Computer Literacy), Grades 6-8.

- (a) General requirements. Districts have the flexibility of offering technology applications (~~computer literacy~~) in a variety of settings, ~~including a specific class or integrated into other subject areas. Districts are encouraged to offer technology applications in all content areas. They may also be offered in a specific class while being integrated in all content areas.~~
- (b) Introduction.
- (1) The technology applications curriculum has ~~four six strands: foundations, information acquisition, work in solving problems, and communication based on the National Educational Technology Standards (NETS•S) and Performance Indicators for Students 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.~~
 - (2) Through the study of technology applications ~~foundations, including technology related terms, concepts, and data input strategies~~, students ~~learn to~~ make informed decisions ~~about~~ by understanding current and emerging technologies ~~and their applications. The efficient acquisition of information includes the identification of task requirements; the plan for using search strategies; and the use of technology to access, analyze, and evaluate the acquired information. By using technology as a tool that supports the work of individuals and groups in solving problems, students will select the technology appropriate for the task, synthesize knowledge, create a solution, and evaluate the results. Students communicate information in different formats and to diverse audiences. A variety of technologies will be used. Students will analyze and evaluate the results which include technology systems, appropriate digital tools, and personal learning networks. As responsible digital citizens and competent researchers, students use creative and computational thinking to solve problems while developing career and college readiness skills.~~
- (c) Knowledge and skills.
- (1)(5) Creativity and innovation Information acquisition. The student ~~acquires electronic information in a variety of formats, with appropriate supervision 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 including~~ text, ~~raster and bitmapped/~~ vector graphics, ~~image,~~ video, and audio files;
 - (B) ~~demonstrate the ability to access, operate, and manipulate information from secondary storage and remote devices including CD ROM/laser discs and on-line catalogs; and~~
 - (B) create, present, and publish original works as a means of personal or group expression;
 - (C) ~~use on-line help and other documentation.~~

Comment [A68]: 21st – terminology updated.

Comment [A69]: VA

Comment [A70]: RC

- (C) explore complex systems or issues using models, simulations, and new technologies such as developing hypotheses, modifying input, and analyzing results; and
- (D) analyze trends and forecast possibilities.
- (2) ~~Foundations. The student uses data input skills appropriate to the task. The student is expected to:~~
- (E) ~~use digital keyboarding standards for data input such as one space after punctuation, the use of em/en dashes, and smart quotation marks; and~~
- (F) ~~develop strategies for capturing digital files while conserving memory and retaining image quality;~~
- (2)(8) Communication and collaboration Solving problems. The student uses research skills and electronic communication, with appropriate supervision, to create new knowledge; collaborates and communicates both locally and globally to reinforce and promote learning. The student is expected to:
- (A) participate with electronic communities as a learner, initiator, contributor, and teacher/mentor;
- (A) create and manage personal learning networks to collaborate and publish with peers, experts, or others using digital tools such as blogs, wikis, and audio/video communication;
- (B) complete tasks using technological collaboration such as sharing information through on-line communications;
- (B) communicate effectively to multiple audiences using a variety of media and formats; and
- (C) use groupware, collaborative software, and productivity tools to create products;
- (C) create and publish products using technical writing strategies.
- (D) use technology in self-directed activities by sharing products for defined audiences; and
- (E) integrate acquired technology applications skills, strategies, and use of the word processor, database, spreadsheet, telecommunications, draw, paint, and utility programs into the foundation and enrichment curricula.
- (3)(4) Research and information fluency Information acquisition. The student acquires, analyzes, and manages content from digital uses a variety of strategies to acquire information from electronic resources, with appropriate supervision. The student is expected to:
- (A) use strategies to locate and acquire desired information on LANs and WANs, including the Internet, intranet, and collaborative software; and
- (A) create a research plan to guide inquiry;

Comment [A1]: 21st outdated terminology.

Comment [A2]: Moved to 1A and 6G

Comment [A3]: CRS, ER, 21st,

Comment [A4]: 21st – deleted because it has been covered in 2A above.

Comment [A5]: VA Will be included in 2B of NETS. Include in 7th grade to correlate with 7th grade ELA TEKS. 6th – Write the steps, 8th show mastery. Reward by grade level.

Comment [A6]: 21st – deleted because it has been covered in 2B above.

Comment [A7]: ER, 21st – covered in 4. This is a teacher expectation, not student expectation.

Comment [A8]: CRS, 21st - appropriate supervision removed since this is a given now. These TEKS are student driven and not teacher driven, therefore, the term “appropriate supervision” should be removed. Updated to reflect college readiness standards.

- (B) plan, use, and evaluate various apply appropriate electronic search strategies, in the acquisition of information including keyword(s) and Boolean search strategies operators;
- (C) select and evaluate various types of digital resources for accuracy and validity; and
- (D) process data and 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;
- (B) plan and manage activities to develop a solution or complete a project;
- (C) collect and analyze data to identify solutions and make informed decisions;
- (D) use multiple processes and diverse perspectives to explore alternative solutions;
- (E) make informed decisions and support reasoning; and
- (F) transfer current knowledge to the learning of newly encountered technologies.
- (5)(3) Digital citizenship Foundations. The student complies with the laws and examines the issues regarding the use of technology in society practices safe, responsible, legal, and ethical behavior while using technology tools and resources. The student is expected to:
- (A) understand, explain, and practice discuss copyright principles, including current laws, issues and model ethical acquisition and use of digital information, citing sources using established methods fair use guidelines, creative commons, open source, and public domain;
- (B) practice and explain ethical acquisition and standard methods for citing sources;
- (C)(B) practice and explain safe and appropriate online behavior, personal security guidelines, digital identity, demonstrate proper digital etiquette, and knowledge of acceptable use of technology while in an individual classroom, lab, or on the Internet and intranet; and
- (D)(C) understand and explain describe the consequences regarding copyright violations negative impact of inappropriate technology use, including, but not limited to, computer online bullying and harassment, hacking, computer piracy, intentional virus setting, and invasion of privacy, and piracy such as software, music, video and other media.
- (D) identify the impact of technology applications on society through research, interviews, and personal observation; and

Comment [A79]: ER

Comment [A80]: 21st – terminology updated to reflect new trends and terms.Comment [A81]: 21st C

Comment [A82]: ER

Comment [A83]: 21st, RC specificity, updating terminology

Comment [A84]: Already addressed, repetitive.

- (6) ~~Information acquisition. The student evaluates the acquired electronic information. The student is expected to:~~
- (A) ~~determine and employ methods to evaluate the electronic information for accuracy and validity;~~
 - (B) ~~resolve information conflicts and validate information through accessing, researching, and comparing data; and~~
 - (C) ~~demonstrate the ability to identify the source, location, media type, relevancy, and content validity of available information.~~
- (6)(+) ~~Technology operations and concepts Foundations.~~ The student demonstrates knowledge and appropriate use of hardware components, software programs, and their connections a thorough understanding of technology concepts, systems, and operations. The student is expected to:
- (A)(E) ~~define and use current technology terminology appropriately to the task;~~
 - (B) ~~compare, contrast, and appropriately use the various input, processing, output, and primary/secondary storage devices;~~
 - (B) ~~evaluate and select technology tools based on licensing, application, and support;~~
 - (C)(A) ~~identify, understand, and demonstrate knowledge and appropriate use of operating systems, software applications, and communication and networking components;~~
 - (D) ~~delineate and make necessary adjustments regarding compatibility issues including, but not limited to, digital file formats and cross platform connectivity;~~
 - (D)(C) ~~understand demonstrate the ability to select and use software applications, including the ability to select and use software for a defined task according to quality, appropriateness, effectiveness, and efficiency;~~
 - (E) ~~identify, understand and use hardware systems;~~
 - (F) ~~perform basic software application functions including, but not limited to, opening an application program and creating, modifying, printing, and saving documents files;~~
 - (F) ~~apply troubleshooting techniques, including restarting systems, checking power issues, resolving software compatibility, verifying network connectivity, connecting to a remote resource, and modifying display properties;~~
 - (G) ~~implement effective file management strategies such as naming conventions, location, backup, hierarchy, folder structure, file conversion, tags, labels, and emerging digital organizational strategies;~~
 - (H) ~~use terminology related to the Internet appropriately including, but not limited to, electronic mail (e-mail), Uniform Resource Locators (URLs), electronic bookmarks, local area networks (LANs), wide area networks~~

Comment [A85]: CR Include addition of "application" to show advancing rigor at 7th grade.

Comment [A86]: ER

Comment [A87]: ER, VA

Comment [A88]: Informal feedback, addresses the use of "tags" or "labels."

Comment [A89]: RC Combine G,H,I because this fits within 1A & addressed in introduction.

- ~~(WANs), World Wide Web (WWW) page, and HyperText Markup Language (HTML); and~~
- (H)(G) evaluate how changes in technology throughout history have impacted various areas of study explain the differences between analog and digital technology systems and give examples of each;
- ~~(I)~~ compare and contrast LANs, WANs, Internet, and intranet
- ~~(I)(3)(E)~~ evaluate demonstrate knowledge of the relevancy of technology as it applies to college and career readiness, to future careers, life-long learning, and daily living for individuals of all ages;
- ~~(J)(2)(A)~~ demonstrate proficiency in the use of a variety of local and remote input sources devices such as mouse/track pad, keyboard, microphone, digital camera, printer, scanner, disk/disc, modem, CD ROM, or joystick;
- ~~(K)(2)(B)~~ use demonstrate keyboarding proficiency in techniques and ergonomic strategies and posture while building speed and accuracy;
- ~~(L)(7)(A)~~ plan, create, and edit documents files created with productivity tools including a word processor using readable fonts, alignment, page setup, tables, and ruler settings;
- (i) a word processing document using digital typography standards such as page layout, font formatting, paragraph formatting, mail merge, and list attributes;
 - (ii)~~(7)(B)~~ a create and edit spreadsheet workbook documents using advanced computational and graphic components such as complex formulas, advanced functions, all data types, formulas and functions, and chart information generation;
 - (iii)~~(7)(C)~~ a plan, create, and edit databases by manipulating components, including defining fields, entering data, and designing layouts appropriate for reporting; and
 - (iv)~~(7)(E)~~ a digital publication using relevant publication standards and graphic design principles, create a document using desktop publishing techniques including, but not limited to, the creation of multi column or multi section documents with a variety of text wrapped frame formats;
- ~~(M)(7)(D)~~ plan and create demonstrate proficiency in the use of authoring programs by creating linear or non-linear media projects using graphic design principles integrating incorporating text, audio, video, and graphics; and
- (N) integrate two or more technology tools to create a new digital product.
- ~~(7)~~ Solving problems. The student uses appropriate computer based productivity tools to create and modify solutions to problems. The student is expected to:

Comment [A90]: 21st Discusses how the history of technology has impacted content areas.

Comment [A91]: CR Moved from 3E for a better fit.

Comment [A92]: ER

Comment [A93]: VA

Comment [A94]: 21st – updated to show higher level thinking and more “process oriented skills” instead of “product oriented.”

- (F) differentiate between and demonstrate the appropriate use of a variety of graphic tools found in draw and paint applications;
- (G) integrate two or more productivity tools such as, documents, presentations, tables, charts and graphs, graphics from paint or draw programs, and mail merge, and online resources, into a document product including, but not limited to;
- (9) Solving problems. The student uses technology applications to facilitate evaluation of work, both process and product.
- (A) design and implement procedures to track trends, set timelines, and review/evaluate progress for continual improvement in process and product; and
- (B) resolve information conflicts and validate information through research and comparison of data;
- (10) Communication. The student formats digital information for appropriate and effective communication. The student is expected to:
- (A) use productivity tools to create effective document files for defined audiences such as slide shows, posters, multimedia presentations, newsletters, brochures, or reports;
- (B) demonstrate the use of a variety of layouts in a database to communicate information appropriately including horizontal and vertical layouts;
- (C) create a variety of spreadsheet layouts containing descriptive labels and page settings;
- (D) demonstrate appropriate use of fonts, styles, and sizes, as well as effective use of graphics and page design to effectively communicate; and
- (E) match the chart style to the data when creating and labeling charts.
- (11) Communication. The student delivers the product electronically in a variety of media, with appropriate supervision. The student is expected to:
- (A) publish information in a variety of ways including, but not limited to, printed copy, monitor display, Internet documents, and video;
- (B) design and create interdisciplinary multimedia presentations for defined audiences including audio, video, text, and graphics; and
- (C) use telecommunication tools for publishing such as Internet browsers, video conferencing, or distance learning.
- (12) Communication. The student uses technology applications to facilitate evaluation of communication, both process and product. The student is expected to:
- (A) design and implement procedures to track trends, set timelines, and review and evaluate the product using technology tools such as database managers, daily/monthly planners, and project management tools;

Comment [A95]: 21st removed due to obsolescence and coverage under multimedia tools. May include paint/draw in multimedia when separated by grade level. Move to ISTE 4 because it is a critical thinking/problem solving skill.

Comment [A96]: VA, ER - Split between 1D and 4B. Separated tracking trends and group/project tasks because they are different levels of thinking skills.

Comment [A97]: RC - Included in 3B, redundancy.

- (B) determine and employ technology specifications to evaluate projects for design, content delivery, purpose, and audience, demonstrating that process and product can be evaluated using established criteria or rubrics;
- (C) select representative products to be collected and stored in an electronic evaluation tool; and
- (D) evaluate the product for relevance to the assignment or task.

DRAFT