Career and Technical Education TEKS Review, August 2021

Proposed New Chapter 127, Texas Essential Knowledge and Skills for Career Development, Subchapter O, Science, Technology, Mathematics, and Engineering

Programs of Study:

- Biomedical Science
- Engineering
- Programming and Software Design

The document reflects proposed new CTE TEKS that the State Board of Education (SBOE) will consider for first reading and filing authorization at the August/September 2021 SBOE meeting for the following programs of study from the Science, Technology, Mathematics, and Engineering (STEM) Career Cluster: Biomedical Science, Engineering, and Programming and Software Design.

Suggested adjustments where language warranted clarification are included in the document. Proposed additions are shown in bold, green font with double underline (**additions**). Proposed deletions are shown in bold, red font with strikethroughs (**~~deletions~~**). Text proposed to be moved from its current location is shown in purple italicized font with strikethrough (***~~moved text~~***) and is shown in the proposed new location in purple italicized font with double underlines (***new location***).

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§127.778. Principles of Bioscience (One Credit), Adopted 2021.

(a) General requirements. This course is recommended for students in Grades 9 and 10. Students shall be awarded one credit for successful completion of this course.

(b) Introduction.

(1) Career and technical education instruction provides content aligned with challenging academic standards, industry-relevant technical knowledge, and college and career readiness skills for students to further their education and succeed in current and emerging professions.

(2) The Science, Technology, Engineering, and Mathematics (STEM) Career Cluster focuses on planning, managing, and providing scientific research and professional and technical services such as laboratory and testing services and research and development services.

(3) Principles of Bioscience provides an overview of biotechnology, bioengineering, and related fields. Topics related to genetics, proteins, and nucleic acids reinforce the applications of Biology content. Students will further study the increasingly important agricultural, environmental, economic, and political roles of bioenergy and biological remediation; the roles of nanoscience and nanotechnology in biotechnology medical research; and future trends in biological science and biotechnology.

(4) Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.

(5) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.

(c) Knowledge and skills.

(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:

(A) demonstrate how to dress appropriately, speak politely, and conduct oneself in a manner appropriate for the profession;

(B) show the ability to cooperate, contribute, and collaborate as a member of a group in an effort to achieve a positive collective outcome;

(C) present written and oral communication in a clear, concise, and effective manner;

(D) demonstrate time-management skills in prioritizing tasks, following schedules, and performing goal-relevant activities in a way that produces efficient results; and

(E) demonstrate punctuality, dependability, reliability, and responsibility in performing assigned tasks as directed.

(2) The student explores biotechnology career opportunities. The student is expected to:

(A) determine interests in the field of biotechnology through explorations such as career assessments, interactions with biotechnology professionals, media, and literature;

(B) identify career options in the field of biotechnology;

(C) identify reliable sources of career information;

(D) research and communicate interests, knowledge, educational level, abilities, and skills needed in a biotechnology-related occupation;

(E) identify conventional and non-conventional career opportunities that match interests and aptitudes;

(F) research applications of biotechnology in medicine, the environment, and settings such as pharmaceutical, agricultural, and industrial;

(G) use technology to research biotechnology topics, including identifying and selecting appropriate scholarly references; and

(H) analyze and discuss professional publications such as academic and peer-reviewed journals and technical reports.

(3) The student evaluates ethical and legal issues in biotechnology. The student is expected to:

(A) identify current ethical and legal issues;

(B) describe the history of biotechnology and related ethical and legal issues;

(C) discuss legal and technology issues for at least two biotechnology-related areas; and

(D) analyze examples of biotechnology views supported by objective and subjective sources such as scientific data, economic data, and sociocultural contexts.

(4) The student examines federal, state, local, and industry regulations as applied to biotechnological processes through researching credible sources. The student is expected to:

(A) identify local, state, and federal agencies responsible for regulating the biotechnology industry such as the U.S. Department of Agriculture (USDA), the Environmental Protection Agency (EPA), the U.S. Food and Drug Administration (FDA), and the Centers for Disease Control and Prevention (CDC);

(B) identify professional organizations participating in the development of biotechnology policies;

(C) identify and define terms related to biotechnology regulations such as Good Laboratory Practices (GLP), Good Manufacturing Practices (GMP), and Globally Harmonized System (GHS); and

(D) outline the methods and procedures used in biotechnology laboratories to follow local, state, and federal regulations such as those in the agricultural and health areas.

(5) The student demonstrates knowledge of the business climate for biotechnology industry sectors in the current market. The student is expected to:

(A) identify professional publications;

(B) identify the various biotechnology industry sectors;

(C) investigate and report on career opportunities in the biotechnology industry sectors; and

(D) identify professional organizations such as those at the local, state, and national levels.

(6) The student researches and exhibits employability skills that support a career in the biotechnology industry. The student is expected to:

(A) demonstrate verbal, non-verbal, written, and electronic communication skills;

(B) demonstrate skills used to secure and maintain employment;

(C) demonstrate appropriate workplace etiquette;

(D) display productive work habits and attitudes; and

(E) identify appropriate safety equipment and practices as outlined in Texas Education Agency-approved and industry-approved safety standards such as the use of personal protective equipment (PPE) and safety data sheets (SDS).

(7) The student investigates how biotechnology impacts the origins of waste and resource recovery. The student is expected to:

(A) identify biotechnology manufacturing processes and their end products, including waste and marketable products;

(B) explore the impacts of waste on biotic and abiotic factors in the environment such as effects on biological life cycles and pollution from nonbiodegradable single-use materials and microplastics;

(C) analyze the results of manufacturing refuse;

(D) explain the negative impacts of waste with respect to the individual, society, and the global population;

(E) investigate solutions to waste through bioremediation; and

(F) investigate evidence supporting waste management through regulations, public policy, and technology development.

(8) The student examines the relationship of biotechnology to the development of commercial products. The student is expected to:

(A) identify applications of agricultural biotechnology such as selective breeding of livestock and plants, aquaculture, horticultural products, and genetically modified organisms;

(B) identify applications of industrial biotechnology such as fermented food and beverages, genetically engineered proteins for industry, biocatalysts, bio polymers, biosensors, bioremediation, and biofuels;

(C) identify applications of medical and pharmaceutical biotechnology such as genetically modified cells, antibodies, vaccine and gene therapy, genetic testing for human disease/disorders, three-dimensional bio-printing, and medicines from plants, animals, fungi, and bacteria;

(D) identify applications of research and development in biotechnology such as deoxyribonucleic acid (DNA) and protein synthesis and sequencing, genetic testing and screening, DNA identification, RNAi, siRNA, miRNA, the CRISPR/Cas9 system, and synthetic biology;

(E) identify the applications of biotechnology in the fields of forensics, law enforcement, nanotechnology, and bioinformatics;

(F) research ethical considerations, laws, and regulations for biotechnological applications such as bioinformatics, genetic engineering, and nanotechnology; and

(G) identify the function of laboratory equipment, including a microscope, thermocycler, pH meter, hot plate stirrer, electronic balance, autoclave, centrifuge, transilluminator, micropipette, incubator, electrophoresis unit, vortex mixer, water bath, laboratory glassware, biosafety cabinet, and chemical fume hood.

§127.779. Biotechnology I (One Credit), Adopted 2021.

(a) General requirements. This course is recommended for students in Grades 11 and 12. Prerequisite: one credit in biology. Recommended prerequisites: Principles of Bioscience and one credit in chemistry. This course satisfies a high school science graduation requirement. Students shall be awarded one credit for successful completion of this course.

(b) Introduction.

(1) Career and technical education instruction provides content aligned with challenging academic standards, industry-relevant technical knowledge, and college and career readiness skills for students to further their education and succeed in current and emerging professions.

(2) The Science, Technology, Engineering, and Mathematics (STEM) Career Cluster focuses on planning, managing, and providing scientific research and professional and technical services such as laboratory and testing services and research and development services.

(3) In Biotechnology I, students will apply advanced academic knowledge and skills to the emerging fields of biotechnology such as agricultural, medical, regulatory, and forensics. Students will have

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the opportunity to use sophisticated laboratory equipment, perform statistical analysis, and practice quality-control techniques. Students will conduct laboratory and field investigations and make informed decisions using critical thinking, scientific problem solving, and the engineering design process. Students in Biotechnology I will study a variety of topics that include structures and functions of cells, nucleic acids, proteins, and genetics.

(4) Science, as defined by the National Academy of Sciences, is the "use of evidence to construct testable explanations and predictions of natural phenomena, as well as the knowledge generated through this process." This vast body of changing and increasing knowledge is described by physical, mathematical, and conceptual models. Students should know that some questions are outside the realm of science because they deal with phenomena that are not currently scientifically testable.

(5) Students are expected to know that:

(A) hypotheses are tentative and testable statements that must be capable of being supported or not supported by observational evidence. Hypotheses of durable explanatory power that have been tested over a wide variety of conditions are incorporated into theories; and

(B) scientific theories are based on natural and physical phenomena and are capable of being tested by multiple independent researchers. Unlike hypotheses, scientific theories are well established and highly reliable explanations, but they may be subject to change as new areas of science and new technologies are developed.

(6) Scientific inquiry is the planned and deliberate investigation of the natural world using scientific and engineering practices. Scientific methods of investigation are descriptive, comparative, or experimental. The method chosen should be appropriate to the question being asked. Student learning for different types of investigations include descriptive investigations, which involve collecting data and recording observations without making comparisons; comparative investigations, which involve collecting data with variables that are manipulated to compare results; and experimental investigations, which involve processes similar to comparative investigations but in which a control is identified.

(A) Scientific practices. Students should be able to ask questions, plan and conduct investigations to answer questions, and explain phenomena using appropriate tools and models.

(B) Engineering practices. Students should be able to identify problems and design solutions using appropriate tools and models

(7) Scientific decision making is a way of answering questions about the natural world involving its own set of ethical standards about how the process of science should be carried out. Students should be able to distinguish between scientific decision-making methods (scientific methods) and ethical and social decisions that involve science (the application of scientific information).

(8) Science consists of recurring themes and making connections between overarching concepts. Recurring themes include systems, models, and patterns. All systems have basic properties that can be described in space, time, energy, and matter. Change and constancy occur in systems as patterns and can be observed, measured, and modeled. These patterns help to make predictions that can be scientifically tested, while models allow for boundary specification and provide a tool for understanding the ideas presented. Students should analyze a system in terms of its components and how these components relate to each other, to the whole, and to the external environment.

(9) Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.

(10) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.

(c) Knowledge and skills.

(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:

(A) demonstrate knowledge of how to dress appropriately, speak politely, and conduct oneself in a manner appropriate for the profession;

(B) show the ability to cooperate, contribute, and collaborate as a member of a group in an effort to achieve a positive collective outcome;

(C) present written and oral communication in a clear, concise, and effective manner;

(D) demonstrate time-management skills in prioritizing tasks, following schedules, and performing goal-relevant activities in a way that produces efficient results; and

(E) demonstrate punctuality, dependability, reliability, and responsibility in performing assigned tasks as directed.

(2) The student, for at least 40% of instructional time, asks questions, identifies problems, and plans and safely conducts classroom, laboratory, and field investigations to answer questions, explain phenomena, or design solutions using appropriate tools and models. The student is expected to:

(A) ask questions and define problems based on observations or information from text, phenomena, models, or investigations;

(B) apply scientific practices to plan and conduct descriptive, comparative, and experimental investigations and use engineering practices to design solutions to problems;

(C) use appropriate safety equipment and practices during laboratory, classroom, and field investigations as outlined in Texas Education Agency-approved safety standards;

(D) use appropriate tools such as microscopes, thermocyclers, pH meters, hot plate stirrers, glass bulb thermometers, timing devices, electronic balances, vortex mixers, autoclaves, micropipettes, centrifuges, gel and capillary electrophoresis units, cameras, data collection probes, spectrophotometers, transilluminators, incubators, water baths, laboratory glassware, biosafety cabinets, and chemical fume hoods;

(E) collect quantitative data using the International System of Units (SI) and United States customary units and qualitative data as evidence;

(F) organize quantitative and qualitative data using laboratory notebooks, written lab reports, graphs, charts, tables, digital tools, diagrams, scientific drawings, and student-prepared models;

(G) develop and use models to represent phenomena, systems, processes, or solutions to engineering problems; and

(H) distinguish between scientific hypotheses, theories, and laws.

(3) The student analyzes and interprets data to derive meaning, identify features and patterns, and discover relationships or correlations to develop evidence-based arguments or evaluate designs. The student is expected to:

(A) identify advantages and limitations of models such as their size, scale, properties, and materials;

(B) analyze data by identifying significant statistical features, patterns, sources of error, and limitations;

(C) use mathematical calculations to assess quantitative relationships in data; and

(D) evaluate experimental and engineering designs.

(4) The student develops evidence-based explanations and communicates findings, conclusions, and proposed solutions. The student is expected to:

(A) develop explanations and propose solutions supported by data and models and consistent with scientific ideas, principles, and theories;

(B) communicate explanations and solutions individually and collaboratively in a variety of settings and formats; and

(C) engage respectfully in scientific argumentation using applied scientific explanations and empirical evidence.

(5) The student knows the contributions of scientists and recognizes the importance of scientific research and innovation on society. The student is expected to:

(A) analyze, evaluate, and critique scientific explanations and solutions by using empirical evidence, logical reasoning, and experimental and observational testing so as to encourage critical thinking by the student;

(B) relate the impact of past and current research on scientific thought and society, including research methodology, cost-benefit analysis, and contributions of diverse scientists and engineers as related to the content; and

(C) research and explore resources such as museums, libraries, professional organizations, private companies, online platforms, and mentors employed in a STEM field.

(6) The student explores the emerging field of biotechnology. The student is expected to:

(A) define biotechnology and provide examples of biotechnology products such as recombinant proteins, fermented foods, biopharmaceuticals, and genetically modified foods;

(B) compare applications of bioinformatics such as deoxyribonucleic acid (DNA) barcoding, sequencing, National Center for Biotechnology Information (NCBI) tools, ClinVar, Genemonon Mastermind, genetic testing, phylogenetic relationships, and the use of online databases;

(C) research and identify career opportunities in genetics, bioinformatics, and in fields such as molecular, forensic, medical, regulatory, and agricultural biotechnology;

(D) identify significant contributions of diverse scientists to biotechnology and explain their impact on society;

(E) define bioethics and evaluate the applications of bioethics;

(F) evaluate different points of view about issues and current events in biotechnology;

(G) identify applications in agricultural biotechnology such as genetically modified organisms (GMOs), plant propagation from tissue culturing, and aquaculture hydroponics;

(H) identify applications in medical biotechnology such as vaccines production, stem cells therapy, gene therapy, pharmaceutical production, pharmacogenetics, genomics, synthetic biology, and personalized medicine;

(I) identify applications in forensic biotechnology such as capillary electrophoresis, real-time polymerase chain reaction, DNA fingerprinting, restriction fragment length polymorphisms (RFLP) analysis, toxicology, and serology; and

(J) identify solutions to waste through bioremediation and non-biotechnological standard solutions such as landfills, incineration, absorbent materials, and catalytic materials.

(7) The student summarizes biotechnology laboratory procedures and their applications in the biotechnology industry. The student is expected to:

(A) identify the major sectors of the biotechnology industry such as medical and pharmaceutical, agricultural, industrial, forensic, and research and development;

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(B) identify the biotechnology laboratory procedures used in each sector such as selective breeding, genetic engineering, DNA analysis, and protein analysis; and

(C) compare and contrast the different applications used in biotechnology laboratory procedures of each sector.

(8) The student understands the role of genetics in the biotechnology industry. The student is expected to:

(A) explain terms related to molecular biology, including nucleic acids, nitrogen bases, nucleotides, mRNA, rRNA, tRNA, ribosomes, amino acids, transcription, translation, polymerase, and protein synthesis;

(B) compare and contrast the structures and functions of DNA and ribonucleic acid (RNA), including nitrogen bases, nucleotides, the helical nature of DNA, and hydrogen bonding between purines and pyrimidines;

(C) distinguish between nuclear and mitochondrial DNA and their gamete sources;

(D) describe the DNA replication process in eukaryotic and prokaryotic cells, including leading and lagging strands and Okazaki fragments;

(E) illustrate the process of protein synthesis, including ribosomal subunits and the role of tRNA;

(F) describe the structures and functions of proteins, including three-dimensional folding, enzymes, and antibodies;

(G) explain the molecular structures of genes, including enhancers, promoters, exons, introns, and coding regions;

(H) describe the different types of mutations, including inversions, deletions, duplications, and substitutions;

(I) explain the effects of mutation types on phenotype and gene function; and

(J) describe unique elements of the molecular structure of a chromosome such as short tandem repeats (STR), transposons, and methylation and acetylation of DNA.

(9) The student analyzes the importance of recombinant DNA technology and genetic engineering. The student is expected to:

(A) describe the fundamental steps in recombinant DNA technology;

(B) explain how recombinant DNA technology such as nuclear transfer cloning is used to clone genes and create recombinant proteins;

(C) explain the role of tissue cultures in genetic modification procedures;

(D) describe plant- and animal-tissue culture procedures;

(E) compare and contrast growing conditions for plant and animal tissue cultures;

(F) explain the role of restriction enzymes; and

(G) distinguish between vectors commonly used in biotechnology for DNA insertion, including plasmids, adenoviruses, retroviruses, and bacteriophages.

(10) The student examines federal, state, local, and industry regulations as related to biotechnology. The student is expected to:

(A) discuss the relationship between the local, state, and federal agencies responsible for regulation of the biotechnology industry such as the U.S. Department of Agriculture (USDA), the Environmental Protection Agency (EPA), the U.S. Food and Drug Administration (FDA), and the Centers for Disease Control and Prevention (CDC); and

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(B) analyze policies and procedures used in the biotechnology industry such as quality assurance, standard operating procedures (SOPs), Good Manufacturing Practices (GMPs), and International Organization for Standardization (ISO) quality systems.

(11) The student performs biotechnology laboratory procedures. The student is expected to:

(A) measure volumes and weights to industry standards with accuracy and precision;

(B) analyze data and perform calculations and statistical analysis as it relates to biotechnology laboratory experiments;

(C) demonstrate proficiency in pipetting techniques;

(D) identify microorganisms using staining methods such as the Gram stain, methylene-blue stain, and acid-fast staining;

(E) prepare a restriction digest, isolate nucleic acids, and evaluate results using techniques such as gel and capillary electrophoresis, Northern blot analysis, and Southern blot analysis;

(F) explain the importance of media components to the outcome of cultures;

(G) isolate, maintain, and store microbial cultures safely;

(H) prepare seed inoculum; and

(I) perform plating techniques such as streak plating, spread plating, and the Kirby-Bauer method.

(12) The student prepares solutions and reagents for the biotechnology laboratory. The student is expected to:

(A) demonstrate aseptic techniques for establishing and maintaining a sterile work area;

(B) prepare, dispense, and monitor physical properties of stock reagents, buffers, media, and solutions;

(C) calculate and prepare a dilution series; and

(D) determine optimum conditions of reagents for experimentation.

(13) The student conducts quality-control analysis while performing biotechnology laboratory procedures. The student is expected to:

(A) perform validation testing on laboratory reagents and equipment; and

(B) analyze data and perform calculations and statistical analysis on results of quality-control samples.

§127.780. Biotechnology II (One Credit), Adopted 2021.

(a) General requirements. This course is recommended for students in Grades 11 and 12. Prerequisites: Biotechnology I and one credit in chemistry. shall be awarded one credit for successful completion of this course.

(b) Introduction.

(1) Career and technical education instruction provides content aligned with challenging academic standards, industry-relevant technical knowledge, and college and career readiness skills for students to further their education and succeed in current and emerging professions.

(2) The Science, Technology, Engineering, and Mathematics (STEM) Career Cluster focuses on planning, managing, and providing scientific research and professional and technical services such as laboratory and testing services and research and development services.

(3) Biotechnology II has the components of any rigorous scientific or bioengineering program of study. This course applies the standard skills mastered in Biotechnology I and includes additional

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skills related to assay design, protein analysis, applications of genetic engineering, and quality management. After taking this course, students should be prepared for entry-level lab technician jobs.

(4) Science, as defined by the National Academy of Sciences, is the "use of evidence to construct testable explanations and predictions of natural phenomena, as well as the knowledge generated through this process." This vast body of changing and increasing knowledge is described by physical, mathematical, and conceptual models. Students should know that some questions are outside the realm of science because they deal with phenomena that are not currently scientifically testable.

(5) Students are expected to know that:

(A) hypotheses are tentative and testable statements that must be capable of being supported or not supported by observational evidence. Hypotheses of durable explanatory power that have been tested over a wide variety of conditions are incorporated into theories; and

(B) scientific theories are based on natural and physical phenomena and are capable of being tested by multiple independent researchers. Unlike hypotheses, scientific theories are well established and highly reliable explanations, but they may be subject to change as new areas of science and new technologies are developed.

(6) Scientific inquiry is the planned and deliberate investigation of the natural world using scientific and engineering practices. Scientific methods of investigation are descriptive, comparative, or experimental. The method chosen should be appropriate to the question being asked. Student learning for different types of investigations include descriptive investigations, which involve collecting data and recording observations without making comparisons; comparative investigations, which involve collecting data with variables that are manipulated to compare results; and experimental investigations, which involve processes similar to comparative investigations but in which a control is identified.

(A) Scientific practices. Students should be able to ask questions, plan and conduct investigations to answer questions, and explain phenomena using appropriate tools and models.

(B) Engineering practices. Students should be able to identify problems and design solutions using appropriate tools and models.

(7) Scientific decision making is a way of answering questions about the natural world involving its own set of ethical standards about how the process of science should be carried out. Students should be able to distinguish between scientific decision-making methods (scientific methods) and ethical and social decisions that involve science (the application of scientific information).

(8) Science consists of recurring themes and making connections between overarching concepts. Recurring themes include systems, models, and patterns. All systems have basic properties that can be described in space, time, energy, and matter. Change and constancy occur in systems as patterns and can be observed, measured, and modeled. These patterns help to make predictions that can be scientifically tested, while models allow for boundary specification and provide a tool for understanding the ideas presented. Students should analyze a system in terms of its components and how these components relate to each other, to the whole, and to the external environment.

(9) Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.

(10) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.

(c) Knowledge and skills.

(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:

(A) demonstrate knowledge of how to dress appropriately, speak politely, and conduct oneself in a manner appropriate for the profession;

(B) show the ability to cooperate, contribute, and collaborate as a member of a group in an effort to achieve a positive collective outcome;

(C) present written and oral communication in a clear, concise, and effective manner;

(D) demonstrate time-management skills in prioritizing tasks, following schedules, and performing goal-relevant activities in a way that produces efficient results; and

(E) demonstrate punctuality, dependability, reliability, and responsibility in performing assigned tasks as directed.

(2) The student, for at least 40% of instructional time, asks questions, identifies problems, and plans and safely conducts classroom, laboratory, and field investigations to answer questions, explain phenomena, or design solutions using appropriate tools and models. The student is expected to:

(A) ask questions and define problems based on observations or information from text, phenomena, models, or investigations;

(B) apply scientific practices to plan and conduct descriptive, comparative, and experimental investigations and use engineering practices to design solutions to problems;

(C) use appropriate safety equipment and practices during laboratory, classroom, and field investigations as outlined in Texas Education Agency-approved safety standards;

(D) use appropriate tools such as microscopes, thermocyclers, pH meters, hot plate stirrers, glass bulb thermometers, timing devices, electronic balances, vortex mixers, autoclaves, micropipettes, centrifuges, gel and capillary electrophoresis units, cameras, data collection probes, spectrophotometers, transilluminators, incubators, water baths, laboratory glassware, biosafety cabinets, and chemical fume hoods;

(E) collect quantitative data using the International System of Units (SI) and United States customary units and qualitative data as evidence;

(F) organize quantitative and qualitative data using laboratory notebooks, written lab reports, graphs, charts, tables, digital tools, diagrams, scientific drawings, and student-prepared models;

(G) develop and use models to represent phenomena, systems, processes, or solutions to engineering problems; and

(H) distinguish between scientific hypotheses, theories, and laws.

(3) The student analyzes and interprets data to derive meaning, identify features and patterns, and discover relationships or correlations to develop evidence-based arguments or evaluate designs. The student is expected to:

(A) identify advantages and limitations of models such as their size, scale, properties, and materials;

(B) analyze data by identifying significant statistical features, patterns, sources of error, and limitations;

(C) use mathematical calculations to assess quantitative relationships in data; and

(D) evaluate experimental and engineering designs.

(4) The student develops evidence-based explanations and communicates findings, conclusions, and proposed solutions. The student is expected to:

(A) develop explanations and propose solutions supported by data and models and consistent with scientific ideas, principles, and theories;

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(B) communicate explanations and solutions individually and collaboratively in a variety of settings and formats; and

(C) engage respectfully in scientific argumentation using applied scientific explanations and empirical evidence.

(5) The student knows the contributions of scientists and recognizes the importance of scientific research and innovation on society. The student is expected to:

(A) analyze, evaluate, and critique scientific explanations and solutions by using empirical evidence, logical reasoning, and experimental and observational testing so as to encourage critical thinking by the student;

(B) relate the impact of past and current research on scientific thought and society, including research methodology, cost-benefit analysis, and contributions of diverse scientists and engineers as related to the content; and

(C) research and explore resources such as museums, libraries, professional organizations, private companies, online platforms, and mentors employed in a STEM field.

(6) The student prepares for an entry-level career in biotechnology. The student is expected to:

(A) research and identify career opportunities in genetics, bioinformatics, and fields such as molecular, forensic, medical, regulatory, and agricultural biotechnology;

(B) identify the significance of recent advances in molecular, forensic, medical, regulatory, and agricultural biotechnology;

(C) discuss current bioethical issues related to the field of biotechnology;

(D) create a job-specific resume; and

(E) develop a career plan.

(7) The student analyzes academic and professional journals and technical reports. The student is expected to:

(A) identify the scientific methodology used by a researcher;

(B) examine a prescribed research design and identify dependent and independent variables;

(C) evaluate a prescribed protocol to determine the purpose for each of the procedures performed; and

(D) interpret data and evaluate conclusions.

(8) The student explores assay design in the field of biotechnology. The student is expected to:

(A) define assay requirements and optimizations;

(B) perform statistical analysis on assay design and experimental data such as linearity, system sustainability, limit of detection, and R2 values;

(C) determine an unknown protein concentration using a standard curve and techniques such as a Bradford assay; and

(D) evaluate enzyme kinetics using a colorimetric assay.

(9) The student explores applications related to protein expression in the field of biotechnology. The student is expected to:

(A) describe the fundamental steps in recombinant deoxyribonucleic acid (DNA) technology;

(B) **produce** ~~**perform**~~ a recombinant protein ~~**production**~~ such as green fluorescent protein (GFP);

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(C) analyze proteins using techniques such as enzyme-linked immunosorbent assay (ELISA), spectrophotometry, and sodium dodecyl sulfate polyacrylamide gel electrophoresis (SDS-PAGE); and

(D) isolate a specific protein from a biological sample using techniques such as chromatography and Western blot analysis.

(10) The student explores applications of recombinant DNA technology and genetic engineering. The student is expected to:

(A) prepare and maintain tissue cultures commonly used in genetic modification procedures;

(B) evaluate the effects of changes to growing conditions such as pH, temperature, and growth media;

(C) evaluate the results of a bacterial transformation using a restriction enzyme digest and Southern blot analysis;

(D) compare and contrast vectors commonly used in biotechnology applications, including plasmids, adenoviruses, retroviruses, and bacteriophages;

(E) explain the steps and components of the polymerase chain reaction (PCR); and

(F) explain applications of CRISPR/Cas9 technology in gene editing and diagnostics.

(11) The student prepares solutions and reagents for the biotechnology laboratory. The student is expected to:

(A) demonstrate aseptic techniques for establishing and maintaining a sterile work area;

(B) prepare, dispense, and monitor physical properties of stock reagents, buffers, media, and solutions;

(C) calculate and prepare a dilution series;

(D) determine acceptability and optimum conditions of reagents for experimentation; and

(E) prepare multi-component solutions of given molarity or concentration and volume.

(12) The student investigates the role of quality in the biotechnology industry, The student is expected to:

(A) describe the product pipeline in the biotechnology industry;

(B) describe the importance of quality assurance and quality control;

(C) explain the importance of documentation to quality assurance and quality control;

(D) describe the importance of corrective and preventive action (CAPA);

(E) describe Quality Management Systems (QMS) components, including inspection, audit, surveillance, and prevention;

(F) describe Good Manufacturing Practices (GMP), Good Clinical Practices (GCP), Good Documentation Practices (GDP), Good Lab Practices (GLP), and International Organization for Standardization (ISO);

(G) perform validation testing on laboratory reagents and equipment;

(H) analyze data and perform calculations and statistical analysis on results of quality-control samples such as standard deviation and percent error; and

(I) apply and create industry protocols such as laboratory method protocols, standard operating procedures (SOPs), and validation forms.

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§127.781. Principles of Applied Engineering (One Credit), Adopted 2021.

(a) General requirements. This course is recommended for students in Grades 9 and 10. Students shall be awarded one credit for successful completion of this course.

(b) Introduction.

(1) Career and technical education instruction provides content aligned with challenging academic standards, industry-relevant technical knowledge, and college and career readiness skills for students to further their education and succeed in current and emerging professions.

(2) The Science, Technology, Engineering, and Mathematics (STEM) Career Cluster focuses on planning, managing, and providing scientific research and professional and technical services, including laboratory and testing services, and research and development services.

(3) Principles of Applied Engineering provides an overview of the various fields of science, technology, engineering, and mathematics and their interrelationships. Students develop engineering communication skills, which include computer graphics, modeling, and presentations, by using a variety of computer hardware and software applications to complete assignments and projects. Upon completing this course, students will have an understanding of the various fields of engineering and be able to make informed career decisions.

(4) Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.

(5) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.

(c) Knowledge and skills.

(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:

(A) demonstrate knowledge of how to dress, speak, and conduct oneself in a manner appropriate for the profession;

(B) cooperate, contribute, and collaborate as a member of a group in an effort to achieve a positive collective outcome;

(C) present written and oral communication in a clear, concise, and effective manner;

(D) demonstrate time-management skills in prioritizing tasks, following schedules, and performing goal-relevant activities in a way that produces efficient results; and

(E) demonstrate punctuality, dependability, reliability, and responsibility in performing assigned tasks.

(2) The student investigates the components of engineering and technology systems. The student is expected to:

(A) investigate and report on the history of engineering disciplines, including chemical, civil, electrical, and mechanical engineering;

(B) identify the inputs, processes, and outputs associated with technological systems;

(C) describe the difference between open and closed systems;

(D) describe how technological systems interact to achieve common goals;

(E) compare engineering, science, and technology career paths, including entry-level employment, military service, apprenticeships, community and technical colleges, and universities;

(F) conduct and present research on emerging and innovative technology; and

(G) demonstrate proficiency of the engineering design process.

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(3) The student presents conclusions, research findings, and designs using a variety of media throughout the course. The student is expected to:

- (A) use clear and concise written, verbal, and visual communication techniques;
- (B) maintain a design and computation engineering notebook;
- (C) develop and present ideas using sketching and computer-aided design and drafting (CADD);
- (D) **draw conclusions using** ~~**use**~~ industry-standard visualization techniques and media;
- (E) maintain a paper or digital portfolio using the engineering documentation process; and
- (F) use ~~**desktop or web-based applications to demonstrate the use of**~~ collaborative tools **such as desktop or web-based applications** to share and develop information.

(4) The student uses appropriate tools and demonstrates safe work habits. The student is expected to:

- (A) master relevant safety tests;
- (B) follow lab safety guidelines as prescribed by instructor in compliance with local, state, and federal regulations;
- (C) identify industry safety terminology related to the personal work environment such as Occupational Safety and Health Administration (OSHA), American Society of Mechanical Engineers (ASME), and personal protective equipment (PPE);
- (D) recognize the classification of hazardous materials and wastes;
- (E) **describe appropriate ways to** dispose of hazardous materials and wastes ~~**appropriately**~~;
- (F) maintain, safely handle, and properly store laboratory equipment;
- (G) describe the implications of negligent or improper maintenance; and
- (H) demonstrate the use of precision measuring instruments.

(5) The student describes the factors that affect the progression of technology and **analyzes** the potential intended and unintended consequences of technological advances. The student is expected to:

- (A) describe how technology has affected individuals, societies, cultures, economies, and environments;
- (B) describe how the development and use of technology influenced past events;
- (C) describe how and why technology progresses; and
- (D) predict possible changes caused by the advances of technology.

(6) The student thinks critically and applies fundamental principles of system modeling and design to multiple design projects. The student is expected to:

- (A) identify and describe an engineering design process needed for a project, including the design process and prototype development and initiating, planning, executing, monitoring and controlling, and closing a project;
- (B) identify the chemical, mechanical, and physical properties of engineering materials and identify testing methods associated with the materials;
- (C) use problem-solving techniques to develop technological solutions such as product, process, or system;
- (D) use consistent units for all measurements and computations; and
- (E) assess the risks and benefits of a design solution.

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(7) The student understands the opportunities and careers in fields related to robotics, process control, and automation systems. The student is expected to:

(A) describe applications of robotics, process control, and automation systems;

(B) apply design concepts to problems in robotics, process control, and automation systems;

(C) identify fields and career opportunities related to robotics, process control, and automation systems; and

(D) identify emerging trends in robotics, process control, and automation systems.

(8) The student understands the opportunities and careers in fields related to electrical and mechanical systems. The student is expected to:

(A) describe the applications of electrical and mechanical systems;

(B) describe career opportunities in electrical and mechanical systems;

(C) identify emerging trends in electrical and mechanical systems; and

(D) describe and apply basic electronic theory.

(9) The student **collaborates** ~~**demonstrates the ability to function**~~ as a team member while completing a comprehensive project. The student is expected to:

(A) apply the design process, including decision matrices, as a team participant;

(B) **perform** ~~**assume**~~ different roles within the project as a team member;

(C) formulate decisions using collaborative strategies such as decision and design matrices and conflict resolution;

(D) maintain an engineering notebook for the project;

(E) develop and test the model for the project; and

(F) demonstrate communication skills by preparing and presenting the project, including building consensus setback resolution and decision matrices.

(10) The student demonstrates a knowledge of drafting by completing a series of drawings that can be published by various media. The student is expected to:

(A) set up, create, and modify drawings;

(B) store and retrieve geometry;

(C) demonstrate **and use appropriate** ~~**an understanding of the use of**~~ line types in engineering drawings;

(D) draw two-dimensional, single-view objects;

(E) create multi-view working drawings using orthographic projection;

(F) dimension objects using current American National Standards Institute (ANSI) standards;

(G) draw single-line two-dimensional pictorial representations; and

(H) create working drawings that include section views.

(11) The student creates justifiable solutions to open-ended real-world problems using engineering design practices and processes. The student is expected to:

(A) identify and define an engineering problem;

(B) formulate goals, objectives, and requirements to solve an engineering problem;

(C) determine the design parameters such as materials, personnel, resources, funding, manufacturability, feasibility, and time associated with an engineering problem;

(D) establish and evaluate potential constraints, including health, safety, social, environmental, ethical, political, regulatory, and legal, pertaining to a problem;

(E) identify or create alternative solutions to a problem using a variety of techniques such as brainstorming, reverse engineering, and researching engineered and natural solutions;

(F) test and evaluate proposed solutions using methods such as **creating** models, prototypes, mock-ups, **or** simulations~~,~~ **or performing** critical design review, statistical analysis, or experiments;

(G) apply structured techniques such as a decision tree, design matrix, or cost-benefit analysis to select and justify a preferred solution to a problem;

(H) predict performance, failure modes, and reliability of a design solution; and

(I) prepare a project report that clearly documents the designs, decisions, and activities during each phase of the engineering design process.

§127.782. Engineering Science (One Credit), Adopted 2021.

(a) General requirements. This course is recommended for students in Grades 10-12. Prerequisites: Algebra I and one credit in biology. Recommended prerequisite: Geometry, Integrated Physics and Chemistry (IPC), one credit in chemistry, or one credit in physics. This course satisfies a high school science graduation requirement. Students shall be awarded one credit for successful completion of this course.

(b) Introduction.

(1) Career and technical education instruction provides content aligned with challenging academic standards, industry-relevant technical knowledge, and college and career readiness skills for students to further their education and succeed in current and emerging professions.

(2) The Science, Technology, Engineering, and Mathematics (STEM) Career Cluster focuses on planning, managing, and providing scientific research and professional and technical services, including laboratory and testing services, and research and development services.

(3) Engineering Science is an engineering course designed to expose students to some of the major concepts and technologies that they will encounter in a postsecondary program of study in any engineering domain. Students will have an opportunity to investigate engineering and high-tech careers. In Engineering Science, students will employ science, technology, engineering, and mathematical concepts in the solution of real-world challenge situations. Students will develop problem-solving skills and apply their knowledge of research and design to create solutions to various challenges. Students will also learn how to document their work and communicate their solutions to their peers and members of the professional community.

(4) Science, as defined by the National Academy of Sciences, is the "use of evidence to construct testable explanations and predictions of natural phenomena, as well as the knowledge generated through this process." This vast body of changing and increasing knowledge is described by physical, mathematical, and conceptual models. Students should know that some questions are outside the realm of science because they deal with phenomena that are not currently scientifically testable.

(5) Students are expected to know that:

(A) hypotheses are tentative and testable statements that must be capable of being supported or not supported by observational evidence. Hypotheses of durable explanatory power that have been tested over a wide variety of conditions are incorporated into theories; and

(B) scientific theories are based on natural and physical phenomena and are capable of being tested by multiple independent researchers. Unlike hypotheses, scientific theories are well established and highly reliable explanations, but they may be subject to change as new areas of science and new technologies are developed.

(6) Scientific inquiry is the planned and deliberate investigation of the natural world using scientific and engineering practices. Scientific methods of investigation are descriptive, comparative, or

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experimental. The method chosen should be appropriate to the question being asked. Student learning for different types of investigations include descriptive investigations, which involve collecting data and recording observations without making comparisons; comparative investigations, which involve collecting data with variables that are manipulated to compare results; and experimental investigations, which involve processes similar to comparative investigations but in which a control is identified.

(A) Scientific practices. Students should be able to ask questions, plan and conduct investigations to answer questions, and explain phenomena using appropriate tools and models.

(B) Engineering practices. Students should be able to identify problems and design solutions using appropriate tools and models.

(7) Scientific decision making is a way of answering questions about the natural world involving its own set of ethical standards about how the process of science should be carried out. Students should be able to distinguish between scientific decision-making methods (scientific methods) and ethical and social decisions that involve science (the application of scientific information).

(8) Science consists of recurring themes and making connections between overarching concepts. Recurring themes include systems, models, and patterns. All systems have basic properties that can be described in space, time, energy, and matter. Change and constancy occur in systems as patterns and can be observed, measured, and modeled. These patterns help to make predictions that can be scientifically tested, while models allow for boundary specification and provide a tool for understanding the ideas presented. Students should analyze a system in terms of its components and how these components relate to each other, to the whole, and to the external environment.

(9) Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.

(10) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.

(c) Knowledge and skills.

(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:

(A) demonstrate knowledge of how to dress appropriately, speak politely, and conduct oneself in a manner appropriate for the profession;

(B) show the ability to cooperate, contribute, and collaborate as a member of a group in an effort to achieve a positive collective outcome;

(C) present written and oral communication in a clear, concise, and effective manner;

(D) demonstrate time-management skills in prioritizing tasks, following schedules, and performing goal-relevant activities in a way that produces efficient results; and

(E) demonstrate punctuality, dependability, reliability, and responsibility in performing assigned tasks as directed.

(2) The student, for at least 40% of instructional time, asks questions, identifies problems, and plans and safely conducts classroom, laboratory, and field investigations to answer questions, explain phenomena, or design solutions using appropriate tools and models. The student is expected to:

(A) ask questions and define problems based on observations or information from text, phenomena, models, or investigations;

(B) apply scientific practices to plan and conduct descriptive, comparative, and experimental investigations and use engineering practices to design solutions to problems;

(C) use appropriate safety equipment and practices during laboratory, classroom, and field investigations as outlined in Texas Education Agency-approved safety standards;

(D) use appropriate tools such as dial caliper, micrometer, protractor, compass, scale rulers, multimeter, and circuit components;

(E) collect quantitative data using the International System of Units (SI) and United States customary units and qualitative data as evidence;

(F) organize quantitative and qualitative data using spreadsheets, engineering notebooks, graphs, and charts;

(G) develop and use models to represent phenomena, systems, processes, or solutions to engineering problems; and

(H) distinguish between scientific hypotheses, theories, and laws.

(3) The student analyzes and interprets data to derive meaning, identify features and patterns, and discover relationships or correlations to develop evidence-based arguments or evaluate designs. The student is expected to:

(A) identify advantages and limitations of models such as their size, scale, properties, and materials;

(B) analyze data by identifying significant statistical features, patterns, sources of error, and limitations;

(C) use mathematical calculations to assess quantitative relationships in data; and

(D) evaluate experimental and engineering designs.

(4) The student develops evidence-based explanations and communicates findings, conclusions, and proposed solutions. The student is expected to:

(A) develop explanations and propose solutions supported by data and models and consistent with scientific ideas, principles, and theories;

(B) communicate explanations and solutions individually and collaboratively in a variety of settings and formats; and

(C) engage respectfully in scientific argumentation using applied scientific explanations and empirical evidence.

(5) The student knows the contributions of scientists and engineers and recognizes the importance of scientific research and innovation on society. The student is expected to:

(A) analyze, evaluate, and critique scientific explanations and solutions by using empirical evidence, logical reasoning, and experimental and observational testing so as to encourage critical thinking by the student;

(B) relate the impact of past and current research on scientific thought and society, including research methodology, cost-benefit analysis, and contributions of diverse scientists and engineers as related to the content; and

(C) research and explore resources such as museums, libraries, professional organizations, private companies, online platforms, and mentors employed in a STEM field.

(6) The student investigates engineering-related fields and career opportunities. The student is expected to:

(A) differentiate between engineering and engineering technology;

(B) compare the roles or job descriptions for career opportunities in the fields of pure science, engineering, and engineering technology;

(C) identify and differentiate between the different engineering disciplines; and

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(D) demonstrate appropriate oral, written, and visual forms of technical communication.

(7) The student demonstrates an understanding of design problems and works individually and as a member of a team to solve design problems. The student is expected to:

(A) solve design problems individually and in a team;

(B) create solutions to existing problems using a design process;

(C) use a design brief to identify problem specifications and establish project constraints;

(D) use communication to achieve a desired goal within a team; and

(E) work as a member of a team to conduct research to develop a knowledge base, stimulate creative ideas, and make informed decisions.

(8) The student understands mechanisms, including simple and compound machines, and performs calculations related to mechanical advantage, drive ratios, work, and power. The student is expected to:

(A) explain the purpose and operation of components, including gears, sprockets, pulley systems, and simple machines;

(B) explain how components, including gears, sprockets, pulley systems, and simple machines, make up mechanisms;

(C) distinguish between the six simple machines and their attributes and components;

(D) measure forces and distances related to a mechanism;

(E) calculate work and power in mechanical systems;

(F) determine experimentally the efficiency of mechanical systems; and

(G) calculate mechanical advantage and drive ratios of mechanisms.

(9) The student understands energy sources, energy conversion, and circuits and performs calculations related to work and power. The student is expected to:

(A) identify and categorize energy sources as nonrenewable, renewable, or inexhaustible;

(B) define and calculate work and power in electrical systems;

(C) calculate and explain how power in a system converts energy from electrical to mechanical; and

(D) define voltage, current, and resistance and calculate each quantity in series, parallel, and combination electrical circuits using Ohm's law.

(10) The student understands system energy requirements and how energy sources can be combined to convert energy into useful forms. The student understands the relationships between material conductivity, resistance, and geometry in order to calculate energy transfer and determine power loss and efficiency. The student is expected to:

(A) explain the purpose of energy management;

(B) evaluate system energy requirements in order to select the proper energy source;

(C) explain and design how multiple energy sources can be combined to convert energy into useful forms;

(D) describe how hydrogen fuel cells create electricity and heat and how solar cells create electricity;

(E) measure and analyze how thermal energy is transferred via convection, conduction, and radiation;

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(F) analyze how thermal energy transfer is affected by conduction, thermal resistance values, convection, and radiation; and

(G) calculate resistance, efficiency, and power transfer in power transmission and distribution applications for various material properties.

(11) The student understands the interaction of forces acting on a body and performs calculations related to structural design. The student is expected to:

(A) illustrate, calculate, and experimentally measure all forces acting upon a given body;

(B) locate the centroid of structural members mathematically or experimentally;

(C) calculate moment of inertia of structural members;

(D) define and calculate static equilibrium;

(E) differentiate between scalar and vector quantities;

(F) identify properties of a vector, including magnitude and direction;

(G) calculate the X and Y components given a vector;

(H) calculate moment forces given a specified axis;

(I) calculate unknown forces using equations of equilibrium; and

(J) calculate external and internal forces in a statically determinate truss using translational and rotational equilibrium equations.

(12) The student understands material properties and the importance of choosing appropriate materials for design. The student is expected to:

(A) conduct investigative non-destructive material property tests on selected common household products;

(B) calculate and measure the weight, volume, mass, density, and surface area of selected common household products; and

(C) identify the manufacturing processes used to create selected common household products.

(13) The student uses material testing to determine a product's function and performance. The student is expected to:

(A) use a design process and mathematical formulas to solve and document design problems;

(B) obtain measurements of material samples such as length, width, height, and mass;

(C) use material testing to determine a product's reliability, safety, and predictability in function;

(D) identify and calculate test sample material properties using a stress-strain curve; and

(E) identify and compare measurements and calculations of sample material properties such as elastic range, proportional limit, modulus of elasticity, elastic limit, resilience, yield point, plastic deformation, ultimate strength, failure, and ductility using stress-strain data points.

(14) The student understands that control systems are designed to provide consentient process control and reliability and uses computer software to create flowcharts and control system operating programs. The student is expected to:

(A) create detailed flowcharts using a computer software application;

(B) create control system operating programs using computer software;

(C) create system control programs that use flowchart logic;

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(D) select appropriate input and output devices based on the need of a technological system; and

(E) judge between open- and closed-loop systems in order to select the most appropriate system for a given technological problem.

(15) The student demonstrates an understanding of fluid power systems and calculates values in a variety of systems. The student is expected to:

(A) identify and explain basic components and functions of fluid power devices;

(B) differentiate between pneumatic and hydraulic systems and between hydrodynamic and hydrostatic systems;

(C) use Pascal's Law to calculate values in a fluid power system;

(D) distinguish between gauge pressure and absolute pressure and between temperature and absolute temperature;

(E) calculate values in a pneumatic system using the ideal gas laws; and

(F) calculate and experiment with flow rate, flow velocity, and mechanical advantage in a hydraulic system model.

(16) The student demonstrates an understanding of statistics and applies the concepts to real-world engineering design problems. The student is expected to:

(A) calculate and test the theoretical probability that an event will occur;

(B) calculate the experimental frequency distribution of an event occurring;

(C) apply the Bernoulli process to events that only have two distinct possible outcomes;

(D) apply AND, OR, and NOT logic to solve complex probability scenarios;

(E) apply Bayes's theorem to calculate the probability of multiple events occurring;

(F) calculate the central tendencies of a data array, including mean, median, and mode;

(G) calculate data variations, including range, standard deviation, and variance; and

(H) create and explain a histogram to illustrate frequency distribution.

(17) The student demonstrates an understanding of kinematics in one and two dimensions and applies the concepts to real-world engineering design problems. The student is expected to:

(A) calculate distance, displacement, speed, velocity, and acceleration from data;

(B) calculate experimentally the acceleration due to gravity given data from a free-fall device;

(C) calculate the X and Y components of an object in projectile motion; and

(D) determine and test the angle needed to launch a projectile a specific range given the projectile's initial velocity.

§127.785. Engineering Design and Problem Solving (One Credit), Adopted 2021.

(a) General requirements. This course is recommended for students in Grades 11 and 12. Prerequisites: Algebra I and Geometry. Recommended prerequisites: two credits from the Science, Technology, Engineering, and Mathematics (STEM) Career Cluster. This course satisfies a high school science graduation requirement. Students shall be awarded one credit for successful completion of this course.

(b) Introduction.

(1) Career and technical education instruction provides content aligned with challenging academic standards, industry-relevant technical knowledge, and college and career readiness skills for students to further their education and succeed in current and emerging professions.

(2) The STEM Career Cluster focuses on planning, managing, and providing scientific research and professional and technical services, including laboratory and testing services, and research and development services.

(3) The Engineering Design and Problem Solving course is the creative process of solving problems by identifying needs and then devising solutions. The solution may be a product, technique, structure, or process depending on the problem. Science aims to understand the natural world, while engineering seeks to shape this world to meet human needs and wants. Engineering design takes into consideration limiting factors or "design under constraint." Various engineering disciplines address a broad spectrum of design problems using specific concepts from the sciences and mathematics to derive a solution. The design process and problem solving are inherent to all engineering disciplines.

(4) Engineering Design and Problem Solving reinforces and integrates skills learned in previous mathematics and science courses. This course emphasizes solving problems, moving from well-defined toward more open-ended, with real-world application. Students will apply critical-thinking skills to justify a solution from multiple design options. Additionally, the course promotes interest in and understanding of career opportunities in engineering.

(5) This course is intended to stimulate students' ingenuity, intellectual talents, and practical skills in devising solutions to engineering design problems. Students use the engineering design process cycle to investigate, design, plan, create, and evaluate solutions. At the same time, this course fosters awareness of the social and ethical implications of technological development.

(6) Science, as defined by the National Academy of Sciences, is the "use of evidence to construct testable explanations and predictions of natural phenomena, as well as the knowledge generated through this process." This vast body of changing and increasing knowledge is described by physical, mathematical, and conceptual models. Students should know that some questions are outside the realm of science because they deal with phenomena that are not currently scientifically testable.

(7) Scientific hypotheses and theories. Students are expected to know that:

   (A) hypotheses are tentative and testable statements that must be capable of being supported or not supported by observational evidence. Hypotheses of durable explanatory power that have been tested over a wide variety of conditions are incorporated into theories; and

   (B) scientific theories are based on natural and physical phenomena and are capable of being tested by multiple independent researchers. Unlike hypotheses, scientific theories are well established and highly reliable explanations, but they may be subject to change as new areas of science and new technologies are developed.

(8) Scientific inquiry is the planned and deliberate investigation of the natural world using scientific and engineering practices. Scientific methods of investigation are descriptive, comparative, or experimental. The method chosen should be appropriate to the question being asked. Student learning for different types of investigations include descriptive investigations, which involve collecting data and recording observations without making comparisons; comparative investigations, which involve collecting data with variables that are manipulated to compare results; and experimental investigations, which involve processes similar to comparative investigations but in which a control is identified.

   (A) Scientific practices. Students should be able to ask questions, plan and conduct investigations to answer questions, and explain phenomena using appropriate tools and models.

   (B) Engineering practices. Students should be able to identify problems and design solutions using appropriate tools and models.

(9) Scientific decision making is a way of answering questions about the natural world involving its own set of ethical standards about how the process of science should be carried out. Students

should be able to distinguish between scientific decision-making methods (scientific methods) and ethical and social decisions that involve science (the application of scientific information).

(10) Science consists of recurring themes and making connections between overarching concepts. Recurring themes include systems, models, and patterns. All systems have basic properties that can be described in space, time, energy, and matter. Change and constancy occur in systems as patterns and can be observed, measured, and modeled. These patterns help to make predictions that can be scientifically tested, while models allow for boundary specification and provide a tool for understanding the ideas presented. Students should analyze a system in terms of its components and how these components relate to each other, to the whole, and to the external environment.

(11) Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.

(12) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.

(c) Knowledge and skills.

(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:

(A) demonstrate knowledge of how to dress appropriately, speak politely, and conduct oneself in a manner appropriate for the profession;

(B) show the ability to cooperate, contribute, and collaborate as a member of a group in an effort to achieve a positive collective outcome;

(C) present written and oral communication in a clear, concise, and effective manner;

(D) demonstrate time-management skills in prioritizing tasks, following schedules, and performing goal-relevant activities in a way that produces efficient results; and

(E) demonstrate punctuality, dependability, reliability, and responsibility in performing assigned tasks as directed.

(2) The student, for at least 40% of instructional time, asks questions, identifies problems, and plans and safely conducts classroom, laboratory, and field investigations to answer questions, explain phenomena, or design solutions using appropriate tools and models. The student is expected to:

(A) ask questions and define problems based on observations or information from text, phenomena, models, or investigations;

(B) apply scientific practices to plan and conduct descriptive, comparative, and experimental investigations and use engineering practices to design solutions to problems;

(C) use appropriate safety equipment and practices during laboratory, classroom, and field investigations as outlined in Texas Education Agency-approved safety standards;

(D) use appropriate tools such as dial caliper, micrometer, protractor, compass, scale rulers, multimeter, and circuit components;

(E) collect quantitative data using the International System of Units (SI) and United States customary units and qualitative data as evidence;

(F) organize quantitative and qualitative data using spreadsheets, engineering notebooks, graphs, and charts;

(G) develop and use models to represent phenomena, systems, processes, or solutions to engineering problems; and

(H) distinguish between scientific hypotheses, theories, and laws.

(3) The student analyzes and interprets data to derive meaning, identify features and patterns, and discover relationships or correlations to develop evidence-based arguments or evaluate designs. The student is expected to:

(A) identify advantages and limitations of models such as their size, scale, properties, and materials;

(B) analyze data by identifying significant statistical features, patterns, sources of error, and limitations;

(C) use mathematical calculations to assess quantitative relationships in data; and

(D) evaluate experimental and engineering designs.

(4) The student develops evidence-based explanations and communicates findings, conclusions, and proposed solutions. The student is expected to:

(A) develop explanations and propose solutions supported by data and models and consistent with scientific ideas, principles, and theories;

(B) communicate explanations and solutions individually and collaboratively in a variety of settings and formats; and

(C) engage respectfully in scientific argumentation using applied scientific explanations and empirical evidence.

(5) The student knows the contributions of scientists and engineers and recognizes the importance of scientific research and innovation on society. The student is expected to:

(A) analyze, evaluate, and critique scientific explanations and solutions by using empirical evidence, logical reasoning, and experimental and observational testing so as to encourage critical thinking by the student;

(B) relate the impact of past and current research on scientific thought and society, including research methodology, cost-benefit analysis, and contributions of diverse scientists and engineers as related to the content; and

(C) research and explore resources such as museums, libraries, professional organizations, private companies, online platforms, and mentors employed in a STEM field.

(6) The student uses critical thinking, scientific reasoning, and problem solving to make informed decisions within and outside the classroom. The student is expected to:

~~**(A) in all fields of science, analyze, evaluate, and critique scientific explanations by using empirical evidence, logical reasoning, and experimental and observational testing, including examining all sides of scientific evidence of those scientific explanations, so as to encourage critical thinking by the student;**~~

(A)~~**(B)**~~ communicate and apply scientific information extracted from various sources such as current events, news reports, published journal articles, and marketing materials; and

(B)~~**(C)**~~ draw inferences based on data related to promotional materials for products and services.

~~**(D) evaluate the impact of scientific research on society and the environment;**~~

~~**(E) evaluate models according to their constraints in representing biological or chemical objects and events; and**~~

~~**(F) research and describe the evolution of scientific advances and inventions, including the contributions of diverse scientists.**~~

(7) The student applies knowledge of science and mathematics and the tools of technology to solve engineering design problems. The student is expected to:

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~~**(A) apply scientific processes and concepts outlined in the Texas Essential Knowledge and Skills (TEKS) for Biology, Chemistry, or Physics relevant to engineering design problems;**~~

~~**(B) apply concepts, procedures, and functions outlined in the TEKS for Algebra I, Geometry, and Algebra II relevant to engineering design problems;**~~

(A)~~**(C)**~~ select appropriate mathematical models to develop solutions to engineering design problems;

(B)~~**(D)**~~ integrate advanced mathematics and science skills as necessary to develop solutions to engineering design problems;

(C)~~**(E)**~~ judge the reasonableness of mathematical models and solutions;

(D)~~**(F)**~~ investigate and apply relevant chemical, mechanical, biological, electrical, and physical properties of materials to engineering design problems;

(E)~~**(G)**~~ identify the inputs, processes, outputs, control, and feedback associated with open and closed systems;

(F)~~**(H)**~~ describe the difference between open-loop and closed-loop control systems;

(G)~~**(I)**~~ evaluate different measurement tools such as dial caliper, micrometer, protractor, compass, scale rulers, and multimeter, make measurements with accuracy and precision, and specify tolerances; and

~~**(J) use appropriate measurement systems, including customary and International System (SI) of units; and**~~

(H)~~**(K)**~~ use conversions between measurement systems to solve real-world problems.

(8) The student communicates through written documents, presentations, and graphic representations using the tools and techniques of professional engineers. The student is expected to:

(A) communicate visually by sketching and creating technical drawings using established engineering graphic tools, techniques, and standards;

(B) read and comprehend technical documents, including specifications and procedures;

(C) prepare written documents such as memorandums, emails, design proposals, procedural directions, letters, and technical reports using the formatting and terminology conventions of technical documentation;

(D) organize information for visual display and analysis using appropriate formats for various audiences, including technical drawings, graphs, and tables such as file conversion and appropriate file types, in order to collaborate with a wider audience;

(E) evaluate the quality and relevance of sources and cite appropriately; and

(F) defend a design solution in a presentation.

(9) The student recognizes the history, development, and practices of the engineering professions. The student is expected to:

(A) identify and describe career options, working conditions, earnings, and educational requirements of various engineering disciplines such as those listed by the Texas Board of Professional Engineers;

(B) recognize that engineers are guided by established codes emphasizing high ethical standards;

(C) explore the differences, similarities, and interactions between engineers, scientists, and mathematicians;

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(D) describe how technology has evolved in the field of engineering and consider how it will continue to be a useful tool in solving engineering problems;

(E) discuss the history and importance of engineering innovation on the U.S. economy and quality of life; and

(F) describe the importance of patents and the protection of intellectual property rights.

(10) The student creates justifiable solutions to open-ended real-world problems using engineering design practices and processes. The student is expected to:

(A) identify and define an engineering problem;

(B) formulate goals, objectives, and requirements to solve an engineering problem;

(C) determine the design parameters associated with an engineering problem such as materials, personnel, resources, funding, manufacturability, feasibility, and time;

(D) establish and evaluate constraints pertaining to a problem, including health, safety, social, environmental, ethical, political, regulatory, and legal;

(E) identify or create alternative solutions to a problem using a variety of techniques such as brainstorming, reverse engineering, and researching engineered and natural solutions;

(F) test and evaluate proposed solutions using methods such as **creating** models, prototypes, mock-ups, **or** simulations, **or performing** critical design review, statistical analysis, or experiments;

(G) apply structured techniques to select and justify a preferred solution to a problem such as a decision tree, design matrix, or cost-benefit analysis;

(H) predict performance, failure modes, and reliability of a design solution; and

(I) prepare a project report that clearly documents the designs, decisions, and activities during each phase of the engineering design process.

(11) The student manages an engineering design project. The student is expected to:

(A) participate in the design and implementation of a real-world or simulated engineering project using project management methodologies, including initiating, planning, executing, monitoring and controlling, and closing a project;

(B) develop a plan and project schedule for completion of a project;

(C) work in teams and share responsibilities, acknowledging, encouraging, and valuing contributions of all team members;

(D) compare and contrast the roles of a team leader and other team member responsibilities;

(E) identify and manage the resources needed to complete a project;

(F) use a budget to determine effective strategies to meet cost constraints;

(G) create a risk assessment for an engineering design project;

(H) analyze and critique the results of an engineering design project; and

(I) maintain an engineering notebook that chronicles work such as ideas, concepts, inventions, sketches, and experiments.

§127.786. Introduction to Computer-Aided Design and Drafting (One Credit), Adopted 2021.

(a) General requirements. This course is recommended for students in Grades 9-12. Recommended Prerequisite: Principles of Applied Engineering, Principles of Architecture and Design, or Principles of Manufacturing. Students shall be awarded one credit for successful completion of this course.

(b) Introduction.

(1) Career and technical education instruction provides content aligned with challenging academic standards, industry-relevant technical knowledge, and college and career readiness skills for students to further their education and succeed in current and emerging professions.

(2) The Science, Technology, Engineering, and Mathematics (STEM) Career Cluster focuses on planning, managing, and providing scientific research and professional and technical services, including laboratory and testing services, and research and development services.

(3) Introduction to Computer-Aided Design and Drafting (CADD) allows students to acquire knowledge and skills needed to use design software, including an introduction to CADD equipment and software selection and interfaces. Students gain skills in setting up a CADD workstation; upgrading a computer to run advanced CADD software; working with storage devices; storing, retrieving, backing-up, and sharing databases, file servers, and local area networks (LANs); and transferring drawing files over the internet.

(4) Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.

(5) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.

(c) Knowledge and skills.

(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:

(A) describe the roles, responsibilities, and dynamics of a team as applied in appropriate industry fields;

(B) explain employers' work expectations;

(C) use effective and accurate architectural or engineering vocabulary throughout design and drafting process;

(D) demonstrate knowledge of the concepts and skills related to health in the workplace; and

(E) demonstrate safety in the workplace as specified by appropriate governmental regulations.

(2) The student demonstrates knowledge of the CADD software. The student is expected to:

(A) describe computer-aided design, drafting, and CADD applications;

(B) demonstrate how to start and exit CADD software without corrupting files;

(C) use draw files;

(D) save, close, and open saved files;

(E) determine and specify drawing units and limits;

(F) describe and use the Cartesian coordinate system;

(G) use drawing snap and grid functions; and

(H) demonstrate the use of dynamic input and the command line.

(3) The student demonstrates the use of CADD tools for basic drawing and plotting. The student is expected to:

(A) draw objects using the line tool;

(B) draw circles, arcs, ellipses, and elliptical arcs;

(C) draw polylines, rectangles, donuts, and filled circles;

(D) draw true spline curves;

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(E) create drawing templates;

(F) describe basic line conventions;

(G) create and manage layers;

(H) draw objects on separate layers;

(I) print and plot drawings;

(J) demonstrate organizational skills to influence the sequential process when creating drawings;

(K) construct geometric figures of lines, splines, circles, and arcs;

(L) create and edit text using appropriate style and size to annotate drawings;

(M) use control accuracy enhancement tools for entity positioning methods such as snap and xyz;

(N) use editing commands;

(O) use viewing commands to perform zooming and panning;

(P) plot drawings on media using layout and scale;

(Q) use query commands to interrogate database for entity characteristics, distance, area, and status;

(R) move, stretch, and offset objects;

(S) create a radius between objects;

(T) trim and extend objects;

(U) break and join objects;

(V) change object properties; and

(W) create hatching and manipulate properties such as calculating the area of an enclosed shape.

(4) The student demonstrates the use of CADD tools display and viewpoints. The student is expected to:

(A) create multiple viewpoints in the drawing window;

(B) select appropriate object snaps for various drawing tasks;

(C) create orthographic drawings;

(D) analyze challenges and identify solutions for design problems;

(E) investigate the use of space, scale, and environmental features to create three-dimensional form or the illusion of depth and form;

(F) prepare multi-view scaled drawings;

(G) select proper drawing scale, views, and layout;

(H) create drawings containing horizontal and vertical surfaces;

(I) create drawings containing circles and arcs;

(J) create removed details and conventional breaks using sectional drawing techniques;

(K) create assembly drawings;

(L) create detail drawings; and

(M) create technical drawings and title blocks associated with the different CAD drawings.

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(5) The student demonstrates the use of software tools to properly create text within a CADD drawing. The student is expected to:

(A) use proper text standards for technical drawings;

(B) calculate drawing scale and text height using a scale ratio;

(C) apply text styles to enhance readability of drawings;

(D) demonstrate the use of tools to create multi-line text objects and single-line text;

(E) edit existing text; and

(F) create, insert, and modify tables.

(6) The student demonstrates the use of CADD editing tools within drawings. The student is expected to:

(A) draw chamfers and fillets;

(B) use editing tools to modify existing drawings;

(C) edit polylines and splines;

(D) move and copy objects;

(E) create mirror images and align objects; and

(F) scale and array objects.

(7) The student demonstrates the use of grips in drawings. The student is expected to:

(A) apply grips to stretch, move, rotate, scale, mirror, and copy objects;

(B) demonstrate the use of Quick Properties and the Properties palette to access CADD tools; and

(C) create selections by using the Quick Select dialog box.

(8) The student demonstrates the use of scale and dimension standards and practices. The student is expected to:

(A) apply standard dimensioning rules;

(B) draw scales and dimensions;

(C) create, edit, and manage dimension styles;

(D) add linear and angular dimensions to a drawing;

(E) draw datum and chain dimensions;

(F) dimension circles and arcs;

(G) control the appearance of existing dimensions and dimension text; and

(H) change dimension line spacing and alignment.

(9) The student creates and demonstrates standard blocks using tool palettes. The student is expected to:

(A) create and save text information blocks;

(B) insert blocks into a drawing;

(C) edit and update a block in a drawing;

(D) create blocks as a drawing file;

(E) construct and use a symbol library of blocks; and

(F) purge unused items from a drawing.

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(10) The student prepares surface developments. The student is expected to:

- (A) prepare developments of prisms, cylinders, cones, and pyramids;
- (B) prepare developments of a transition piece; and
- (C) prepare drawings involving intersecting pieces.

(11) The student designs and prepares basic architectural drawings. The student is expected to:

- (A) solve design problems to gain new perspectives;
- (B) apply critical-thinking and problem-solving skills to develop creative solutions for design problems;
- (C) draw a site plan;
- (D) draw a floor plan;
- (E) draw interior and exterior elevations;
- (F) draw a roof plan;
- (G) prepare door and window schedules;
- (H) draw wall sections;
- (I) draw a plot plan; and
- (J) draw an electrical and reflected ceiling plan.

(12) The student designs and prepares a technical drawing. The student is expected to:

- (A) draw individual parts;
- (B) draw the closed assembly drawings per the parts; and
- (C) draw and explode the assembly with the parts list.

§127.787. Intermediate Computer-Aided Design and Drafting (One Credit), Adopted 2021.

(a) General requirements. This course is recommended for students in Grades 10-12. Prerequisite: Architectural Design I, Introduction to Computer-Aided Design and Drafting, or Engineering Design and Presentation I. Students shall be awarded one credit for successful completion of this course.

(b) Introduction.

(1) Career and technical education instruction provides content aligned with challenging academic standards, industry-relevant technical knowledge, and college and career readiness skills for students to further their education and succeed in current and emerging professions.

(2) The Science, Technology, Engineering, and Science (STEM) Career Cluster focuses on planning, managing, and providing scientific research and professional and technical services, including laboratory and testing services, and research and development services.

(3) In Intermediate Computer-Aided Design and Drafting (CADD), students develop practices and techniques used in computer-aided drafting, emphasizing the development and use of prototype drawings, construction of pictorial drawings, construction of three-dimensional drawings, interfacing two-dimensional and three-dimensional environments, and extracting data. Basic rendering techniques will also be developed. Emphasis is placed on drawing set-up; creating and modifying geometry; storing and retrieving predefined shapes; placing, rotating, and scaling objects; adding text and dimensions; using layers and coordinating systems, as well as using input and output devices.

(4) Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.

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(5) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.

(c) Knowledge and skills.

(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:

(A) describe the roles, responsibilities, and dynamics of a team as applied in appropriate industry fields;

(B) explain employers' work expectations;

(C) demonstrate knowledge of the concepts and skills related to health and safety in the workplace as specified by appropriate governmental regulations;

(D) evaluate and justify decisions based on ethical reasoning;

(E) evaluate alternative responses to workplace situations based on personal, professional, ethical, and legal responsibilities and employer policies;

(F) identify and explain personal and long-term consequences of unethical or illegal behaviors in the workplace;

(G) interpret and explain written organizational policies and procedures; and

(H) demonstrate personal responsibility, ethics, and integrity, including respect for intellectual property, when accessing information and creating design projects.

(2) The student demonstrates an understanding of CADD terminology, tools, and symbols. The student is expected to:

(A) apply the Cartesian Coordinate Systems to illustrate the application of Z coordinates;

(B) describe the CADD menu structure;

(C) differentiate between type-in commands, icons, and pulldown menus;

(D) manipulate the standard draw commands;

(E) demonstrate modifying commands;

(F) explain the various modes of viewing drawings; and

(G) define and modify dimension styles.

(3) The student produces hand sketches to organize ideas and communicate design ideas. The student is expected to:

(A) demonstrate the use of graphic descriptions;

(B) develop skill in sketching or mark making to plan, execute, and construct two-dimensional images and three-dimensional models;

(C) demonstrate methods of projection; and

(D) use proper drafting techniques to convert sketches into an electronic drawing using CADD.

(4) The student demonstrates an understanding of commands in a CADD system. The student is expected to:

(A) operate CADD software;

(B) demonstrate draw commands;

(C) modify drawn objects in CADD software;

(D) create two-dimensional and three-dimensional objects;

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(E) convert two-dimensional drawings to three-dimensional drawings;

(F) convert three-dimensional drawings to two-dimensional drawings;

(G) prepare text blocks in CADD software;

(H) manipulate an external reference or file;

(I) import files of different formats into CADD;

(J) demonstrate the plot command in print or plot drawings; and

(K) import and export data using attributes.

(5) The student preforms computer-aided drafting functions. The student is expected to:

(A) create text styles, text justification, and multi-line text;

(B) create and use multi-leaders;

(C) edit dimensions;

(D) work with dimension styles;

(E) crosshatch objects;

(F) isolate and hide objects;

(G) use selection set methods;

(H) use rectangular, polar, and path arrays;

(I) use rotation reference angles;

(J) use elements of creativity and organizational principles to create visually coherent viewports and layouts;

(K) create and manage layers and properties;

(L) use page setup for plotting;

(M) create, insert, and edit reusable content such as symbols and blocks;

(N) use specific line types using the Standard Alphabet of Lines;

(O) create fills and gradients; and

(P) edit hatch patterns and fills.

(6) The student creates drawings using the CADD software. The student is expected to:

(A) translate hand sketches into CADD software;

(B) create projected mechanical drawings;

(C) create drawings with external references;

(D) complete a three-dimensional parametric model;

(E) organize a complex assembly, including an animated exploded assembly;

(F) compare various methods of drawing solids;

(G) construct a composite drawing using multiple drawings;

(H) justify correct drawing methods;

(I) draw lines, arcs, and circles to represent plans or mechanical assemblies;

(J) create text styles, text justification, and multi-line text;

(K) create and use multi-leaders;

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(L) edit dimensions, including dimension styles;

(M) isolate and hide objects;

(N) use selection set methods;

(O) use elements of creativity and organizational principles to create visually coherent viewports and layouts;

(P) create and manage layers;

(Q) use page setup for plotting; and

(R) prepare multi-view drawings, including sectional and auxiliary views.

(7) The student creates electrical drawings. The student is expected to:

(A) prepare schematic drawings;

(B) prepare printed circuit board assembly drawing packages;

(C) prepare connection drawings;

(D) prepare interconnection drawings;

(E) prepare wiring drawings;

(F) prepare cable drawings and/or harness drawings;

(G) prepare component drawings; and

(H) prepare logic diagrams.

(8) The student creates mechanical drawings. The student is expected to:

(A) prepare fastener, cam, gear, spring, and bearing drawings;

(B) prepare detail drawings;

(C) prepare surface developments;

(D) prepare welding drawings;

(E) prepare bearing drawings;

(F) prepare casting drawings;

(G) prepare forging drawings;

(H) prepare tool drawings;

(I) prepare molding diagrams;

(J) prepare stamping drawings;

(K) prepare numerical-control drawings;

(L) modify drawings to include material specifications and parts list; and

(M) identify geometric tolerances and dimensioning of specific machined surfaces.

(9) The student prepares CADD project designs. The student is expected to:

(A) develop a floor plan depicting all elements of the building, including BIM (building information modeling);

(B) render a site plan that depicts all elements of the site;

(C) render exterior and interior elevations;

(D) draw a specified roof type within a plan;

(E) prepare door and window schedules;

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(F) draw a wall and building section;

(G) draw an overall site plan;

(H) draw a building plot plan;

(I) review and revise plans throughout the design process to refine and achieve design objective;

(J) demonstrate flexibility and adaptability throughout the design process; and

(K) define a basic project materials list.

§127.788. Fundamentals of Computer Science (One Credit), Adopted 2021.

(a) General requirements. Students shall be awarded one credit for successful completion of this course. This course is recommended for students in Grades 7-12.

(b) Introduction.

(1) Career and technical education instruction provides content aligned with challenging academic standards, industry-relevant technical knowledge, and college and career readiness skills for students to further their education and succeed in current and emerging professions.

(2) The Science, Technology, Engineering, and Mathematics (STEM) Career Cluster focuses on planning, managing, and providing scientific research and professional and technical services such as laboratory and testing services and research and development services.

(3) Fundamentals of Computer Science is intended as a first course for those students just beginning the study of computer science. Students will learn about the computing tools that are used every day. Students will foster their creativity and innovation through opportunities to design, implement, and present solutions to real-world problems. Students will collaborate and use computer science concepts to access, analyze, and evaluate information needed to solve problems. Students will learn computational thinking, problem-solving, and reasoning skills that are the foundation of computer science. By using computer science knowledge and skills that support the work of individuals and groups in solving problems, students will select the technology appropriate for the task, synthesize knowledge, create solutions, and evaluate the results. Students will learn digital citizenship by researching current laws, regulations, and best practices and by practicing integrity and respect. Students will gain an understanding of the principles of computer science through the study of technology operations and concepts.

(4) Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.

(5) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.

(c) Knowledge and skills.

(1) Employability. The student identifies various employment opportunities in the computer science field. The student is expected to:

(A) identify job opportunities and accompanying job duties and tasks;

(B) examine the role of certifications, resumes, and portfolios in the computer science profession;

(C) employ effective technical reading and writing skills;

(D) employ effective verbal and non-verbal communication skills;

(E) solve problems and think critically;

(F) demonstrate leadership skills and function effectively as a team member;

(G) demonstrate an understanding of legal and ethical responsibilities in relation to the field of computer science;

(H) demonstrate planning and time-management skills; and

(I) compare university computer science programs.

(2) Creativity and innovation. The student develops products and generates new knowledge, understanding, and skills. The student is expected to:

(A) investigate and explore various career opportunities within the computer science field and report findings through various media;

(B) create algorithms for the solution of various problems;

(C) discuss methods and create and publish web pages using a web-based language such as HTML, Java Script, or XML; and

(D) use generally accepted design standards for spacing, fonts, and color schemes to create functional user interfaces, including static and interactive screens.

(3) Communication and collaboration. The student communicates and collaborates with peers to contribute to his or her own learning and the learning of others. The student is expected to:

(A) seek and respond to advice or feedback from peers, educators, or professionals when evaluating problem solutions;

(B) debug and solve problems using reference materials and effective strategies; and

(C) publish information in a variety of ways such as print, monitor display, web pages, or video.

(4) Critical thinking, problem solving, and decision making. The student uses appropriate strategies to analyze problems and design algorithms. The student is expected to:

(A) demonstrate the ability to insert external standalone objects such as scripts or widgets into web pages;

(B) demonstrate understanding of binary representation of data in computer systems, perform conversions between decimal and binary number systems, and count in binary number systems;

(C) identify a problem's description, purpose, and goals;

(D) demonstrate coding proficiency in a programming language by developing solutions that create stories, games, and animations;

(E) identify and use the appropriate data type to properly represent the data in a program problem solution;

(F) demonstrate an understanding of and use variables within a programmed story, game, or animation;

(G) demonstrate proficiency in the use of arithmetic operators to create mathematical expressions, including addition, subtraction, multiplication, real division, integer division, and modulus division;

(H) demonstrate an understanding of and use sequence within a programmed story, game, or animation;

(I) demonstrate an understanding of and use conditional statements within a programmed story, game, or animation;

(J) demonstrate an understanding of and use iteration within a programmed story, game, or animation;

(K) use random numbers within a programmed story, game, or animation; and

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(L) test program solutions by investigating intended outcomes.

(5) Digital citizenship. The student explores and understands safety, legal, cultural, and societal issues relating to the use of technology and information. The student is expected to:

(A) discuss privacy and copyright laws/issues and model ethical acquisition of digital information by citing sources using established methods;

(B) compare various non-copyright asset sharing options such as open source, freeware, and public domain;

(C) demonstrate proper digital etiquette and knowledge of acceptable use policies when using networks;

(D) discuss the value of strong passwords and virus detection/prevention for privacy and security;

(E) discuss the impact of computing and computing-related advancements on society; and

(F) discuss how electronic media can affect reliability of information.

(6) Technology operations and concepts. The student understands technology concepts, systems, and operations as they apply to computer science. The student is expected to:

(A) demonstrate knowledge of the basic computer components, including a central processing unit (CPU), storage, and input/output devices;

(B) use system tools, including appropriate file management;

(C) demonstrate knowledge of different operating systems;

(D) describe the differences between an application and an operating system; and

(E) use various input, processing, output, and primary/secondary storage devices.

§127.789. Computer Science I (One Credit), Adopted 2021.

(a) General requirements. Students shall be awarded one credit for successful completion of this course. Required corequisite: Algebra I. This course is recommended for students in Grades 8-12.

(b) Introduction.

(1) Career and technical education instruction provides content aligned with challenging academic standards, industry-relevant technical knowledge, and college and career readiness skills for students to further their education and succeed in current and emerging professions.

(2) The Science, Technology, Engineering, and Mathematics (STEM) Career Cluster focuses on planning, managing, and providing scientific research and professional and technical services such as laboratory and testing services and research and development services.

(3) Computer Science I will foster students' creativity and innovation by presenting opportunities to design, implement, and present meaningful programs through a variety of media. Students will collaborate with one another, their instructor, and various electronic communities to solve the problems presented throughout the course. Through computational thinking and data analysis, students will identify task requirements, plan search strategies, and use computer science concepts to access, analyze, and evaluate information needed to solve problems. By using computer science knowledge and skills that support the work of individuals and groups in solving problems, students will select the technology appropriate for the task, synthesize knowledge, create solutions, and evaluate the results. Students will learn digital citizenship by researching current laws, regulations, and best practices and by practicing integrity and respect. Students will gain an understanding of the principles of computer science through the study of technology operations, systems, and concepts.

(4) Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.

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(5) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.

(c) Knowledge and skills.

(1) Employability. The student identifies various employment opportunities in the computer science field. The student is expected to:

(A) identify job opportunities and accompanying job duties and tasks;

(B) examine the role of certifications, resumes, and portfolios in the computer science profession;

(C) employ effective technical reading and writing skills;

(D) employ effective verbal and non-verbal communication skills;

(E) solve problems and think critically;

(F) demonstrate leadership skills and function effectively as a team member;

(G) demonstrate an understanding of legal and ethical responsibilities in relation to the field of computer science;

(H) demonstrate planning and time-management skills; and

(I) compare university computer science programs.

(2) Communication and collaboration. The student communicates and collaborates with peers to contribute to his or her own learning and the learning of others. The student is expected to:

(A) participate in learning communities as a learner, initiator, contributor, and teacher/mentor; and

(B) seek and respond to advice from peers, educators, or professionals when evaluating quality and accuracy of the student's product.

(3) Programming style and presentation. The student utilizes proper programming style and develops appropriate visual presentation of data, input, and output. The student is expected to:

(A) create and properly label and display output;

(B) create interactive input interfaces, with relevant user prompts, to acquire data from a user such as console displays or Graphical User Interfaces (GUIs);

(C) write programs with proper programming style to enhance the readability and functionality of a code by using descriptive identifiers, internal comments, white space, spacing, indentation, and a standardized program style;

(D) format data displays using standard formatting styles; and

(E) display simple vector graphics using lines, circles, and rectangles.

(4) Critical thinking, problem solving, and decision making. The student uses appropriate strategies to analyze problems and design algorithms. The student is expected to:

(A) use program design problem-solving strategies to create program solutions;

(B) create a high-level program plan using a visual tool such as a flow chart or graphic organizer;

(C) identify the tasks and subtasks needed to solve a problem;

(D) identify the data types and objects needed to solve a problem;

(E) identify reusable components from existing code;

(F) design a solution to a problem;

(G) code a solution from a program design;

(H) identify error types, including syntax, lexical, run time, and logic;

(I) test program solutions with valid and invalid test data and analyze resulting behavior;

(J) debug and solve problems using error messages, reference materials, language documentation, and effective strategies;

(K) explore common algorithms such as finding greatest common divisor, finding the biggest number out of three, finding primes, making change, and finding the average;

(L) create program solutions that address basic error handling such as preventing division by zero and type mismatch;

(M) select the most appropriate construct for a defined problem;

(N) create program solutions by using the arithmetic operators to create mathematical expressions, including addition, subtraction, multiplication, real division, integer division, and modulus division;

(O) create program solutions to problems using available mathematics library functions or operators, including absolute value, round, power, square, and square root;

(P) develop program solutions that use assignment;

(Q) develop sequential algorithms to solve non-branching and non-iterative problems;

(R) develop algorithms to decision-making problems using branching control statements;

(S) develop iterative algorithms and code programs to solve practical problems;

(T) demonstrate proficiency in the use of the relational operators;

(U) demonstrate proficiency in the use of the logical operators; and

(V) generate and use random numbers.

(5) Digital citizenship. The student explores and understands safety, legal, cultural, and societal issues relating to the use of technology and information. The student is expected to:

(A) discuss intellectual property, privacy, sharing of information, copyright laws, and software licensing agreements;

(B) model ethical acquisition and use of digital information;

(C) demonstrate proper digital etiquette, responsible use of software, and knowledge of acceptable use policies;

(D) investigate measures, including strong passwords, pass phrases, and other methods of authentication, as well as virus detection/prevention for privacy and security; and

(E) investigate computing and computing-related advancements and the social and ethical ramifications of computer usage.

(6) Technology operations, systems, and concepts. The student understands technology concepts, systems, and operations as they apply to computer science. The student is expected to:

(A) demonstrate knowledge of major hardware components, including primary and secondary memory, a central processing unit (CPU), and peripherals;

(B) differentiate between current programming languages, discuss the general purpose for each language, and demonstrate knowledge of specific programming terminology and concepts and types of software development applications;

(C) differentiate between a high-level compiled language and an interpreted language;

(D) identify and use concepts of object-oriented design;

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(E) differentiate between local and global scope access variable declarations;

(F) encapsulate data and associated subroutines into an abstract data type;

(G) create subroutines that do not return values with and without the use of arguments and parameters;

(H) create subroutines that return typed values with and without the use of arguments and parameters;

(I) create calls to processes passing arguments that match parameters by number, type, and position;

(J) compare data elements using logical and relational operators;

(K) identify and convert binary representation of numeric and nonnumeric data in computer systems using American Standard Code for Information Interchange (ASCII) or Unicode;

(L) identify finite limits of numeric data such as integer wrap around and floating point precision;

(M) perform numerical conversions between the decimal and binary number systems and count in the binary number system;

(N) choose, identify, and use the appropriate data types for integer, real, and Boolean data when writing program solutions;

(O) **analyze** ~~**demonstrate an understanding of**~~ the concept of a variable, including primitives and objects;

(P) ~~**demonstrate an understanding of how to**~~ represent and manipulate text data, including concatenation and other string functions;

(Q) identify and use the structured data type of one-dimensional arrays to traverse, search, and modify data;

(R) choose, identify, and use the appropriate data type or structure to properly represent the data in a program problem solution; and

(S) compare strongly typed and un-typed programming languages.

§127.790. Computer Science II (One Credit), Adopted 2021.

(a) General requirements. This course is recommended for students in Grades 10-12. Prerequisites: Algebra I and Computer Science I or AP Computer Science Principles. Students shall be awarded one credit for successful completion of this course.

(b) Introduction.

(1) Career and technical education instruction provides content aligned with challenging academic standards, industry-relevant technical knowledge, and college and career readiness skills for students to further their education and succeed in current and emerging professions.

(2) The Science, Technology, Engineering, and Mathematics (STEM) Career Cluster focuses on planning, managing, and providing scientific research and professional and technical services such as laboratory and testing services and research and development services.

(3) Computer Science II will foster students' creativity and innovation by presenting opportunities to design, implement, and present meaningful programs through a variety of media. Students will collaborate with one another, their instructor, and various electronic communities to solve the problems presented throughout the course. Through computational thinking and data analysis, students will identify task requirements, plan search strategies, and use computer science concepts to access, analyze, and evaluate information needed to solve problems. By using computer science knowledge and skills that support the work of individuals and groups in solving problems, students will select the technology appropriate for the task, synthesize knowledge, create

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solutions, and evaluate the results. Students will gain an understanding of computer science through the study of technology operations, systems, and concepts.

(4) Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.

(5) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.

(c) Knowledge and skills.

(1) Employability. The student identifies various employment opportunities in the computer science field. The student is expected to:

(A) identify job opportunities and accompanying job duties and tasks;

(B) examine the role of certifications, resumes, and portfolios in the computer science profession;

(C) employ effective technical reading and writing skills;

(D) employ effective verbal and non-verbal communication skills;

(E) solve problems and think critically;

(F) demonstrate leadership skills and function effectively as a team member;

(G) **identify** ~~**demonstrate an understanding of**~~ legal and ethical responsibilities in relation to the field of computer science;

(H) demonstrate planning and time-management skills; and

(I) compare university computer science programs.

(2) Creativity and innovation. The student develops products and generates new understandings by extending existing knowledge. The student is expected to:

(A) use program design problem-solving strategies to create program solutions;

(B) read, analyze, and modify programs and their accompanying documentation such as an application programming interface (API), internal code comments, external documentation, or readme files;

(C) follow a systematic problem-solving process of identifying the purpose and goals, the data types and objects needed, and the subtasks to be performed;

(D) compare design methodologies and implementation techniques such as top-down, bottom-up, and black box;

(E) trace a program, including inheritance and black box programming;

(F) choose, identify, and use the appropriate abstract data type, advanced data structure, and supporting algorithms to properly represent the data in a program problem solution; and

(G) use object-oriented programming development methodology, data abstraction, encapsulation with information hiding, inheritance, and procedural abstraction in program development and testing.

(3) Communication and collaboration. The student communicates and collaborates with peers to contribute to his or her own learning and the learning of others. The student is expected to:

(A) use the principles of software development to work in software design teams;

(B) break a problem statement into specific solution requirements;

(C) create a program development plan;

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(D) code part of a solution from a program development plan while a partner codes the remaining part;

(E) collaborate with a team to test a solution, including boundary and standard cases; and

(F) develop presentations to report the solution findings.

(4) Data literacy and management. The student locates, analyzes, processes, and organizes data. The student is expected to:

(A) utilize programming file structure and file access for required resources;

(B) acquire and process information from text files, including files of known and unknown sizes;

(C) manipulate data using string processing;

(D) manipulate data values by casting between data types;

(E) use the structured data type of one-dimensional arrays to traverse, search, modify, insert, and delete data;

(F) identify and use the structured data type of two-dimensional arrays to traverse, search, modify, insert, and delete data;

(G) identify and use a list object data structure to traverse, search, insert, and delete data; and

(H) differentiate between categories of programming languages, including machine, assembly, high-level compiled, high-level interpreted, and scripted.

(5) Critical thinking, problem solving, and decision making. The student uses appropriate strategies to analyze problems and design algorithms. The student is expected to:

(A) develop sequential algorithms using branching control statements, including nested structures, to create solutions to decision-making problems;

(B) develop choice algorithms using selection control statements based on ordinal values;

(C) demonstrate proficiency in the use of short-circuit evaluation;

(D) demonstrate proficiency in the use of Boolean algebra, including De Morgan's Law;

(E) develop iterative algorithms using nested loops;

(F) identify, trace, and appropriately use recursion in programming solutions, including algebraic computations;

(G) trace, construct, evaluate, and compare search algorithms, including linear searching and binary searching;

(H) identify, describe, trace, evaluate, and compare standard sorting algorithms, including selection sort, bubble sort, insertion sort, and merge sort;

(I) measure time/space efficiency of various sorting algorithms, including analyzing algorithms using "big-O" notation for best, average, and worst-case data patterns;

(J) develop algorithms to solve various problems such as factoring, summing a series, finding the roots of a quadratic equation, and generating Fibonacci numbers;

(K) test program solutions by investigating boundary conditions; testing classes, methods, and libraries in isolation; and performing stepwise refinement;

(L) identify and debug compile, syntax, runtime, and logic errors;

(M) compare algorithm efficiency of linear, quadratic, and recursive strategies by using informal runtime comparisons, exact calculation of statement execution counts, and theoretical efficiency values using "big-O" notation, including worst-case, best-case, and average-case time/space analysis of search and sort algorithms;

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(N) demonstrate the ability to count, convert, and perform mathematical operations in the decimal, binary, octal, and hexadecimal number systems;

(O) demonstrate knowledge of the maximum integer boundary, minimum integer boundary, imprecision of real number representations, and round-off errors;

(P) create program solutions to problems using a mathematics library;

(Q) use random number generator algorithms to create simulations;

(R) use composition and inheritance relationships to identify and create class definitions and relationships;

(S) explain and use object relationships between defined classes, abstract classes, and interfaces;

(T) create object-oriented class definitions and declarations using variables, constants, methods, parameters, and interface implementations;

(U) create adaptive behaviors using polymorphism;

(V) use reference variables for object and string data types;

(W) use value and reference parameters appropriately in method definitions and method calls;

(X) implement access scope modifiers;

(Y) use object comparison for content quality;

(Z) duplicate objects using the appropriate deep or shallow copy;

(AA) apply functional decomposition to a program solution;

(BB) create objects from class definitions through instantiation; and

(CC) examine and mutate the properties of an object using accessors and modifiers.

§127.791. Computer Science III (One Credit), Adopted 2021.

(a) General requirements. This course is recommended for students in Grades 11 and 12. Prerequisite: Computer Science II, Advanced Placement (AP) Computer Science A, or International Baccalaureate (IB) Computer Science. Students shall be awarded one credit for successful completion of this course.

(b) Introduction.

(1) Career and technical education instruction provides content aligned with challenging academic standards, industry-relevant technical knowledge, and college and career readiness skills for students to further their education and succeed in current and emerging professions.

(2) The Science, Technology, Engineering, and Mathematics (STEM) Career Cluster focuses on planning, managing, and providing scientific research and professional and technical services such as laboratory and testing services and research and development services.

(3) Computer Science III will foster students' creativity and innovation by presenting opportunities to design, implement, and present meaningful programs through a variety of media. Students will collaborate with one another, their instructor, and various electronic communities to solve the problems presented throughout the course. Through computational thinking and data analysis, students will identify task requirements, plan search strategies, and use computer science concepts to access, analyze, and evaluate information needed to solve problems. By using computer science knowledge and skills that support the work of individuals and groups in solving problems, students will select the technology appropriate for the task, synthesize knowledge, create solutions, and evaluate the results. Students will gain an understanding of advanced computer science data structures through the study of technology operations, systems, and concepts.

(4) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.

(5) Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.

(c) Knowledge and skills.

(1) Employability. The student identifies various employment opportunities in the computer science field. The student is expected to:

(A) identify job opportunities and accompanying job duties and tasks;

(B) examine the role of certifications, resumes, and portfolios in the computer science profession;

(C) employ effective technical reading and writing skills;

(D) employ effective verbal and non-verbal communication skills;

(E) solve problems and think critically;

(F) demonstrate leadership skills and function effectively as a team member;

(G) demonstrate an understanding of legal and ethical responsibilities in relation to the field of computer science;

(H) demonstrate planning and time-management skills; and

(I) compare university computer science programs.

(2) Creativity and innovation. The student develops products and generates new understandings by extending existing knowledge. The student is expected to:

(A) apply object-oriented programming, including data abstraction, encapsulation, inheritance, and polymorphism, to manage complexity;

(B) design and implement a class hierarchy;

(C) read and write class specifications using visual organizers, including Unified Modeling Language;

(D) identify, describe, evaluate, compare, and implement standard sorting algorithms that perform sorting operations on data structures, including quick sort and heap sort; and

(E) identify and use the appropriate abstract data type, advanced data structure, and supporting algorithms to properly represent the data in a program problem solution.

(3) Communication and collaboration. The student communicates and collaborates with peers to contribute to his or her own learning and the learning of others. The student is expected to:

(A) use networked tools ~~such as GitHub~~ for file management and collaboration; and

(B) work in software design teams.

(4) Data literacy and management. The student locates, analyzes, processes, and organizes data. The student is expected to:

(A) identify and use two-dimensional ragged arrays to traverse, search, modify, insert, and delete data;

(B) describe and demonstrate proper linked list management, including maintaining the head and safe addition and deletion of linked objects;

(C) create or trace program solutions using a linked-list data structure, including unordered single, ordered single, double, and circular linked;

(D) describe composite data structures, including a linked list of linked lists;

(E) create or trace program solutions using stacks, queues, trees, heaps, priority queues, graph theory, and enumerated data types;

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(F) create or trace program solutions using sets, including hash and tree-based data structures;

(G) create or trace program solutions using map style data structures; and

(H) write and modify text file data.

(5) Critical thinking, problem solving, and decision making. The student uses appropriate strategies to analyze problems and design algorithms. The student is expected to:

(A) evaluate expressions using bitwise operators;

(B) evaluate expressions using the ternary operator;

(C) identify, trace, and appropriately use recursion in programming solutions, including processing binary trees;

(D) create or trace program solutions using hashing;

(E) explore common algorithms such as matrix addition and multiplication, fractals, Towers of Hanoi, and magic square; and

(F) create program solutions that exhibit robust behavior by recognizing and avoiding runtime errors and handling anticipated errors.

(6) Testing and documentation. The student demonstrates appropriate documentation and testing practices. The student is expected to:

(A) use appropriate formatting and write documentation to support code maintenance, including pre- and post-condition statements;

(B) write program assumptions in the form of assertions;

(C) write a Boolean expression to test a program assertion; and

(D) construct assertions to make explicit program invariants.

(7) Practical application of technology. The student utilizes technology concepts, systems, and operations as they apply to computer science. The student is expected to:

(A) analyze and create computer program workflow charts and basic system diagrams, documenting system functions, features, and operations;

(B) gather requirements, design, and implement a process by which programs can interact with each other such as using interfaces;

(C) create simple programs using a low-level language such as assembly;

(D) create discovery programs in a high-level language;

(E) create scripts for an operating system;

(F) explore industry best practices for secure programming; and

(G) explore emerging industry or technology trends.

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