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
126.2.c.1	**1.1**	***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.**							
126.2.c.1.A	1.1.A	identify and discuss a problem or task and break down (decompose) the solution into sequential steps	**Direct alignment between student expectations**	**Science.1.1.A** ask questions and define problems based on observations or information from text, phenomena, models, or investigations **Science.1.1.B** use scientific practices to plan and conduct simple descriptive investigations and use engineering practices to design solutions to problems	**Math 1.1.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.1.18.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.1.1.A** listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses				
			Use this space to identify additional connections between technology applications standards and other content standards.								
126.2.c.1.B	1.1.B	identify the simple patterns found in the solutions to everyday problems or tasks	**Direct alignment between student expectations**	**Science.1.2.B** analyze data by identifying any significant features and patterns **Science.1.5.A** identify and use patterns to describe phenomena or design solutions							
			Use this space to identify additional connections between technology applications standards and other content standards. Some illustrative examples are provided.	**Science.1.9.A** identify, describe, and predict the patterns of day and night and their observable characteristics **Math.1.7.B** compare two objects with a common measurable attribute to see which object has more of/less of the attribute and describe the difference							
126.2.c.1.C	1.1C	create a simple algorithm (step-by-step instructions) for an everyday task	**Direct alignment between student expectations**	**Science.1.1.B** use scientific practices to plan and conduct simple descriptive investigations and use engineering practices to design solutions to problems	**Math 1.1.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.1.16.D** sequence and categorize information	**ELAR.1.1.B** follow, restate, and give oral instructions that involve a short, related sequence of actions				
			Use this space to identify additional connections between technology applications standards and other content standards. Some illustrative examples are provided.	**SS.1.18.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 **Music.1.S.C** identify simple interdisciplinary concepts relating to music							
126.2.c.2	**1.2**	**Computational thinking--applications. The student, with guidance from an educator, 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.**							
126.2.c.2.A	1.2.A	create a sequence of code that solves a simple problem with or without technology	**Direct alignment between student expectations**								

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			Use this space to identify additional connections between technology applications standards and other content standards. Some illustrative examples are provided.	**SS.1.16.D** sequence and categorize information **SS.1.17.B** use a calendar to describe and measure time in days, weeks, months, and years **ELAR.1.1.B** follow, restate, and give oral instructions that involve a short, related sequence of actions **Music.1.5.C** identify simple interdisciplinary concepts relating to music						
126.2.c.3	**1.3**	**Creativity and innovation--innovative design process. The student takes an active role in learning by using a design process to solve authentic problems for a local or global audience, using a variety of technologies.**		**A knowledge and skills statement is a broad statement of what students must know and be able to do.**							
126.2.c.3.A	1.3.A	practice personal skills and behaviors, including following directions and mental agility, needed to implement a design process successfully	**Direct alignment between student expectations**	**Science.1.3.B** communicate explanations and solutions individually and collaboratively in a variety of settings and formats		**SS.1.17.F** apply and practice classroom rules and procedures for listening and responding respectfully	**ELAR.1.1.D** work collaboratively with others by following agreed-upon rules for discussion, including listening to others, speaking when recognized, and making appropriate contributions				
			Use this space to identify additional connections between technology applications standards and other content standards. Some illustrative examples are provided.	**Math.1.1.D** communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate **SS.1.17.C** communicate information visually, orally, or in writing based on knowledge and experiences in social studies **ELAR.1.1.A** listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses **Health.1.3.F** identify ways to respectfully communicate verbally and nonverbally **PE.1.12.B** demonstrate respect for differences and similarities in the abilities of self and others;				
126.2.c.3.B	1.3.B	use a design process with components such as asking questions, brainstorming, or storyboarding to identify and solve authentic problems with adult assistance	**Direct alignment between student expectations**	**Science.1.1.A** ask questions and define problems based on observations or information from text, phenomena, models, or investigations **Science.1.1.B** use scientific practices to plan and conduct simple descriptive investigations and use engineering practices to design solutions to problems	**Math 1.1.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.1.18.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.1.1.A** listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses				
			Use this space to identify additional connections between technology applications standards and other content standards. An illustrative example is provided.	**Art.1.3.A** identify simple ideas expressed in artworks through different media							
126.2.c.4	**1.4**	**Creativity and innovation--emerging technologies. The student understands that technology is dynamic and impacts different communities.**		**A knowledge and skills statement is a broad statement of what students must know and be able to do.**							
126.2.c.4.A	1.4.A	identify examples of how technology has impacted different communities	**Direct alignment between student expectations**	**Science.1.4.A** explain how science or an innovation can help others		**SS.1.15.A** describe how technology has affected the ways families live **SS.1.15.B** describe how technology has affected communication, transportation, and recreation					

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			Use this space to identify additional connections between technology applications standards and other content standards. Some illustrative examples are provided.	**Science.1.4.B** identify scientists and engineers such as Isaac Newton, Mae Jemison, and Ynes Mexia and explore what different scientists and engineers do **Math.1.1.A** apply mathematics to problems arising in everyday life, society, and the workplace **ELAR.1.11.E** publish and share writing **ELAR.1.13.C** identify and gather relevant sources and information to answer the questions with adult assistance **ELAR.1.13.**E use an appropriate mode of delivery, whether written, oral, or multimodal, to present results **Music.1.5.C** identify simple interdisciplinary concepts relating to music						
126.2.c.5	**1.5**	**Data literacy, management, and representation--collect data. The student defines data and explains how data can be found and collected.**		**A knowledge and skills statement is a broad statement of what students must know and be able to do.**							
126.2.c.5.A	1.5.A	explore and collect many types of data such as preferences or daily routines of people, events, or objects	**Direct alignment between student expectations**	**Science.1.1.F** record and organize data using pictures, numbers, words, symbols, and simple graphs		**SS.1.16.C** gather information about a topic using a variety of valid oral and visual sources such as interviews, music, pictures, symbols, and artifacts with adult assistance					
			Use this space to identify additional connections between technology applications standards and other content standards. Some illustrative examples are provided.	**Science.1.3.A** develop explanations and propose solutions supported by data and models **Science.1.10.B** observe and describe weather changes from day to day and over seasons **Math.1.1.D** communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate **ELAR.1.6.F** make inferences and use evidence to support understanding with adult assistance						
126.2.c.5.B	1.5.B	conduct a basic search using provided keywords and digital sources with adult assistance	**Direct alignment between student expectations**								
			Use this space to identify additional connections between technology applications standards and other content standards. An illustrative example is provided	**Music.1.5.C** identify simple interdisciplinary concepts relating to music							
126.2.c.6	**1.6**	**Digital citizenship--social interactions. The student identifies appropriate ways to communicate in various digital environments.**		**A knowledge and skills statement is a broad statement of what students must know and be able to do.**							
126.2.c.6.A	1.6.A	describe and demonstrate respectful behavior within a digital environment	**Direct alignment between student expectations**	**Science.1.3.A** communicate explanations and solutions individually and collaboratively in a variety of settings and formats		**SS.1.10.A** explain the purpose for rules and laws in the home, school, and community **SS.1.10.B** identify rules and laws that establish order, provide security, and manage conflict	**ELAR.1.1.D** work collaboratively with others by following agreed-upon rules for discussion, including listening to others, speaking when recognized, and making appropriate contributions	**Health.1.3.F** identify ways to respectfully communicate verbally and nonverbally			

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			Use this space to identify additional connections between technology applications standards and other content standards. Some illustrative examples are provided.	**Science 1.3.C** listen actively to others' explanations to identify relevant evidence and engage respectfully in scientific discussion **SS.1.17.F** apply and practice classroom rules and procedures for listening and responding respectfully **PE.1.12.B** demonstrate respect for differences and similarities in the abilities of self and others						
126.2.c.7	**1.7**	**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.**							
126.2.c.7.A	1.7.A	explain and demonstrate the importance of acceptable use of digital resources and devices as outlined in local policies or acceptable use policy (AUP)	**Direct alignment between student expectations**			**SS.1.10.A** explain the purpose for rules and laws in the home, school, and community **SS.1.10.B** identify rules and laws that establish order, provide security, and manage conflict					
			Use this space to identify additional connections between technology applications standards and other content standards.								
126.2.c.7.B	1.7.B	communicate an understanding that all digital content has owners and explain the importance of respecting others' belongings as they apply to digital content and information	**Direct alignment between student expectations**			**SS.1.10.A** explain the purpose for rules and laws in the home, school, and community **SS.1.10.B** identify rules and laws that establish order, provide security, and manage conflict					
			Use this space to identify additional connections between technology applications standards and other content standards. An illustrative example is provided.	**Music.1.S.C** identify simple interdisciplinary concepts relating to music							
126.2.c.8	**1.8**	**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.**							
126.2.c.8.A	1.8.A	identify ways to keep a user account safe, including not sharing login information and logging off accounts and devices	**Direct alignment between student expectations**			**SS.1.10.A** explain the purpose for rules and laws in the home, school, and community **SS.1.10.B** identify rules and laws that establish order, provide security, and manage conflict					
			Use this space to identify additional connections between technology applications standards and other content standards.								

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126.2.c.8.B	1.8.B	identify and discuss what information is safe to share online such as hobbies and likes and what information is unsafe such as identifying information	**Direct alignment between student expectations**			**SS.1.10.A** explain the purpose for rules and laws in the home, school, and community **SS.1.10.B** identify rules and laws that establish order, provide security, and manage conflict		**Health.1.11.A** describe the difference between safe and unsafe environments			
			Use this space to identify additional connections between technology applications standards and other content standards. An illustrative example is provided.	**Health.1.10.B** identify appropriate personal boundaries, privacy, and space							
126.2.c.8.C	1.8.C	discuss and define cyberbullying with teacher support and guidance	**Direct alignment between student expectations**			**SS.1.10.A** explain the purpose for rules and laws in the home, school, and community **SS.1.10.B** identify rules and laws that establish order, provide security, and manage conflict		**Health.1.12** demonstrate how to get help from a teacher, parent, or other trusted adult when made to feel bullied, uncomfortable, or unsafe in a digital or online environment			
			Use this space to identify additional connections between technology applications standards and other content standards. An illustrative example is provided.	**SS.1.15.B** describe how technology has affected communication, transportation, and recreation							
126.2.c.9	**1.9**	***Practical technology concepts***- -**skills and tools. The student demonstrates knowledge and appropriate use of technology systems, concepts, and operations.**		**A knowledge and skills statement is a broad statement of what students must know and be able to do.**							
126.2.c.9.A	1.9.A	select and use a variety of applications, devices, and online learning environments to create an original product	**Direct alignment between student expectations**				**ELAR.1.11.D** edit drafts using standard English conventions **ELAR.1.11.E** publish and share writing **ELAR.1.13.E** 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.								
126.2.c.9.B	1.9.B	describe basic computer hardware, including a variety of input and output devices, and software using accurate terminology	**Direct alignment between student expectations**								
			Use this space to identify additional connections between technology applications standards and other content standards.								

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126.2.c.9.C	1.9.C	perform software application functions such as file management, collaboration, and the creation and revision of digital artifacts using a variety of developmentally appropriate digital tools and resources	**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.1.3.B** communicate explanations and solutions individually and collaboratively in a variety of settings and formats **SS.1.15.B** describe how technology has affected communication, transportation, and recreation				
126.2.c.9.D	1.9.D	practice ergonomically correct keyboarding techniques and developmentally appropriate hand and body positions	**Direct alignment between student expectations**								
			Use this space to identify additional connections between technology applications standards and other content standards.								
126.2.c.9.E	1.9.E	identify, locate, and practice using keys on the keyboard, including upper- and lower-case letters, numbers, and special keys such as space bar, shift, and backspace	**Direct alignment between student expectations**		**Math.1.1.D** communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate						
			Use this space to identify additional connections between technology applications standards and other content standards.								