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
126.3.c.1	**2.1**	**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.**							
126.3.c.1.A	2.1.A	identify and communicate a problem or task and break down (decompose) multiple solutions into sequential steps	**Direct alignment between student expectations**	**Science.2.1.A** ask questions and define problems based on observations or information from text, phenomena, models, or investigations **Science.2.1.B** use scientific practices to plan and conduct simple descriptive investigations and use engineering practices to design solutions to problems	**Math.2.1.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.2.17.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.2.13.B** develop and follow a research plan with adult assistance				
			Use this space to identify additional connections between technology applications standards and other content standards.								
126.3.c.1.B	2.1.B	identify complex patterns and make predictions based on the pattern	**Direct alignment between student expectations**	**Science.2.2.B** analyze data by identifying any significant features and patterns **Science.2.5.A** identify and use patterns to describe phenomena or design solutions	**Math.2.1.F** analyze mathematical relationships to connect and communicate mathematical ideas **Math.2.10.D** draw conclusions and make predictions from information in a graph		**ELAR.2.6.G** evaluate details read to determine key ideas				
			Use this space to identify additional connections between technology applications standards and other content standards. An illustrative example is provided.	**SS.2.17.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							
126.3.c.1.C	2.1.C	analyze a plan with adult assistance that outlines the steps needed to complete a task	**Direct alignment between student expectations**	**Science.2.1.B** use scientific practices to plan and conduct simple descriptive investigations and use engineering practices to design solutions to problems	**Math.2.1.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.2.17.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.2.13.B** develop and follow a research plan with adult assistance				

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126.3.c.1.D	2.1.D	create and troubleshoot simple algorithms (step-by-step instructions) that include conditionals such as if-then statements as they apply to an everyday task	**Direct alignment between student expectations**	**Science.2.1.B** use scientific practices to plan and conduct simple descriptive investigations and use engineering practices to design solutions to problems	**Math.2.1.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.2.17.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.	**Science.2.5.B** investigate and predict cause-and-effect relationships in science **Science.2.8.A** demonstrate and explain that sound is made by vibrating matter and that vibrations can be caused by a variety of means, including sound **Science.2.10.A** investigate and describe how wind and water move soil and rock particles across the Earth's surface such as wind blowing sand into dunes on a beach or a river carrying rocks as it flows **Math.2.9.B** describe the inverse relationship between the size of the unit and the number of units needed to equal the length of an object **SS.2.3.B** create maps to show places and routes within the home, school, and community **ELAR.2.13.B** develop and follow a research plan with adult assistance								
126.3.c.2	**2.2**	**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.**							
126.3.c.2.A	2.2.A	identify and explore what a variable is in a sequence of code	**Direct alignment between student expectations**	**Science.2.1.F** record and organize data using pictures, numbers, words, symbols, and simple graphs	**Math.2.1.D** communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate						

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			Use this space to identify additional connections between technology applications standards and other content standards.								
126.3.c.2.B	2.2.B	use a design process to create a sequence of code that includes loops to solve a simple problem with or without technology	**Direct alignment between student expectations**	**Science.2.1.B** use scientific practices to plan and conduct simple descriptive investigations and use engineering practices to design solutions to problems	**Math.2.1.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.2.17.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.2.1.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.	**Science.2.12.C** explain and demonstrate how some plants depend on other living things, wind, or water for pollination and to move their seeds around **Science.2.13.D** investigate and describe some of the unique life cycles of animals where young animals do not resemble their parents, including butterflies and frogs **ELAR 2.12.B** compose informational texts, including procedural texts and reports **PE.2.4.B** combine pathways, shapes, and levels into simple sequences							
126.3.c.3	**2.3**	**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.**							
126.3.c.3.A	2.3.A	demonstrate personal skills and behaviors, including effective communication, following directions, and mental agility, needed to implement a design process successfully	**Direct alignment between student expectations**	**Science.2.3.B** communicate explanations and solutions individually and collaboratively in a variety of settings and formats			**ELAR.2.1.D** work collaboratively with others by following agreed-upon rules for discussion, including listening to others, speaking when recognized, making appropriate contributions, and building on the ideas of others **ELAR.2.1.E** develop social communication such as conversing politely in all situations				
			Use this space to identify additional connections between technology applications standards and other content standards. Some illustrative examples are provided.	**Math.2.1.D** communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate **SS.2.17.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.2.1.B** follow, restate, and give oral instructions that involve a short, related sequence of actions **PE.2.13.B** communicate feelings and thoughts appropriately without cue						

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126.3.c.3.B	2.3.B	apply a design process with components such as testing and reflecting to create new and useful solutions to identify and solve for authentic problems	**Direct alignment between student expectations**	**Science.2.1.B** use scientific practices to plan and conduct simple descriptive investigations and use engineering practices to design solutions to problems **Science.2.2.D** evaluate a design or object using criteria to determine if it works as intended	**Math.2.1.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.2.17.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.								
126.3.c.4	**2.4**	***Creativity and innovation*-- emerging technologies. The student demonstrates an understanding 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.**							
126.3.c.4.A	2.4.A	identify and analyze how technology impacts different communities	**Direct alignment between student expectations**	**Science.2.4.A** explain how science or an innovation can help others		**SS.2.13.A** describe how science and technology have affected communication, transportation, and recreation **SS.2.13.B** explain how science and technology have affected the ways in which people meet basic needs	**ELAR.2.3.A** use print or digital resources to determine meaning and pronunciation of unknown words				
			Use this space to identify additional connections between technology applications standards and other content standards. Some illustrative examples are provided.	**Science.2.9.B** observe objects in the sky using tools such as a telescope and compare how objects in the sky are more visible and can appear different with a tool than with an unaided eye **Math.2.1.A** apply mathematics to problems arising in everyday life, society, and the workplace **Art.2.3.D** relate visual art concepts to other disciplines **Music.2.5.C** identify simple interdisciplinary concepts relating to music						
126.3.c.5	**2.5**	***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.**							

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126.3.c.5.A	2.5.A	identify and collect non-numerical data, such as weather patterns, preferred reading genres, and holidays	**Direct alignment between student expectations**	**Science.2.1.F** record and organize data using pictures, numbers, words, symbols, and simple graphs	**Math.2.10.D** draw conclusions and make predictions from information in a graph	**SS.2.15.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.2.2.B** analyze data by identifying any significant features and patterns **ELAR.2.13.C** identify and gather relevant sources and information to answer the questions							
126.3.c.5.B	2.5.B	conduct a basic search independently using provided keywords and digital sources	**Direct alignment between student expectations**				**ELAR.2.13.E** demonstrate understanding of information gathered				
			Use this space to identify additional connections between technology applications standards and other content standards. Some illustrative examples are provided.	**Science.2.9.B** observe objects in the sky using tools such as a telescope and compare how objects in the sky are more visible and can appear different with a tool than with an unaided eye **SS.2.13.A** describe how science and technology have affected communication, transportation, and recreation **SS.2.13.B** explain how science and technology have affected the ways in which people meet basic needs **SS.2.16.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 **Art.2.3.D** relate visual art concepts to other disciplines **Music.2.5.C** identify simple interdisciplinary concepts relating to music						
126.3.c.6	**2.6**	**Data literacy, management, and representation--communicate and publish results. The student communicates data through the use of digital tools.**		**A knowledge and skills statement is a broad statement of what students must know and be able to do.**							
126.3.c.6.A	2.6.A	use a digital tool to individually or collaboratively create and communicate data visualizations such as pictographs and bar graphs	**Direct alignment between student expectations**	**Science.2.3.B** communicate explanations and solutions individually and collaboratively in a variety of settings and formats	**Math.2.1.D** communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate	**SS.2.17.C** communicate information visually, orally, or in writing based on knowledge and experiences in social studies **SS.2.17.D** create and interpret visual and written materials	**SS.2.13.G** use an appropriate mode of delivery, whether written, oral, or multimodal, to present results				

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			Use this space to identify additional connections between technology applications standards and other content standards. An illustrative example is provided.	**Science.2.1.F** record and organize data using pictures, numbers, words, symbols, and simple graphs							
126.3.c.7	**2.7**	**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.**							
126.3.c.7.A	2.7.A	participate in digital environments to develop responsible and respectful interactions	**Direct alignment between student expectations**	**Science.2.3.B** communicate explanations and solutions individually and collaboratively in a variety of settings and formats		**SS.2.10.A** identify characteristics of good citizenship, including truthfulness, justice, equality, respect for oneself and others, responsibility in daily life, and participation in government by educating oneself about the issues, respectfully holding public officials to their word, and voting **SS.2.10.C** identify ways to actively practice good citizenship, including involvement in community service	**ELAR.2.1.E** develop social communication such as conversing politely in all situations	**Health.2.3.F** describe and demonstrate respectful ways to communicate with family members, peers, teachers, and others;			
			Use this space to identify additional connections between technology applications standards and other content standards. An illustrative example is provided.	**ELAR.2.1.D** work collaboratively with others by following agreed-upon rules for discussion, including listening to others, speaking when recognized, making appropriate contributions, and building on the ideas of others							
126.3.c.8	**2.8**	**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.**							

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126.3.c.8.A	2.8.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**								
			Use this space to identify additional connections between technology applications standards and other content standards.								
126.3.c.8.B	2.8.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**				**ELAR.2.13.F** cite sources appropriately				
			Use this space to identify additional connections between technology applications standards and other content standards. Some illustrative examples are provided.							**Music.2.5.C** identify simple interdisciplinary concepts relating to music **Art.2.3.D** relate visual art concepts to other disciplines	
126.3.c.9	**2.9**	***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.**							
126.3.c.9.A	2.9.A	demonstrate account safety, including creating a strong password and logging off accounts and devices	**Direct alignment between student expectations**			**SS.2.8.A** identify functions of governments such as establishing order, providing security, and managing conflict					

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			Use this space to identify additional connections between technology applications standards and other content standards.								
126.3.c.9.B	2.9.B	compare and contrast private and public information and discuss what is safe to be shared online and with whom	**Direct alignment between student expectations**					**Health.2.12.A** identify unsafe requests made in a digital or online environment and how to take appropriate action **Health.2.12.B** identify consequences that result from cyberbullying and inappropriate digital and online usage **Health 2.12.C** identify consequences that result from cyberbullying and inappropriate digital and online usage			
			Use this space to identify additional connections between technology applications standards and other content standards.								
126.3.c.9.C	2.9.C	discuss cyberbullying and identify examples	**Direct alignment between student expectations**			**ELAR.2.1.E** develop social communication such as conversing politely in all situations		**Health.2.12.C** identify consequences that result from cyberbullying and inappropriate digital and online usage			
			Use this space to identify additional connections between technology applications standards and other content standards.								
126.3.c.10	**2.10**	***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.**							

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126.3.c.10.A	2.10.A	select and use a variety of applications, devices, and online learning environments to create and share content	**Direct alignment between student expectations**	**Science.2.3.B** communicate explanations and solutions individually and collaboratively in a variety of settings and formats			**ELAR.2.11.C** revise drafts by adding, deleting, or rearranging words, phrases, or sentences **ELAR.2.11.E** publish and share writing **ELAR.2.13.G** 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.								
126.3.c.10.B	2.10.B	identify, compare, and describe the function of basic computer hardware, including a variety of input and output devices, and software applications using accurate terminology	**Direct alignment between student expectations**				**ELAR.2.11.C** revise drafts by adding, deleting, or rearranging words, phrases, or sentences				
			Use this space to identify additional connections between technology applications standards and other content standards.								
126.3.c.10.C	2.10.C	operate a variety of developmentally appropriate digital tools and resources to perform software application functions such as reviewing digital artifacts and designing solutions to problems	**Direct alignment between student expectations**				**ELAR.2.3.A** use print or digital resources to determine meaning and pronunciation of unknown words **ELAR.2.11.C** revise drafts by adding, deleting, or rearranging words, phrases, or sentences				
			Use this space to identify additional connections between technology applications standards and other content standards.								

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126.3.c.10.D	2.10.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.								
126.3.c.10.E	2.10.E	identify, locate, and practice using keys on the keyboard, including secondary actions of different keys such as "@," "#," "$," and "?"	**Direct alignment between student expectations**		**Math.2.1.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. An illustrative example is provided.		**Math 2.5.B** use the cent symbol, dollar sign, and the decimal point to name the value of a collection of coin						