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
126.10.c.1	**5.1**	***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.**								
126.10.c.1.A	5.1.A	decompose a real-world problem into smaller, manageable subproblems using graphic organizers such as learning maps, concept maps, or other representations of data	**Direct alignment between student expectations**	**Science.5.1.B** use scientific practices to plan and conduct descriptive and simple experimental investigations and use engineering practices to design solutions to problems	**Math.5.1.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.5.26.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.5.13.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.								
126.10.c.1.B	5.1.B	identify patterns in real-world problems and make predictions based on the pattern	**Direct alignment between student expectations**	**Science.5.2.B** analyze data by identifying any significant features, patterns, or sources of error **Science.5.5.A** identify and use patterns to explain scientific phenomena or to design solutions		**ELAR.5.6.C** make and correct or confirm predictions using text features, characteristics of genre, and structures			**Music.5.1.D** identify and label small and large musical forms such as abac, AB, and ABA; rondo; and theme and variations presented aurally in simple songs and larger works		
			Use this space to identify additional connections between technology applications standards and other content standards. Some illustrative examples are provided.	**Math.5.1.A** apply mathematics to problems arising in everyday life, society, and the workplace **SS 5.7.A** identify and describe the patterns of settlement such as rural, urban, and suburban **ELAR.5.8.A** infer basic themes supported by text evidence							
126.10.c.1.C	5.1.C	design and create an outline collaboratively that documents a problem, possible solutions, and an expected timeline for the development of a coded solution	**Direct alignment between student expectations**	**Science.5.1.B** use scientific practices to plan and conduct descriptive and simple experimental investigations and use engineering practices to design solutions to problems	**Math.5.1.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.5.26.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.5.13.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.								
126.10.c.1.D	5.1.D	compare multiple algorithms for the same task and determine which algorithm is the most appropriate for that task	**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.	**Science 5.2C** use mathematical calculations to compare patterns and relationships							
126.10.c.2	**5.2**	***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.**								

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126.10.c.2.A	5.2.A	use variables within a program to store and modify data	**Direct alignment between student expectations**	**Science.5.2.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.5.4.B** represent and solve multi-step problems involving the four operations with whole numbers using equations with a letter standing for the unknown quantity							
126.10.c.2.B	5.2.B	use a design process to create block-based programs that include sequences, loops, conditionals, and events to solve an everyday problem	**Direct alignment between student expectations**						**Music.5.4.A** create rhythmic phrases through improvisation and composition **Music.5.4.B** create melodic phrases through improvisation and composition		
			Use this space to identify additional connections between technology applications standards and other content standards. Some illustrative examples are provided.	**Science.5.7.A** investigate and explain how equal and unequal forces acting on an object cause patterns of motion and transfer of energy **Math.5.4.C** generate a numerical pattern when given a rule in the form y = ax or y = x + a and graph **SS.5.5.A** explain the significance of issues and events of the 20th century such as industrialization, urbanization, the Great Depression, the world wars, the civil rights movement, and military actions						
126.10.c.2.C	5.2.C	analyze a code and how the code may be reused to develop new or improved programs	**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 5.2C** use mathematical calculations to compare patterns and relationships							
126.10.c.3	**5.3**	***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.**								
126.10.c.3.A	5.3.A	explain the importance of and demonstrate personal skills and behaviors, including persistence, effective communication, following directions, mental agility, metacognition, problem solving and questioning, that are needed to implement a design process successfully	**Direct alignment between student expectations**	**Science.5.3.C** listen actively to others' explanations to identify relevant evidence and engage respectfully in scientific discussion			**ELAR.5.1.A** listen actively to interpret verbal and non-verbal messages, ask relevant questions, and make pertinent comments				
			Use this space to identify additional connections between technology applications standards and other content standards. Some illustrative examples are provided.	**Science.5.1.B** use scientific practices to plan and conduct descriptive and simple experimental investigations and use engineering practices to design solutions to problems **Math.5.1.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.5.25.E** apply foundational language skills to engage in civil discourse about social studies topics, including those with multiple perspectives **SS.5.26.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.5.1.D** work collaboratively with others to develop a plan of shared responsibilities **PE.5.13.B** identify and describe effective communication to enhance healthy interactions while settling disagreements						

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126.10.c.3.B	5.3.B	apply an appropriate design process that includes components to generate multiple solutions for an authentic problem and develop original products	**Direct alignment between student expectations**	**Science.5.1.B** use scientific practices to plan and conduct descriptive and simple experimental investigations and use engineering practices to design solutions to problems	**Math.5.1.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.5.26.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.5.1.D** work collaboratively with others to develop a plan of shared responsibilities				
			Use this space to identify additional connections between technology applications standards and other content standards.								
126.10.c.4	**5.4**	***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.**								
126.10.c.4.A	5.4.A	predict how emerging technologies may impact different communities	**Direct alignment between student expectations**	**Science.5.4.A** explain how scientific discoveries and innovative solutions to problems impact science and society		**SS.5.22.B** identify how scientific discoveries, technological innovations, and the rapid growth of technology industries have advanced the economic development of the United States, including the transcontinental railroad and the space program					
			Use this space to identify additional connections between technology applications standards and other content standards. An illustrative example is provided.	**Art.5.3.C** connect art to career opportunities for positions such as architects, animators, cartoonists, engineers, fashion designers, film makers, graphic artists, illustrators, interior designers, photographers, and web designers							
126.10.c.5	**5.5**	***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.**								
126.10.c.5.A	5.5.A	identify and collect quantitative and qualitative data with digital tools	**Direct alignment between student expectations**	**Science.5.1.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.5.1.G** display, explain, and justify mathematical ideas and arguments using precise mathematical language in written or oral communication	**SS.5.23.A** differentiate between, locate, and use valid primary and secondary sources such as technology; interviews; biographies; oral, print, and visual material; documents; and artifacts to acquire information about the United States					
			Use this space to identify additional connections between technology applications standards and other content standards.								
126.10.c.5.B	5.5.B	identify keyword(s), Boolean operators, and limiters within provided search strategies	**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.	**Science.5.10.A** explain how the Sun and the ocean interact in the water cycle and affect weather **SS.5.4.E** explain the effects of the Civil War, including Reconstruction and the 13th, 14th, and 15th amendments to the U.S. Constitution **Art.5.3.D** investigate connections of visual art concepts to other disciplines **Music.5.5.D** examine the relationships between music and interdisciplinary concepts						
126.10.c.6	**5.6**	***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.**								
126.10.c.6.A	5.6.A	use digital tools to analyze and transform data and make inferences to answer questions	**Direct alignment between student expectations**	**Science.5.2.B** analyze data by identifying any significant features, patterns, or sources of error	**Math.5.9.A** represent categorical data with bar graphs or frequency tables and numerical data, including data sets of measurements in fractions or decimals, with dot plots or stem-and-leaf plots **Math.5.9.B** represent discrete paired data on a scatterplot	**SS.5.23.D** organize and interpret information in outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps **SS.5.24.B** interpret geographic data, population distribution, and natural resources into a variety of formats such as graphs and maps					
			Use this space to identify additional connections between technology applications standards and other content standards.								
126.10.c.7	**5.7**	***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.**								
126.10.c.7.A	5.7.A	use digital tools to communicate and display data using appropriate visualization to inform an intended audience	**Direct alignment between student expectations**	**Science.5.2.B** analyze data by identifying any significant features, patterns, or sources of error	**Math.5.9.A** represent categorical data with bar graphs or frequency tables and numerical data, including data sets of measurements in fractions or decimals, with dot plots or stem-and-leaf plots **Math.5.9.B** represent discrete paired data on a scatterplot	**SS.5.23.D** organize and interpret information in outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps **SS.5.24.B** interpret geographic data, population distribution, and natural resources into a variety of formats such as graphs and maps			**Art.5.2.C** produce drawings; paintings; prints; sculpture, including modeled forms; and other art forms such as ceramics, fiber art, constructions, 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.								
126.10.c.8	**5.8**	***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.**								
126.10.c.8.A	5.8.A	identify the components of a digital footprint such as online activity, game use, or social media platforms	**Direct alignment between student expectations**								
			Use this space to identify additional connections between technology applications standards and other content standards.								

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126.10.c.8.B	5.8.B	describe appropriate digital etiquette for addressing different audiences such as peers, teachers, and other adults	**Direct alignment between student expectations**	**Science.5.3.B** communicate explanations and solutions individually and collaboratively in a variety of settings and formats	**Math.5.1.D** communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate		**ELAR.5.1.A** listen actively, ask relevant questions to clarify information, and make pertinent comments	**Health.5.13.A** distinguish between appropriate and inappropriate boundaries for digital and online communication and research			
			Use this space to identify additional connections between technology applications standards and other content standards.								
126.10.c.8.C	5.8.C	apply appropriate digital etiquette for collaborating with different audiences such as peers, teachers, and other adults	**Direct alignment between student expectations**	**Science.5.3.B** communicate explanations and solutions individually and collaboratively in a variety of settings and formats			**SS.5.25.E** apply foundational language skills to engage in civil discourse about social studies topics, including those with multiple perspectives	**ELAR.5.1.A** listen actively, ask relevant questions to clarify information, and make pertinent comments			
			Use this space to identify additional connections between technology applications standards and other content standards. Some illustrative examples are provided.	**Math.5.1.D** communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate **ELAR.5.13.H** use an appropriate mode of delivery, whether written, oral, or multimodal, to present results						
126.10.c.9.A	5.9.A	demonstrate adherence to local acceptable use policy (AUP) and explain the importance of responsible and ethical technology use	**Direct alignment between student expectations**					**Health.5.13.A** distinguish between appropriate and inappropriate boundaries for digital and online communication and research			
			Use this space to identify additional connections between technology applications standards and other content standards.								
126.10.c.9.B	5.9.B	describe the purpose of copyright law and the possible consequences for inappropriate use of digital content;	**Direct alignment between student expectations**				**ELAR.5.13.F** differentiate between paraphrasing and plagiarism when using source materials				
			Use this space to identify additional connections between technology applications standards and other content standards. An illustrative example is provided.	**Health.5.13.A** distinguish between appropriate and inappropriate boundaries for digital and online communication and research							
126.10.c.9.C	5.9.C	create citations for digital forms of media with assistance	**Direct alignment between student expectations**			**SS.5.25.D** create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies	**ELAR.5.13.F** differentiate between paraphrasing and plagiarism when using source materials **ELAR.5.13.G** develop a bibliography				
			Use this space to identify additional connections between technology applications standards and other content standards.								

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126.10.c.10	**5.10**	***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.**								
126.10.c.10.A	5.10.A	discuss cybersecurity strategies such as using a secured internet connection to protect digital information	**Direct alignment between student expectations**					**Health.5.13.B** explain the benefits of identity protection in digital and online environments			
			Use this space to identify additional connections between technology applications standards and other content standards.								
126.10.c.10.B	5.10.B	discuss how data collection technology is used to track online navigation and identify strategies to maintain digital privacy and security	**Direct alignment between student expectations**					**Health.5.13.B** explain the benefits of identity protection in digital and online environments			
			Use this space to identify additional connections between technology applications standards and other content standards.								
126.10.c.10.C	5.10.C	discuss and identify how interactions can escalate online and explain ways to stand up to cyberbullying, including advocating for self and others	**Direct alignment between student expectations**					**Health.5.13.C** analyze the consequences of cyberbullying and inappropriate digital and online communication in relation to home, school, and community environments			
			Use this space to identify additional connections between technology applications standards and other content standards.								
126.10.c.11.A	5.11.A	identify file types for text, graphics, and multimedia files	**Direct alignment between student expectations**								
			Use this space to identify additional connections between technology applications standards and other content standards.								
126.10.c.11.B	5.11.B	perform software application functions, including inserting or deleting text and images and formatting tools or options	**Direct alignment between student expectations**				**ELAR.5.11.C** revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity				

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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.5.1.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.5.1.G** display, explain, and justify mathematical ideas and arguments using precise mathematical language in written or oral communication						
126.10.c.12	**5.12**	***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.**								
126.10.c.12.A	5.12.A	describe and evaluate operating systems, learning management systems, virtual systems, and network systems such as internet, intranet, wireless network, and short-range wireless technology	**Direct alignment between student expectations**								
			Use this space to identify additional connections between technology applications standards and other content standards.								
126.10.c.12.B	5.12.B	organize files using appropriate naming conventions and folder structures	**Direct alignment between student expectations**								
			Use this space to identify additional connections between technology applications standards and other content standards.								
126.10.c.12.C	5.12.C	demonstrate proper touch keyboarding techniques with increasing speed and 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.								
126.10.c.12.D	5.12.D	demonstrate keyboard or other input device shortcuts with fluency	**Direct alignment between student expectations**								
			Use this space to identify additional connections between technology applications standards and other content standards.								

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126.10.c.12.E	5.12.E	use help sources to research application features and solve software issues	**Direct alignment between student expectations**								
			Use this space to identify additional connections between technology applications standards and other content standards.								