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
126.18.c.1	7.1	***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.**								
126.18.c.1.A	7.1.A	decompose real-world problems into structured parts using flowcharts	**Direct alignment between student expectations**	**Science.7.1.B** use scientific practices to plan and conduct descriptive, comparative, and experimental investigations and use engineering practices to design solutions to problems	**Math.7.1.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.7.23.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.C** organize and interpret information from outlines, reports, databases, and visuals **ELAR.7.12.B** develop and revise a plan							
126.18.c.1.B	7.1.B	analyze the patterns and sequences found in flowcharts	**Direct alignment between student expectations**	**Science.7.2.B** analyze data by identifying any significant descriptive statistical features, patterns, sources of error, or limitations	**Math.7.1.F** analyze mathematical relationships to connect and communicate mathematical ideas	**SS.7.20.C** organize and interpret information from outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps	**ELAR.7.7.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. Some illustrative examples are provided.	**SS.7.21.A** analyze and interpret geographic distributions and patterns in Texas during the 19th, 20th, and 21st centuries **ELAR.7.8.D**.iii organizational patterns that support multiple topics, categories, and subcategories							
126.18.c.1.C	7.1.C	identify abstraction and analyze how an algorithm the student created can be generalized to solve additional problems	**Direct alignment between student expectations**	**Science.7.2.B** analyze data by identifying any significant descriptive statistical features, patterns, sources of error, or limitations	**Math.7.6.H** solve problems using qualitative and quantitative predictions and comparisons from simple experiments						
			Use this space to identify additional connections between technology applications standards and other content standards. An illustrative example is provided	**SS.7.23.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							
126.18.c.1.D	7.1.D	design a plan collaboratively using flowcharts to document a problem, possible solutions, and an expected timeline for the development of a coded solution	**Direct alignment between student expectations**	**Science.7.1.B** use scientific practices to plan and conduct descriptive, comparative, and experimental investigations and use engineering practices to design solutions to problems	**Math.7.1.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.7.23.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. An illustrative example is provided	**ELAR.7.12.B** develop and revise a plan							
126.18.c.1.E	7.1.E	analyze different techniques used in debugging and apply them to an algorithm	**Direct alignment between student expectations**	**Science.7.2.B** analyze data by identifying any significant descriptive statistical features, patterns, sources of error, or limitations	**Math.7.1.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.7.23.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.								
126.18.c.1.F	7.1.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. An illustrative example is provided				**Math.7.10.A** write one-variable, two-step equations and inequalities to represent constraints or conditions within problems				
126.18.c.2	7.2	***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.**								
126.18.c.2.A	7.2.A	manipulate and rename variables and describe different data types	**Direct alignment between student expectations**		**Math.7.10.A** write one-variable, two-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.								
126.18.c.2.B	7.2.B	use a software design process to create text-based programs with nested loops that address different subproblems within a real-world context	**Direct alignment between student expectations**	**Science.7.1.B** use scientific practices to plan and conduct descriptive, comparative, and experimental investigations and use engineering practices to design solutions to problems	**Math.7.1.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.7.23.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. An illustrative example is provided				**ELAR.7.12.B** develop and revise a plan				
126.18.c.3	7.3	***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.**								
126.18.c.3.A	7.3.A	resolve challenges in design processes independently using goal setting and personal character traits such as demonstrating responsibility and advocating for self appropriately	**Direct alignment between student expectations**		**Math.7.1.G** display, explain, and justify mathematical ideas and arguments using precise mathematical language in written or oral communication						

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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.7.3.C** engage respectfully in scientific argumentation using applied scientific explanations and empirical evidence **ELAR.7.1.D** engage in meaningful discourse and provide and accept constructive feedback from others							
126.18.c.3.B	7.3.B	discuss and implement a design process that includes planning and selecting digital tools to develop and refine a prototype or model through trial and error	**Direct alignment between student expectations**	**Science.7.1.B** use scientific practices to plan and conduct descriptive, comparative, and experimental investigations and use engineering practices to design solutions to problems	**Math.7.1.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.7.23.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. An illustrative example is provided	**ELAR.7.12.B** develop and revise a plan							
126.18.c.3.C	7.3.C	identify how the design process is used in various industries	**Direct alignment between student expectations**					**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			
			Use this space to identify additional connections between technology applications standards and other content standards. Some illustrative examples are provided.	**Science.7.4.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.7.1.A** apply mathematics to problems arising in everyday life, society, and the workplace **SS.7.12.C** analyze the impact of significant industries in Texas such as aerospace, medical, and computer technologies on local, national, and international markets							
126.18.c.4	7.4	***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.**								
126.18.c.4.A	7.4.A	explain how changes in technology throughout history have impacted various areas of study	**Direct alignment between student expectations**	**Science.7.4.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.7.1.A** apply mathematics to problems arising in everyday life, society, and the workplace **Math.7.1.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.7.19.A** compare types and uses of technology, past and present **SS.7.19.C** analyze the effects of various scientific discoveries and technological innovations on the development of Texas such as advancements in the agricultural, energy, medical, computer, and aerospace industries **SS.7.19.D** evaluate the effects of scientific discoveries and technological innovations on the use of resources such as fossil fuels, water, and land			**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.								
126.18.c.4.B	7.4.B	explain how global trends impact the development of technology	**Direct alignment between student expectations**	**Science.7.4.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.7.1.A** apply mathematics to problems arising in everyday life, society, and the workplace	**SS.7.19.A** compare types and uses of technology, past and present **SS.7.19.C** analyze the effects of various scientific discoveries and technological innovations on the development of Texas such as advancements in the agricultural, energy, medical, computer, and aerospace industries **SS.7.19.D** evaluate the effects of scientific discoveries and technological innovations on the use of resources such as fossil fuels, water, and land					

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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							
126.18.c.4.C	7.4.C	transfer current knowledge to the learning of newly encountered technologies	**Direct alignment between student expectations**	**Science.7.4.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.7.19.A** compare types and uses of technology, past and present					
			Use this space to identify additional connections between technology applications standards and other content standards.								
126.18.c.5	7.5	***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.**								
126.18.c.5.A	7.5.A	demonstrate how data can be represented in a binary number systems	**Direct alignment between student expectations**	**Science.7.2.C** use mathematical calculations to assess quantitative relationships in data	**Math.7.3.B** apply and extend previous understandings of operations to solve problems using addition, subtraction, multiplication, and division of rational numbers						
			Use this space to identify additional connections between technology applications standards and other content standards.								
126.18.c.5.B	7.5.B	evaluate 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.7.10.A** describe the evidence that supports that Earth has changed over time, including fossil evidence, plate tectonics, and superposition **SS.7.10.C** describe the structure of the population of Texas using demographic concepts such as growth rate and age distribution							
126.18.c.6	7.6	***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.**								
126.18.c.6.A	7.6.A	use digital tools in order to transform data to analyze trends and make inferences and predictions	**Direct alignment between student expectations**	**Science.7.2.B** analyze data by identifying any significant descriptive statistical features, patterns, sources of error, or limitations	**Math.1.D** communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate	**SS.7.20.C** organize and interpret information from outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps	**ELAR.7.12.F** synthesize information from a variety of sources				

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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.7.1.F** construct appropriate tables, graphs, maps, and charts using repeated trials and means to organize data							
126.18.c.7	7.7	***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.**								
126.18.c.7.A	7.7.A	use digital tools to communicate and display data from a product or process to inform or persuade an intended audience	**Direct alignment between student expectations**	**Science.7.3.B** communicate explanations and solutions individually and collaboratively in a variety of settings and formats	**Math.7.1.D** communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate	**SS.8.20.E** formulate and communicate visually, orally, or in writing a claim supported by evidence and reasoning related to a social studies topic **SS.7.22.C** create written, oral, and visual presentations of social studies information	**ELAR.7.1.D** engage in meaningful discourse and provide and accept constructive feedback from others		**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.								
126.18.c.8	7.8	***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.**								
126.18.c.8.A	7.8.A	classify actions as having a positive or negative effect on a digital footprint	**Direct alignment between student expectations**					**Health.7-8.13.C** evaluate 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. An illustrative example is provided	**Health.7-8.13.B** discuss and analyze the consequences resulting from inappropriate digital and online communication such as social media posts, sending and receiving photos, sexting, and pornography							
126.18.c.8.B	7.8.B	create and revise formal and informal communications using a feedback process and appropriate digital etiquette	**Direct alignment between student expectations**	**Science.7.3.B** communicate explanations and solutions individually and collaboratively in a variety of settings and formats	**Math.7.1.D** communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate	**SS.7.20.E** formulate and communicate visually, orally, or in writing a claim supported by evidence and reasoning related to a social studies topic **SS.7.22.C** create written, oral, and visual presentations of social studies information	**ELAR.7.1.D** engage in meaningful discourse and provide and accept constructive feedback from others	**Health.7-8.13.A** develop strategies to resist inappropriate digital and online communication such as social media posts, sending and receiving photos, sexting, and pornography **Health.7-8.13.B** discuss and analyze the 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. Some illustrative examples are provided.	**ELAR.7.10.A** plan a first draft by selecting a genre appropriate for a particular topic, purpose, and audience using a range of strategies such as discussion, background reading, an personal interests **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							

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126.18.c.8.C	7.8.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.7.3.B** communicate explanations and solutions individually and collaboratively in a variety of settings and formats **Science.7.3.C** engage respectfully in scientific argumentation using applied scientific explanations and empirical evidence	**Math.7.1.D** communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate	**SS.7.22.D** apply foundational language skills to engage in civil discourse about social studies topics, including those with multiple perspectives	**ELAR.7.1.D** engage in meaningful discourse and provide and accept constructive feedback from others	**Health.7-8.13.A** develop strategies to resist inappropriate digital and online communication such as social media posts, sending and receiving photos, sexting, and pornography **Health.7-8.13.B** discuss and analyze the 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							
126.18.c.9	7.9	***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.**								
126.18.c.9.A	7.9.A	adhere to local acceptable use policy (AUP) and practice and model safe, ethical, and positive online behaviors	**Direct alignment between student expectations**					**Health.7-8.13.B** discuss and analyze the 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.								
126.18.c.9.B	7.9.B	explain the importance of intellectual property laws, including the benefits of protection for content owners, and the consequences of violating these laws	**Direct alignment between student expectations**			**SS.7.22.B** use effective written communication skills, including proper citations and avoiding plagiarism	**ELAR.7.12.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.								
126.18.c.9.C	7.9.C	create citations and cite sources for a variety of digital forms of intellectual property	**Direct alignment between student expectations**			**SS.7.22.B** use effective written communication skills, including proper citations and avoiding plagiarism	**ELAR.7.12.I** display academic citations and use source materials ethically				
			Use this space to identify additional connections between technology applications standards and other content standards.								
126.18.c.9.D	7.9.D	evaluate how various types of media, including social media, and technology can be used to exaggerate and misrepresent information	**Direct alignment between student expectations**	**Science.7.4.B** make informed decisions by evaluating evidence from multiple appropriate sources to assess the credibility, accuracy, cost-effectiveness, and methods used		**SS.7.20.D** identify bias and points of view from the historical context surrounding an event that influenced the participants **SS.7.20.F** evaluate a variety of historical and contemporary sources for validity, credibility, bias, and accuracy	**ELAR.7.12.H** examine sources for: (i) reliability, credibility, and bias (ii) faulty reasoning such as hyperbole, emotional appeals, and stereotype				

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126.18.c.10	7.10	***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.**								
126.18.c.10.A	7.10.A	describe and model ways to protect oneself from real-world cybersecurity attacks	**Direct alignment between student expectations**					**Health.7-8.13.C** evaluate 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.								
126.18.c.10.B	7.10.B	analyze the negative impacts of cyberbullying on the victim and the bully	**Direct alignment between student expectations**					**Health.7-8.13.E** research 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.								
126.18.c.11	7.11	***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.**								
126.18.c.11.A	7.11.A	choose a variety of digital tools to create, share, and communicate digital artifacts	**Direct alignment between student expectations**	**Science.7.3.B** communicate explanations and solutions individually and collaboratively in a variety of settings and formats	**Math.7.1.D** communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate	**SS.7.20.E** formulate and communicate visually, orally, or in writing a claim supported by evidence and reasoning related to a social studies topic **SS.7.22.C** create written, oral, and visual presentations of social studies information	**ELAR.7.12.J** use an appropriate mode of delivery, whether written, oral, or multimodal, to present results		**Art.MS1.2.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		
126.18.c.11.A	7.11.A	choose a variety of digital tools to create, share, and communicate digital artifacts	**Use this space to identify additional connections between technology applications standards and other content standards.**								
126.18.c.12	7.12	***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.**								

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126.18.c.12.A	7.12.A	demonstrate proficiency in the appropriate use of technology terminology in projects through team collaboration and communication	**Direct alignment between student expectations**	**Science.7.3.B** communicate explanations and solutions individually and collaboratively in a variety of settings and formats	**Math.7.1.D** communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate	**SS.7.20.E** formulate and communicate visually, orally, or in writing a claim supported by evidence and reasoning related to a social studies topic			**Art.MS1.2.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. An illustrative example is provided	**ELAR.7.12.J** use an appropriate mode of delivery, whether written, oral, or multimodal, to present results							
126.18.c.12.B	7.12.B	demonstrate 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 with assistance	**Direct alignment between student expectations**								
			Use this space to identify additional connections between technology applications standards and other content standards.								
126.18.c.12.C	7.12.C	select and use appropriate platform and tools, including selecting and using software or hardware for a defined task	**Direct alignment between student expectations**	**Science.7.3.B** communicate explanations and solutions individually and collaboratively in a variety of settings and formats	**Math.7.1.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		**ELAR.7.12.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.								
126.18.c.12.D	7.12.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.								
126.18.c.12.E	7.12.E	select and use appropriate shortcuts within applications	**Direct alignment between student expectations**								
			Use this space to identify additional connections between technology applications standards and other content standards.								

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126.18.c.12.F	7.12.F	research and test potential solutions to solve hardware and software problems	**Direct alignment between student expectations**								
			Use this space to identify additional connections between technology applications standards and other content standards.								
126.18.c.12.G	7.12.G	use a variety of types of local and remote data storage to store or share data 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.								
126.18.c.12.H	7.12.H	select and use productivity tools found in spread sheet, word processing, and publication applications to create digital artifacts such as reports, graphs, and charts with increasing complexity	**Direct alignment between student expectations**	**Science.7.3.B** communicate explanations and solutions individually and collaboratively in a variety of settings and formats	**Math.7.1.D** communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate	**SS.7.22.C** create written, oral, and visual presentations of social studies information					
			Use this space to identify additional connections between technology applications standards and other content standards. Some illustrative examples are provided.				**ELAR.7.10.C** revise drafts for clarity, development, organization, style, word choice, and sentence variety **Theatre.MS.1.3.D** use technology in theatrical applications such as live theatre, video, and film				