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
126.8.c.1	**3.1**	**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.**								
126.8.c.1.A	3.1.A	decompose story problems into smaller, manageable subproblems and identify a solution to the problems	**Direct alignment between student expectations**	**Science.3.1.A** ask questions and define problems based on observations or information from text, phenomena, models, or investigations **Science.3.1.B** use scientific practices to plan and conduct descriptive investigations and use engineering practices to design solutions to problems	**Math.3.1.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.3.16.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.3.13.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.								
126.8.c.1.B	3.1.B	identify simple and complex patterns in story problems	**Direct alignment between student expectations**	**Science.3.2.B** analyze data by identifying any significant features, patterns, or sources of error **Science.3.5.A** identify and use patterns to explain scientific phenomena or to design solutions	**Math.3.1.F** analyze mathematical relationships to connect and communicate mathematical ideas		**ELAR.3.6.G** evaluate details read to determine key ideas				
			Use this space to identify additional connections between technology applications standards and other content standards. Some illustrative examples are provided.	**SS.3.16.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.3.2.A** IV decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV with accent shifts						
126.8.c.1.C	3.1.C	develop a plan collaboratively and document a plan that outlines specific steps taken to complete a project	**Direct alignment between student expectations**		**Math.3.1.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.3.16.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.3.13.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.								
126.8.c.1.D	3.1.D	debug simple algorithms (set of procedures) by identifying and removing errors	**Direct alignment between student expectations**	**Science.3.2.B** analyze data by identifying any significant features, patterns, or sources of error							
			Use this space to identify additional connections between technology applications standards and other content standards. An illustrative example is provided.	**Math.3.4.G** use strategies and algorithms, including the standard algorithm, to multiply a two-digit number by a one-digit number. Strategies may include mental math, partial products, and the commutative, associative, and distributive properties							

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126.8.c.2	**3.2**	***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.**								
126.8.c.2.A	3.2.A	use variables within a program to store data	**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.	**Math.3.5.D** determine the unknown whole number in a multiplication or division equation relating three whole numbers when the unknown is either a missing factor or product							
126.8.c.2.B	3.2.B	use a design process to create programs that include sequences, loops, and conditionals to express ideas or address a 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.3.6.B** describe and classify samples of matter as solids, liquids, and gases and demonstrate that solids have a definite shape and that liquids and gases take the shape of their container **Science.3.7.B** plan and conduct a descriptive investigation to demonstrate and explain how position and motion can be changed by pushing and pulling objects such as swings, balls, and wagons **Science.3.9.A** construct models and explain the orbits of the Sun, Earth, and Moon in relation to each other **Math.3.4.G** use strategies and algorithms, including the standard algorithm, to multiply a two-digit number by a one-digit number. Strategies may include mental math, partial products, and the commutative, associative, and distributive properties **SS.3.15.B** create and interpret timelines **SS.3.15.C** apply the terms year, decade, and century to describe historical times							
126.8.c.3	**3.3**	***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.**								
126.8.c.3.A	3.3.A	explain the importance of and demonstrate personal skills and behaviors, including metacognition, effective communication, following directions, and mental agility, needed to implement the design process successfully	**Direct alignment between student expectations**	**Science.3.3.C** listen actively to others' explanations to identify relevant evidence and engage respectfully in scientific discussion			**ELAR.3.1.D** work collaboratively with others by following agreed-upon rules, norms, and protocols				
			Use this space to identify additional connections between technology applications standards and other content standards. Some illustrative examples are provided.	**Math.3.1.G** display, explain, and justify mathematical ideas and arguments using precise mathematical language in written or oral communication **SS.3.14.F** develop and communicate a claim and supporting evidence visually, orally, or in writing related to a social studies topic **PE.3.13.A** demonstrate respect and cooperation through words and actions during various group activities						
126.8.c.3.B	3.3.B	apply an appropriate design process using components such as peer and teacher feedback to create new and useful solutions to authentic problems	**Direct alignment between student expectations**	**Science.3.3.C** listen actively to others' explanations to identify relevant evidence and engage respectfully in scientific discussion	**Math.3.1.G** display, explain, and justify mathematical ideas and arguments using precise mathematical language in written or oral communication	**SS.3.15.F** apply foundational language skills to engage in civil discourse about social studies topics, including those with multiple perspectives	**ELAR.3.1.D** work collaboratively with others by following agreed-upon rules, norms, and protocols				

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			Use this space to identify additional connections between technology applications standards and other content standards.								
126.8.c.4	**3.4**	***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.**								
126.8.c.4.A	3.4.A	define emerging technologies	**Direct alignment between student expectations**	**Science.3.4.A** explain how scientific discoveries and innovative solutions to problems impact science and society		**SS.3.13.A** identify individuals who have discovered scientific breakthroughs or created or invented new technology such as Jonas Salk, Cyrus McCormick, Bill Gates, Louis Pasteur, and others **SS.3.13.B** describe the impact of scientific breakthroughs and new technology in computers, pasteurization, and medical vaccines on various communities					
			Use this space to identify additional connections between technology applications standards and other content standards. Some illustrative examples are provided.	**Art.3.3.D** investigate the connections of visual art concepts to other disciplines **Music.3.5.C** identify the relationships between music and interdisciplinary concepts							
126.8.c.5	**3.5**	***Data literacy, management, and representation*– collect data. The student uses digital strategies to collect and identify data.**	**A knowledge and skills statement is a broad statement of what students must know and be able to do.**								
126.8.c.5.A	3.5.A	identify and collect numerical data such as the price of goods or temperature	**Direct alignment between student expectations**	**Science.3.2.B** analyze data by identifying any significant features, patterns, or sources of error	**Math.3.8.A** summarize a data set with multiple categories using a frequency table, dot plot, pictograph, or bar graph with scaled intervals	**SS.3.14.A** gather information, including historical and current events and geographic data, about the community using a variety of resources					
			Use this space to identify additional connections between technology applications standards and other content standards.								
126.8.c.5.B	3.5.B	use various search strategies with adult assistance	**Direct alignment between student expectations**				**ELAR.3.13.C** identify and gather relevant information from a variety of source				
			Use this space to identify additional connections between technology applications standards and other content standards. Some illustrative examples are provided.	**Science.3.10.A** compare and describe day-to-day weather in different locations at the same time, including air temperature, wind direction, and precipitation **Science.3.11.B** explain why the conservation of natural resources is important **SS.3.3.B** identify and compare how people in different communities adapt to or modify the physical environment in which they live such as deserts, mountains, wetlands, and plains **Art.3.3.D** investigate the connections of visual art concepts to other disciplines **Music.3.5.C** identify the relationships between music and interdisciplinary concepts					

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126.8.c.6	**3.6**	***Data literacy, management, and representation*--organize, manage, and analyze data. The student uses data to answer questions.**	**A knowledge and skills statement is a broad statement of what students must know and be able to do.**								
126.8.c.6.A	3.6.A	analyze data in graphs to identify and discuss trends and inferences	**Direct alignment between student expectations**	**Science.3.2.B** analyze data by identifying any significant features, patterns, or sources of error	**Math.3.1.F** analyze mathematical relationships to connect and communicate mathematical ideas	**SS.3.14.D** interpret and create visuals, including graphs, charts, tables, timelines, illustrations, and maps	**ELAR.3.6.H** synthesize information to create new understanding				
			Use this space to identify additional connections between technology applications standards and other content standards. An illustrative example is provided.	**Science.3.1.F** construct appropriate graphic organizers to collect data, including tables, bar graphs, line graphs, tree maps, concept maps, Venn diagrams, flow charts or sequence maps, and input-output tables that show cause and effect							
126.8.c.7	**3.7**	***Data literacy, management, and representation*--communicate and publish results. The student communicates data through the use of digital tools to inform an audience.**	**A knowledge and skills statement is a broad statement of what students must know and be able to do.**								
126.8.c.7.A	3.7.A	use digital tools to communicate and publish results to inform an intended audience	**Direct alignment between student expectations**	**Science.3.3.B** communicate explanations and solutions individually and collaboratively in a variety of settings and formats	**Math.3.1.D** communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate	**SS.3.14.F** develop and communicate a claim and supporting evidence visually, orally, or in writing related to a social studies topic **SS.3.14.D** interpret and create visuals, including graphs, charts, tables, timelines, illustrations, and maps	**ELAR.3.1.C** speak coherently about the topic under discussion, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively		**Art.3.2.C** produce drawings; paintings; prints; sculpture, including modeled forms; and other art forms such as ceramics, fiber art, constructions, mixed media, installation art, digital art and media, and photographic imagery using a variety of materials		
			Use this space to identify additional connections between technology applications standards and other content standards. An illustrative example is provided.	**Science.3.1.F** construct appropriate graphic organizers to collect data, including tables, bar graphs, line graphs, tree maps, concept maps, Venn diagrams, flow charts or sequence maps, and input-output tables that show cause and effect							
126.8.c.8	**3.8**	***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.**								
126.8.c.8.A	3.8.A	define digital footprint	**Direct alignment between student expectations**								
			Use this space to identify additional connections between technology applications standards and other content standards.								
126.8.c.8.B	3.8.B	define digital etiquette	**Direct alignment between student expectations**	**Science.3.3.C** listen actively to others' explanations to identify relevant evidence and engage respectfully in scientific discussion			**ELAR.3.1.A** listen actively, ask relevant questions to clarify information, and make pertinent comments	**Health.3.12.B** identify appropriate ways to communicate in digital and online environments			

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			Use this space to identify additional connections between technology applications standards and other content standards.								
126.8.c.8.C	3.8.C	define digital collaboration	**Direct alignment between student expectations**				**ELAR.3.1.D** work collaboratively with others by following agreed-upon rules, norms, and protocols				
			Use this space to identify additional connections between technology applications standards and other content standards. Some illustrative examples are provided.	**Science.3.3.B** communicate explanations and solutions individually and collaboratively in a variety of settings and formats **Math.3.2.A** display, explain, and justify mathematical ideas and arguments using precise mathematical language in written or oral communication **SS.3.15.F** apply foundational language skills to engage in civil discourse about social studies topics, including those with multiple perspectives						
126.8.c.9	**3.9**	***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.**								
126.8.c.9.A	3.9.A	demonstrate adherence to local acceptable use policy (AUP) that reflects positive social behavior in the digital environment	**Direct alignment between student expectations**				**ELAR.3.1.D** work collaboratively with others by following agreed-upon rules, norms, and protocols	**Health.3.12.B** identify appropriate ways to communicate in digital and online environments			
			Use this space to identify additional connections between technology applications standards and other content standards. An illustrative example is provided.	**SS.3.9.C** identify and describe individual acts of civic responsibility, including obeying laws, serving and improving the community, serving on a jury, and voting							
126.8.c.9.B	3.9.B	communicate the purpose of copyright law and identify appropriate and inappropriate uses of digital content and information	**Direct alignment between student expectations**			**SS.3.9.C** identify and describe individual acts of civic responsibility, including obeying laws, serving and improving the community, serving on a jury, and voting	**ELAR.3.1.D** work collaboratively with others by following agreed-upon rules, norms, and protocols				
			Use this space to identify additional connections between technology applications standards and other content standards. An illustrative example is provided.	**Health.3.12.B** identify appropriate ways to communicate in digital and online environments							
126.8.c.9.C	3.9.C	identify the required elements of citations for digital forms of media	**Direct alignment between student expectations**				**ELAR.3.13.G** create a works cited page **ELAR.3.13.F** recognize the difference between paraphrasing and plagiarism when using source materials				
			Use this space to identify additional connections between technology applications standards and other content standards.								

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126.8.c.10	**3.10**	***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.**								
126.8.c.10.A	3.10.A	demonstrate account safety, including creating a strong password and logging off accounts and devices	**Direct alignment between student expectations**								
			Use this space to identify additional connections between technology applications standards and other content standards.								
126.8.c.10.B	3.10.B	describe ways to employ safe practices such as protecting digital identity and avoid online dangers such as accessing unsafe websites or clicking on suspicious links	**Direct alignment between student expectations**					**Heatlh.3.12.A** identify and discuss the need for safety awareness in a digital or online environment **Heatlh.3.12.B** identify appropriate ways to communicate in digital and online environments **Heatlh 3.12.C** discuss who is appropriate to communicate with and what is appropriate information to share in digital and online environments **Heatlh.3.12.D** explain 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.								
126.8.c.10.C	3.10.C	discuss cyberbullying and explain how to respond to cyberbullying	**Direct alignment between student expectations**					**Heatlh.3.12.D** explain 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.								
126.8.c.11	**3.11**	***Practical technology concepts*****- -processes. The student engages with technology systems, concepts, and operations**	**A knowledge and skills statement is a broad statement of what students must know and be able to do.**								
126.8.c.11.A	3.11.A	compare and contrast applications such as word processor, spreadsheet, and presentation tools for relevance to an assigned task	**Direct alignment between student expectations**	**Science.3.3.B** communicate explanations and solutions individually and collaboratively in a variety of settings and formats	**Math.3.1.G** display, explain, and justify mathematical ideas and arguments using precise mathematical language in written or oral communication	**SS.3.15.E** create written and visual material such as stories, pictures, maps, and graphic organizers to express ideas	**ELAR.3.11.E** publish written work for appropriate audiences **ELAR.3.13.H** 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.								
126.8.c.11.B	3.11.B	perform software application functions such as inserting or deleting text, inserting images, and formatting page layout and margins	**Direct alignment between student expectations**	**Science.3.1.F** construct appropriate graphic organizers to collect data, including tables, bar graphs, line graphs, tree maps, concept maps, Venn diagrams, flow charts or sequence maps, and input-output tables that show cause and effect	**Math.3.1.E** create and use representations to organize, record, and communicate mathematical ideas	**SS.3.15.E** create written and visual material such as stories, pictures, maps, and graphic organizers to express ideas **SS.3.14.D** interpret and create visuals, including graphs, charts, tables, timelines, illustrations, and maps	**ELAR.3.11.C** revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity **ELAR.3.11.D** edit drafts using standard English conventions				
			Use this space to identify additional connections between technology applications standards and other content standards.								
126.8.c.12	**3.12**	***Practical technology concepts*- -skills and tools. The student selects appropriate methods or techniques for an assigned task and identifies and solves simple hardware and software problems using common troubleshooting strategies.**	**A knowledge and skills statement is a broad statement of what students must know and be able to do.**								
126.8.c.12.A	3.12.A	communicate an understanding of terminology related to operating systems and network systems such as internet, intranet, wireless network, short-range wireless technology, and learning management systems	**Direct alignment between student expectations**								
			Use this space to identify additional connections between technology applications standards and other content standards.								
126.8.c.12.B	3.12.B	identify where and how to save files such as using appropriate naming conventions and effective file management strategies	**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.	**Art.3.4.C** compile collections of personal artworks such as physical artworks, electronic images, sketchbooks, or portfolios for purposes of self assessment or exhibition							
126.8.c.12.C	3.12.C	demonstrate proper touch keyboarding techniques with accuracy and ergonomic strategies such as correct hand and body positions	**Direct alignment between student expectations**								
			Use this space to identify additional connections between technology applications standards and other content standards.								

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126.8.c.12.D	3.12.D	identify and practice using keyboard or other input device shortcuts for actions such as copy, paste, undo, or closing windows	**Direct alignment between student expectations**				**ELAR.3.11.C** revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity **ELAR.3.11.D** edit drafts using standard English conventions				
			Use this space to identify additional connections between technology applications standards and other content standards.								
126.8.c.12.E	3.12.E	identify minor technical problems with hardware and software and solve the issues with assistance	**Direct alignment between student expectations**								
			Use this space to identify additional connections between technology applications standards and other content standards.								