Rule Text	TEKS Notation	Technology Applications TEKS	Connections	Science Connections	Mathematics Connections	Social Studies Connections	English Language Arts and Reading Connections	Health Connections	Fine Arts Connections	Languages Other Than English Connections	Physical Education Connections
126.17.c.1	**6.1**	***Computational thinking* –foundations. The student explores the core concepts of computational thinking, a set of problem-solving processes that involve decomposition, pattern recognition, abstraction, and algorithms.**	**A knowledge and skills statement is a broad statement of what students must know and be able to do.**								
126.17.c.1.A	6.1.A	decompose real-world problems into structured parts by using visual representation	**Direct alignment between student expectations**	**Science.6.1 B** use scientific practices to plan and conduct descriptive, comparative, and experimental investigations and use engineering practices to design solutions to problems	**Math.6.1.B** use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem-solving process and the reasonableness of the solution	**SS.6.22.B** use problem-solving and decision-making processes to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution					
			Use this space to identify additional connections between technology applications standards and other content standards. Some illustrative examples are provided.	**SS.6.20.D** create and interpret regional sketch maps, thematic maps, graphs, and charts depicting aspects such as population, disease, and economic activities of various world regions and countries **ELAR.6.12.B** develop and revise a plan							
126.17.c.1.B	6.1.B	analyze the patterns and sequences found in visual representations such as learning maps, concept maps, or other representations of data	**Direct alignment between student expectations**	**Science.6.2.B** analyze data by identifying any significant descriptive statistical features, patterns, sources of error, or limitations	**Math.6.12.B** use the graphical representation of numeric data to describe the center, spread, and shape of the data distribution	**SS.6.19.C** organize and interpret information from outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps **SS.6.20.D** create and interpret regional sketch maps, thematic maps, graphs, and charts depicting aspects such as population, disease, and economic activities of various world regions and countries	**ELAR.6.7.A** infer multiple themes within and across texts using text evidence		**Music.MS.1.1.D** identify musical forms presented aurally and through music notation such as binary, ternary, phrasic, rondo, and theme and variations		
			Use this space to identify additional connections between technology applications standards and other content standards. An illustrative example is provided.	**Math.6.12.A** represent numeric data graphically, including dot plots, stem-and-leaf plots, histograms, and box plots							
126.17.c.1.C	6.1.C	define abstraction and distinguish between generalized information and specific information in the context of solving a problem or completing a task	**Direct alignment between student expectations**	**Science.6.1.A** ask questions and define problems based on observations or information from text, phenomena, models, or investigations	**Math.6.1.B** use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem-solving process and the reasonableness of the solution	**SS.6.22.B** use problem-solving and decision-making processes to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution	**ELAR.6.5.G** evaluate details read to determine key ideas				
			Use this space to identify additional connections between technology applications standards and other content standards.								
126.17.c.1.D	6.1.D	design a plan collaboratively using visual representation to document a problem, possible solutions, and an expected timeline for the development of a coded solution	**Direct alignment between student expectations**	**Science.6.1 B** use scientific practices to plan and conduct descriptive, comparative, and experimental investigations and use engineering practices to design solutions to problems	**Math.6.1.B** use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem-solving process and the reasonableness of the solution	**SS.6.22.B** use problem-solving and decision-making processes to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution	**ELAR.6.12.B** develop and revise a plan				
			Use this space to identify additional connections between technology applications standards and other content standards.								
126.17.c.1.E	6.1.E	analyze different techniques used in debugging and apply them to an algorithm	**Direct alignment between student expectations**	**Science.6.2.B** analyze data by identifying any significant descriptive statistical features, patterns, sources of error, or limitations	**Math.6.1.B** use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem-solving process and the reasonableness of the solution	**SS.6.22.B** use problem-solving and decision-making processes to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution					

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			Use this space to identify additional connections between technology applications standards and other content standards.								
126.17.c.1.F	6.1.F	analyze the benefits of using iteration (code and sequence repetition) in algorithms	**Direct alignment between student expectations**								
			Use this space to identify additional connections between technology applications standards and other content standards.								
126.17.c.2	**6.2**	***Computational thinking*** **--applications. The student applies the fundamentals of computer science.**	**A knowledge and skills statement is a broad statement of what students must know and be able to do.**								
126.17.c.2.A	6.2.A	define and label variables that relate to their programming or algorithm	**Direct alignment between student expectations**	**Science.6.2.B** analyze data by identifying any significant descriptive statistical features, patterns, sources of error, or limitations	**Math.6.9.A** write one-variable, one-step equations and inequalities to represent constraints or conditions within problems						
			Use this space to identify additional connections between technology applications standards and other content standards.								
126.17.c.2.B	6.2.B	use a design process to create block-based and text-based programs that include sequences, loops, conditionals, and events to solve an everyday problem	**Direct alignment between student expectations**								
			Use this space to identify additional connections between technology applications standards and other content standards. Some illustrative examples are provided.	**Science.6.9.A** model and illustrate how the tilted Earth revolves around the Sun, causing changes in seasons **Math.6.2.D** order a set of rational numbers arising from mathematical and real-world contexts **SS.6.6.B** identify problems that may arise when one or more of the factors of production is in relatively short supply						
126.17.c.3	**6.3**	***Creativity and innovation*** **--innovative design process. The student takes an active role in learning by using a design process and creative thinking to develop and evaluate solutions, considering a variety of local and global perspectives.**	**A knowledge and skills statement is a broad statement of what students must know and be able to do.**								
126.17.c.3.A	6.3.A	resolve challenges in design processes independently using goal setting and personal character traits such as demonstrating courage and confidence	**Direct alignment between student expectations**	**Science.6.3.C** engage respectfully in scientific argumentation using applied scientific explanations and empirical evidence	**Math.6.1.B** use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem-solving process and the reasonableness of the solution	**SS.6.22.B** use problem-solving and decision-making processes to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution	**ELAR.6.12.B** develop and revise a plan **ELAR.6.12.C** refine the major research question, if necessary, guided by the answers to a secondary set of questions				

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			Use this space to identify additional connections between technology applications standards and other content standards. An illustrative example is provided.	**ELAR.6.12.A** generate student-selected and teacher-guided questions for formal and informal inquiry							
126.17.c.3.B	6.3.B	discuss and implement a design process using digital tools to compare, contrast, and evaluate student-generated outcomes	**Direct alignment between student expectations**	**Science.6.1 B** use scientific practices to plan and conduct descriptive, comparative, and experimental investigations and use engineering practices to design solutions to problems	**Math.6.1.B** use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem-solving process and the reasonableness of the solution	**SS.6.22.B** use problem-solving and decision-making processes to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution	**ELAR.6.12.B** develop and revise a plan				
			Use this space to identify additional connections between technology applications standards and other content standards.								
126.17.c.3.C	6.3.C	identify how the design process is used in various industries	**Direct alignment between student expectations**	**Science.6.4.C** research and explore resources such as museums, libraries, professional organizations, private companies, online platforms, and mentors employed in a science, technology, engineering, and mathematics (STEM) field to investigate STEM careers	**Math.6.1.A** apply mathematics to problems arising in everyday life, society, and the workplace	**SS.6.18.A** identify examples of scientific discoveries, technological innovations, and scientists and inventors that have shaped the world					
			Use this space to identify additional connections between technology applications standards and other content standards. Some illustrative examples are provided.	**Math.6.14.H** compare the annual salary of several occupations requiring various levels of post-secondary education or vocational training and calculate the effects of the different annual salaries on lifetime income **Theatre.MS.1.3.D** use technology in theatrical applications such as live theatre, video, and film **Theatre.MS.1.4.B** explore the influences of theatre, film, television, and electronic media such as key developments, figures, and works in society						
126.17.c.4	**6.4**	***Creativity and innovation*** **--emerging technologies. The student demonstrates a thorough understanding of the role of technology throughout history and its impact on societies.**	**A knowledge and skills statement is a broad statement of what students must know and be able to do.**								
126.17.c.4.A	6.4.A	discuss how changes in technology throughout history have impacted various areas of study	**Direct alignment between student expectations**	**Science.6.4.A** relate the impact of past and current research on scientific thought and society, including the process of science, cost-benefit analysis, and contributions of diverse scientists as related to the content	**Math.6.1.C** select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems	**SS.6.18.A** identify examples of scientific discoveries, technological innovations, and scientists and inventors that have shaped the world **SS.6.18.B** explain how resources, economic factors, and political decisions affect the use of technology **SS.6.18.C** make predictions about future social, political, economic, cultural, and environmental impacts that may result from future scientific discoveries and technological innovations			**Theatre.MS.1.4.B** explore the influences of theatre, film, television, and electronic media such as key developments, figures, and works in society		
			Use this space to identify additional connections between technology applications standards and other content standards.								
126.17.c.4.B	6.4.B	discuss how global trends impact the development of technology	**Direct alignment between student expectations**	**Science.6.4.A** relate the impact of past and current research on scientific thought and society, including the process of science, cost-benefit analysis, and contributions of diverse scientists as related to the content		**SS.6.18.A** identify examples of scientific discoveries, technological innovations, and scientists and inventors that have shaped the world **SS.6.18.B** explain how resources, economic factors, and political decisions affect the use of technology **SS.6.18.C** make predictions about future social, political, economic, cultural, and environmental impacts that may result from future scientific discoveries and technological innovations					

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			Use this space to identify additional connections between technology applications standards and other content standards. An illustrative example is provided.	**Theatre.MS.1.4.B** explore the influences of theatre, film, television, and electronic media such as key developments, figures, and works in society							
126.17.c.4.C	6.4.C	transfer current knowledge to the learning of newly encountered technologies	**Direct alignment between student expectations**								
			Use this space to identify additional connections between technology applications standards and other content standards.								
126.17.c.5	**6.5**	***Data literacy, management, and representation*** **–collect data. The student uses advanced digital strategies to collect and represent data.**	**A knowledge and skills statement is a broad statement of what students must know and be able to do.**								
126.17.c.5.A	6.5.A	demonstrate how data can be represented in Boolean expression	**Direct alignment between student expectations**		**Math.6.7.D** generate equivalent expressions using the properties of operations: inverse, identity, commutative, associative, and distributive properties						
			Use this space to identify additional connections between technology applications standards and other content standards.								
126.17.c.5.B	6.5.B	discuss and use advanced search strategies, including keywords, Boolean operators, and limiters	**Direct alignment between student expectations**								
			Use this space to identify additional connections between technology applications standards and other content standards. Some illustrative examples are provided.	**Science.6.12.B** describe and give examples of predatory, competitive, and symbiotic relationships between organisms, including mutualism, parasitism, and commensalism **Math.6.7.D** generate equivalent expressions using the properties of operations: inverse, identity, commutative, associative, and distributive properties **SS.6.16.C** identify examples of art, music, and literature that convey universal themes such as religion, justice, and the passage of time						
126.17.c.6	**6.6**	***Data literacy, management, and representation*** **-- organize, manage, and analyze data. The student uses digital tools to transform data, make inferences, and predictions.**	**A knowledge and skills statement is a broad statement of what students must know and be able to do.**								

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126.17.c.6.A	6.6.A	use digital tools to transform data in order to identify and discuss trends and make inferences.	**Direct alignment between student expectations**	**Science.6.2.D** analyze data by identifying any significant descriptive statistical features, patterns, sources of error, or limitations	**Math.6.1.C** select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems **Math.6.1.E** create and use representations to organize, record, and communicate mathematical ideas	**SS.6.19.B** analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions **SS.6.20.C** create and interpret regional sketch maps, thematic maps, graphs, and charts depicting aspects such as population, disease, and economic activities of various world regions and countries	**ELAR.6.5.H** synthesize information to create new understanding				
			Use this space to identify additional connections between technology applications standards and other content standards.								
126.17.c.7	**6.7**	***Data literacy, management, and representation*** **-- communicate and publish results. The student creates digital products to communicate data to an audience for an intended purpose.**	**A knowledge and skills statement is a broad statement of what students must know and be able to do.**								
126.17.c.7.A	6.7.A	use digital tools to communicate and display data from a product or process to inform an intended audience	**Direct alignment between student expectations**	**Science.6.2.D** analyze data by identifying any significant descriptive statistical features, patterns, sources of error, or limitations	**Math.6.1.C** select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems **Math.6.1.E** create and use representations to organize, record, and communicate mathematical ideas	**SS.6.20.C** create and interpret regional sketch maps, thematic maps, graphs, and charts depicting aspects such as population, disease, and economic activities of various world regions and countries	**ELAR.6.12.J** use an appropriate mode of delivery, whether written, oral, or multimodal, to present results		**Theatre.MS.1.3.D** use technology in theatrical applications such as live theatre, video, and film		
			Use this space to identify additional connections between technology applications standards and other content standards. An illustrative example is provided.	**Science.6.3.B** communicate explanations and solutions individually and collaboratively in a variety of settings and formats							
126.17.c.8	6.8	***Digital citizenship*** **--social interactions. The student understands different styles of digital communication and that a student's actions online can have a long-term impact.**	**A knowledge and skills statement is a broad statement of what students must know and be able to do.**								
126.17.c.8.A	6.8.A	identify the impact of a digital footprint	**Direct alignment between student expectations**					**Health.6.13.D** discuss strategies and techniques for identity protection in digital and online environments			
			Use this space to identify additional connections between technology applications standards and other content standards.								
126.17.c.8.B	6.8.B	create formal and informal digital communications using appropriate digital etiquette	**Direct alignment between student expectations**	**Math.6.1.D** communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate	**SS.6.21.F** apply foundational language skills to engage in civil discourse about social studies topics, including those with multiple perspectives	**ELAR.6.1.D** participate in student-led discussions by eliciting and considering suggestions from other group members, taking notes, and identifying points of agreement and disagreement	**Health.6.13.A** discuss appropriate personal digital and online communication boundaries				

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			Use this space to identify additional connections between technology applications standards and other content standards. An illustrative example is provided.	**Art.MS.1.2.C** produce artworks, including drawings, paintings, prints, sculptures/modeled forms, ceramics, fiber art, photographic imagery, and digital art and media, using a variety of materials							
126.17.c.8.C	6.8.C	collaborate on digital platforms such as recording a video conference presentation using appropriate formal and informal digital etiquette	**Direct alignment between student expectations**	**Science.6.3.B** communicate explanations and solutions individually and collaboratively in a variety of settings and formats **Science.6.3.C** engage respectfully in scientific argumentation using applied scientific explanations and empirical evidence	**Math.6.1.D** communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate	**SS.6.21.F** apply foundational language skills to engage in civil discourse about social studies topics, including those with multiple perspectives	**ELAR.6.1.D** participate in student-led discussions by eliciting and considering suggestions from other group members, taking notes, and identifying points of agreement and disagreement	**Health.6.13.B** develop strategies to resist inappropriate digital and online communication such as social media posts, sending and receiving photos, sexting, and pornography **Health.6.13.C** discuss and analyze consequences resulting from inappropriate digital and online communication such as social media posts, sending and receiving photos, sexting, and pornography			
			Use this space to identify additional connections between technology applications standards and other content standards. An illustrative example is provided.	**Art.MS.1.2.C** produce artworks, including drawings, paintings, prints, sculptures/modeled forms, ceramics, fiber art, photographic imagery, and digital art and media, using a variety of materials							
126.17.c.9	**6.9**	***Digital citizenship*** **--ethics and laws. The student recognizes and practices responsible, legal, and ethical behavior while using digital tools and resources.**	**A knowledge and skills statement is a broad statement of what students must know and be able to do.**								
126.17.c.9.A	6.9.A	adhere to local acceptable use policy (AUP) and practice safe, ethical, and positive online behaviors	**Direct alignment between student expectations**					**Health.6.13.A** discuss appropriate personal digital and online communication boundaries			
			Use this space to identify additional connections between technology applications standards and other content standards.								
126.17.c.9.B	6.9.B	discuss and define intellectual property and associated terms, including copyright law, permission, fair use, creative commons, open source, and public domain	**Direct alignment between student expectations**			**SS.6.21.E** use effective written communication skills, including proper citations to avoid plagiarism	**ELAR.6.12.G** differentiate between paraphrasing and plagiarism when using source materials				
			Use this space to identify additional connections between technology applications standards and other content standards.								
126.17.c.9.C	6.9.C	create citations and cite sources for a variety of digital forms of intellectual property	**Direct alignment between student expectations**			**SS.6.21.D** create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies based on research **SS.6. 21.E** use effective written communication skills, including proper citations to avoid plagiarism	**ELAR.6.12.**I display academic citations and use source materials ethically				
			Use this space to identify additional connections between technology applications standards and other content standards.								

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126.17.c.9.D	6.9.D	describe how information can be exaggerated or misrepresented online	**Direct alignment between student expectations**	**Science.6.2.D** analyze data by identifying any significant descriptive statistical features, patterns, sources of error, or limitations	**Math.6.1.D** communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate	**SS.6.19.F** evaluate a variety of historical and contemporary sources for validity, credibility, bias, and accuracy	**ELAR.6.12.H.i** examine sources for reliability, credibility, and bias				
			Use this space to identify additional connections between technology applications standards and other content standards.								
126.17.c.10	6.10	***Digital citizenship*** **–privacy, safety, and security. The student practices safe, legal, and ethical digital behaviors to become a socially responsible digital citizen.**	**A knowledge and skills statement is a broad statement of what students must know and be able to do.**								
126.17.c.10.A	6.10.A	identify real-world cybersecurity problems such as phishing, malware, password attacks, identity theft, and hacking	**Direct alignment between student expectations**					**Health.6.13.D** discuss strategies and techniques for identity protection in digital and online environments			
			Use this space to identify additional connections between technology applications standards and other content standards.								
126.17.c.10.B	6.10.B	identify various methods of cyberbullying such as harassment, impersonation, and cyberstalking	**Direct alignment between student expectations**					**Health.6.13.F** identify the current legal consequences of cyberbullying and inappropriate digital and online communication			
			Use this space to identify additional connections between technology applications standards and other content standards.								
126.17.c.11	6.11	***Practical technology concepts*** **–processes. The student evaluates and selects appropriate methods or techniques for an independent project and identifies and solves common hardware and software problems using troubleshooting strategies.**	**A knowledge and skills statement is a broad statement of what students must know and be able to do.**								
126.17.c.11.A	6.11.A	create and design files in various formats such as text, graphics, video, and audio files	**Direct alignment between student expectations**						**Art.MS.1.2.C** produce artworks, including drawings, paintings, prints, sculptures/modeled forms, ceramics, fiber art, photographic imagery, and digital art and media, using a variety of materials		
			Use this space to identify additional connections between technology applications standards and other content standards.								

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126.17.c.12	6.12	***Practical technology concepts*** **–skills and tools. The student leverages technology systems, concepts, and operations to produce digital artifacts.**	**A knowledge and skills statement is a broad statement of what students must know and be able to do.**								
126.17.c.12.A	6.12.A	apply appropriate technology terminology such as cloud applications, input, output, and basic programming	**Direct alignment between student expectations**								
			Use this space to identify additional connections between technology applications standards and other content standards.								
126.17.c.12.B	6.12.B	identify effective file management strategies such as file naming conventions, local and remote locations, backup, hierarchy, folder structure, file conversion, tags, and emerging digital organizational strategies	**Direct alignment between student expectations**								
			Use this space to identify additional connections between technology applications standards and other content standards.								
126.17.c.12.C	6.12.C	select and use the appropriate platform and tools to complete a specific task or project	**Direct alignment between student expectations**	**Science.6.3.B** communicate explanations and solutions individually and collaboratively in a variety of settings and formats	**Math.6.1.E** create and use representations to organize, record, and communicate mathematical ideas		**ELAR.6.12.J** use an appropriate mode of delivery, whether written, oral, or multimodal, to present results				
			Use this space to identify additional connections between technology applications standards and other content standards.								
126.17.c.12.D	6.12.D	demonstrate improvement in speed and accuracy as measured by words per minute when applying correct keyboarding techniques	**Direct alignment between student expectations**								
			Use this space to identify additional connections between technology applications standards and other content standards.								
			Direct alignment between student expectations								

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			Use this space to identify additional connections between technology applications standards and other content standards. An illustrative example is provided.				**ELAR.6.12.B** develop and revise a plan				
126.17.c.12.F	6.12.F	use help sources to research application features and solve software issues	**Direct alignment between student expectations**								
			Use this space to identify additional connections between technology applications standards and other content standards.								
126.17.c.12.G	6.12.G	identify types of local and remote data storage such as cloud architecture or local server	**Direct alignment between student expectations**								
			Use this space to identify additional connections between technology applications standards and other content standards.								
126.17.c.12.H	6.12.H	use productivity tools found in spread sheet, word processing, and publication applications to create digital artifacts such as reports, graphs, and charts	**Direct alignment between student expectations**	**Science.6.1.F** construct appropriate tables, graphs, maps, and charts using repeated trials and means to organize data	Math.6.12.D summarize categorical data with numerical and graphical summaries, including the mode, the percent of values in each category (relative frequency table), and the percent bar graph, and use these summaries to describe the data distribution	**SS.6.19.C** organize and interpret information from outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps **SS.6.20.D** create and interpret regional sketch maps, thematic maps, graphs, and charts depicting aspects such as population, disease, and economic activities of various world regions and countries	**ELAR.6.12.F** synthesize information from a variety of sources **ELAR.6.12.J** use an appropriate mode of delivery, whether written, oral, or multimodal, to present results				
			Use this space to identify additional connections between technology applications standards and other content standards. An illustrative example is provided.					**Theatre.MS.1.3.D** use technology in theatrical applications such as live theatre, video, and film			