Subject	**§126. Technology Applications**				
Course Title	**§126.44. Digital Communications in the 21st Century (One Credit), Beginning with School Year 2012-2013**				
TEKS (Knowledge and Skills)	**Student Expectation**	**Breakout**	**Element**	**Subelement**	**Teacher/Student**
(a) General Requirements. Students shall be awarded one credit for successful completion of this course. The prerequisite for this course is proficiency in the knowledge and skills relating to Technology Applications, Grades 6-8. This course is recommended for students in Grades 9-12.					
(b) Introduction.					
(1) The technology applications curriculum has six strands based on the National Educational Technology Standards for Students (NETS•S) and performance indicators developed by the International Society for Technology in Education (ISTE): creativity and innovation; communication and collaboration; research and information fluency; critical thinking, problem solving, and decision making; digital citizenship; and technology operations and concepts. (2) Through the study of the six strands in technology applications, students will support and manage the work of individuals and groups to create products to inform and promote their proposed solutions using appropriate communication skills and methods of delivery. Students will learn to make informed decisions using digital tools and appropriate applications. By using online research and information resources such as journals, newspapers, or authoritative databases, students will synthesize knowledge; create solutions; and evaluate the results for authentic, real-world local, state, national, and global issues. (3) Digital Communications in the 21st Century will prepare students for the societal demands of increased civic literacy, independent working environments, global awareness, and the mastery of a base set of analysis and communication skills. Students will be expected to design and present an effective product based on well-researched issues in order to thoughtfully propose suggested solutions to authoritative stakeholders. The outcome of the process and product approach is to provide students an authentic platform to demonstrate effective application of multimedia tools within the contexts of global communication and collaborative communities and appropriately share their voices to affect change that concerns their future. (4) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.					
(c) Knowledge and Skills.					
(1) Creativity and innovation. The student demonstrates the ability to analyze, evaluate, and adapt during the creative problem-solving process and demonstrates creative thinking in developing solutions to real-world issues using digital tools. The student is expected to:	(A) generate innovative, sustainable solutions for real-world issues such as global warming, immigration, or the global economy using emerging digital tools	(i) generate innovative, sustainable solutions for real-world issues using emerging digital tools			
(1) Creativity and innovation. The student demonstrates the ability to analyze, evaluate, and adapt during the creative problem-solving process and demonstrates creative thinking in developing solutions to real-world issues using digital tools. The student is expected to:	(B) gather and evaluate accurate information for feasibility and practicality as a basis for making communication decisions	(i) gather accurate information for feasibility as a basis for making communication decisions			

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(1) Creativity and innovation. The student demonstrates the ability to analyze, evaluate, and adapt during the creative problem-solving process and demonstrates creative thinking in developing solutions to real-world issues using digital tools. The student is expected to:	(B) gather and evaluate accurate information for feasibility and practicality as a basis for making communication decisions	(ii) gather accurate information for practicality as a basis for making communication decisions			
(1) Creativity and innovation. The student demonstrates the ability to analyze, evaluate, and adapt during the creative problem-solving process and demonstrates creative thinking in developing solutions to real-world issues using digital tools. The student is expected to:	(B) gather and evaluate accurate information for feasibility and practicality as a basis for making communication decisions	(iii) evaluate accurate information for feasibility as a basis for making communication decisions			
(1) Creativity and innovation. The student demonstrates the ability to analyze, evaluate, and adapt during the creative problem-solving process and demonstrates creative thinking in developing solutions to real-world issues using digital tools. The student is expected to:	(B) gather and evaluate accurate information for feasibility and practicality as a basis for making communication decisions	(iv) evaluate accurate information for practicality as a basis for making communication decisions			
(1) Creativity and innovation. The student demonstrates the ability to analyze, evaluate, and adapt during the creative problem-solving process and demonstrates creative thinking in developing solutions to real-world issues using digital tools. The student is expected to:	(C) analyze the ethical and social responsibilities as a project team when communicating with peers, stakeholders, and experts	(i) analyze the ethical responsibilities as a project team when communicating with peers			

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(1) Creativity and innovation. The student demonstrates the ability to analyze, evaluate, and adapt during the creative problem-solving process and demonstrates creative thinking in developing solutions to real-world issues using digital tools. The student is expected to:	(C) analyze the ethical and social responsibilities as a project team when communicating with peers, stakeholders, and experts	(ii) analyze the ethical responsibilities as a project team when communicating with stakeholders			
(1) Creativity and innovation. The student demonstrates the ability to analyze, evaluate, and adapt during the creative problem-solving process and demonstrates creative thinking in developing solutions to real-world issues using digital tools. The student is expected to:	(C) analyze the ethical and social responsibilities as a project team when communicating with peers, stakeholders, and experts	(iii) analyze the ethical responsibilities as a project team when communicating with experts			
(1) Creativity and innovation. The student demonstrates the ability to analyze, evaluate, and adapt during the creative problem-solving process and demonstrates creative thinking in developing solutions to real-world issues using digital tools. The student is expected to:	(C) analyze the ethical and social responsibilities as a project team when communicating with peers, stakeholders, and experts	(iv) analyze the social responsibilities as a project team when communicating with peers			
(1) Creativity and innovation. The student demonstrates the ability to analyze, evaluate, and adapt during the creative problem-solving process and demonstrates creative thinking in developing solutions to real-world issues using digital tools. The student is expected to:	(C) analyze the ethical and social responsibilities as a project team when communicating with peers, stakeholders, and experts	(v) analyze the social responsibilities as a project team when communicating with stakeholders			

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(1) Creativity and innovation. The student demonstrates the ability to analyze, evaluate, and adapt during the creative problem-solving process and demonstrates creative thinking in developing solutions to real-world issues using digital tools. The student is expected to:	(C) analyze the ethical and social responsibilities as a project team when communicating with peers, stakeholders, and experts	(vi) analyze the social responsibilities as a project team when communicating with experts			
(2) Creativity and innovation. The student uses innovative thinking to develop new ideas and processes for solving real-world issues and conveying those ideas to a global audience through a persuasive digital product. The student is expected to:	(A) examine real-world issues relating to current topics such as health care, government, business, or aerospace	(i) examine real-world issues relating to current topics			
(2) Creativity and innovation. The student uses innovative thinking to develop new ideas and processes for solving real-world issues and conveying those ideas to a global audience through a persuasive digital product. The student is expected to:	(B) develop innovative solutions to address issues				
(2) Creativity and innovation. The student uses innovative thinking to develop new ideas and processes for solving real-world issues and conveying those ideas to a global audience through a persuasive digital product. The student is expected to:	(C) create unique methods and products conveying solutions to audiences beyond the classroom such as school officials, non-profit organizations, higher education officials, government, or other stakeholders	(i) create unique methods conveying solutions to audiences beyond the classroom			

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(2) Creativity and innovation. The student uses innovative thinking to develop new ideas and processes for solving real-world issues and conveying those ideas to a global audience through a persuasive digital product. The student is expected to:	(C) create unique methods and products conveying solutions to audiences beyond the classroom such as school officials, non-profit organizations, higher education officials, government, or other stakeholders	(ii) create unique products conveying solutions to audiences beyond the classroom			
(2) Creativity and innovation. The student uses innovative thinking to develop new ideas and processes for solving real-world issues and conveying those ideas to a global audience through a persuasive digital product. The student is expected to:	(D) demonstrate the effective use and importance of verbal and nonverbal communication skills when presenting ideas and solutions to diverse audiences	(i) demonstrate the effective use of verbal communication skills when presenting ideas to diverse audiences			
(2) Creativity and innovation. The student uses innovative thinking to develop new ideas and processes for solving real-world issues and conveying those ideas to a global audience through a persuasive digital product. The student is expected to:	(D) demonstrate the effective use and importance of verbal and nonverbal communication skills when presenting ideas and solutions to diverse audiences	(ii) demonstrate the effective use of verbal communication skills when presenting solutions to diverse audiences			
(2) Creativity and innovation. The student uses innovative thinking to develop new ideas and processes for solving real-world issues and conveying those ideas to a global audience through a persuasive digital product. The student is expected to:	(D) demonstrate the effective use and importance of verbal and nonverbal communication skills when presenting ideas and solutions to diverse audiences	(iii) demonstrate the importance of verbal communication skills when presenting ideas to diverse audiences			

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(2) Creativity and innovation. The student uses innovative thinking to develop new ideas and processes for solving real-world issues and conveying those ideas to a global audience through a persuasive digital product. The student is expected to:	(D) demonstrate the effective use and importance of verbal and nonverbal communication skills when presenting ideas and solutions to diverse audiences	(iv) demonstrate the importance of verbal communication skills when presenting solutions to diverse audiences			
(2) Creativity and innovation. The student uses innovative thinking to develop new ideas and processes for solving real-world issues and conveying those ideas to a global audience through a persuasive digital product. The student is expected to:	(D) demonstrate the effective use and importance of verbal and nonverbal communication skills when presenting ideas and solutions to diverse audiences	(v) demonstrate the effective use of nonverbal communication skills when presenting ideas to diverse audiences			
(2) Creativity and innovation. The student uses innovative thinking to develop new ideas and processes for solving real-world issues and conveying those ideas to a global audience through a persuasive digital product. The student is expected to:	(D) demonstrate the effective use and importance of verbal and nonverbal communication skills when presenting ideas and solutions to diverse audiences	(vi) demonstrate the effective use of nonverbal communication skills when presenting solutions to diverse audiences			
(2) Creativity and innovation. The student uses innovative thinking to develop new ideas and processes for solving real-world issues and conveying those ideas to a global audience through a persuasive digital product. The student is expected to:	(D) demonstrate the effective use and importance of verbal and nonverbal communication skills when presenting ideas and solutions to diverse audiences	(vii) demonstrate the importance of nonverbal communication skills when presenting ideas to diverse audiences			

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(2) Creativity and innovation. The student uses innovative thinking to develop new ideas and processes for solving real-world issues and conveying those ideas to a global audience through a persuasive digital product. The student is expected to:	(D) demonstrate the effective use and importance of verbal and nonverbal communication skills when presenting ideas and solutions to diverse audiences	(viii) demonstrate the importance of nonverbal communication skills when presenting solutions to diverse audiences			
(2) Creativity and innovation. The student uses innovative thinking to develop new ideas and processes for solving real-world issues and conveying those ideas to a global audience through a persuasive digital product. The student is expected to:	(E) use appropriate techniques to manage communication apprehension, build self-confidence, and gain command of information	(i) use appropriate techniques to manage communication apprehension			
(2) Creativity and innovation. The student uses innovative thinking to develop new ideas and processes for solving real-world issues and conveying those ideas to a global audience through a persuasive digital product. The student is expected to:	(E) use appropriate techniques to manage communication apprehension, build self-confidence, and gain command of information	(ii) use appropriate techniques to build self-confidence			
(2) Creativity and innovation. The student uses innovative thinking to develop new ideas and processes for solving real-world issues and conveying those ideas to a global audience through a persuasive digital product. The student is expected to:	(E) use appropriate techniques to manage communication apprehension, build self-confidence, and gain command of information	(iii) use appropriate techniques to gain command of information			

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(3) Communication and collaboration. The student develops a process to effectively communicate with peers, experts, and other audiences about current issues and solutions to global problems. The student is expected to:	(A) demonstrate innovative uses of a wide range of emerging technologies, including online learning, mobile devices, digital content, and Web 2.0 tools such as podcasting, wikis, and blogs	(i) demonstrate innovative uses of a wide range of emerging technologies, including online learning			
(3) Communication and collaboration. The student develops a process to effectively communicate with peers, experts, and other audiences about current issues and solutions to global problems. The student is expected to:	(A) demonstrate innovative uses of a wide range of emerging technologies, including online learning, mobile devices, digital content, and Web 2.0 tools such as podcasting, wikis, and blogs	(ii) demonstrate innovative uses of a wide range of emerging technologies, including mobile devices			
(3) Communication and collaboration. The student develops a process to effectively communicate with peers, experts, and other audiences about current issues and solutions to global problems. The student is expected to:	(A) demonstrate innovative uses of a wide range of emerging technologies, including online learning, mobile devices, digital content, and Web 2.0 tools such as podcasting, wikis, and blogs	(iii) demonstrate innovative uses of a wide range of emerging technologies, including digital content			
(3) Communication and collaboration. The student develops a process to effectively communicate with peers, experts, and other audiences about current issues and solutions to global problems. The student is expected to:	(A) demonstrate innovative uses of a wide range of emerging technologies, including online learning, mobile devices, digital content, and Web 2.0 tools such as podcasting, wikis, and blogs	(iv) demonstrate innovative uses of a wide range of emerging technologies, including Web 2.0 tools			

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(3) Communication and collaboration. The student develops a process to effectively communicate with peers, experts, and other audiences about current issues and solutions to global problems. The student is expected to:	(B) participate within appropriate electronic communities as a learner, initiator, and contributor	(i) participate within appropriate electronic communities as a learner			
(3) Communication and collaboration. The student develops a process to effectively communicate with peers, experts, and other audiences about current issues and solutions to global problems. The student is expected to:	(B) participate within appropriate electronic communities as a learner, initiator, and contributor	(ii) participate within appropriate electronic communities as an initiator			
(3) Communication and collaboration. The student develops a process to effectively communicate with peers, experts, and other audiences about current issues and solutions to global problems. The student is expected to:	(B) participate within appropriate electronic communities as a learner, initiator, and contributor	(iii) participate within appropriate electronic communities as a contributor			
(3) Communication and collaboration. The student develops a process to effectively communicate with peers, experts, and other audiences about current issues and solutions to global problems. The student is expected to:	(C) extend the learning environment beyond the school walls using appropriate digital tools				

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(3) Communication and collaboration. The student develops a process to effectively communicate with peers, experts, and other audiences about current issues and solutions to global problems. The student is expected to:	(D) collaborate with a variety of field experts				
(3) Communication and collaboration. The student develops a process to effectively communicate with peers, experts, and other audiences about current issues and solutions to global problems. The student is expected to:	(E) prepare for, organize, and participate in an informative or persuasive group discussion with an audience	(i) prepare for an informative or persuasive group discussion with an audience			
(3) Communication and collaboration. The student develops a process to effectively communicate with peers, experts, and other audiences about current issues and solutions to global problems. The student is expected to:	(E) prepare for, organize, and participate in an informative or persuasive group discussion with an audience	(ii) organize an informative or persuasive group discussion with an audience			
(3) Communication and collaboration. The student develops a process to effectively communicate with peers, experts, and other audiences about current issues and solutions to global problems. The student is expected to:	(E) prepare for, organize, and participate in an informative or persuasive group discussion with an audience	(iii) participate in an informative or persuasive group discussion with an audience			

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(3) Communication and collaboration. The student develops a process to effectively communicate with peers, experts, and other audiences about current issues and solutions to global problems. The student is expected to:	(F) participate appropriately in conversations by making clear requests, giving accurate directions, and asking purposeful questions	(i) participate appropriately in conversations by making clear requests			
(3) Communication and collaboration. The student develops a process to effectively communicate with peers, experts, and other audiences about current issues and solutions to global problems. The student is expected to:	(F) participate appropriately in conversations by making clear requests, giving accurate directions, and asking purposeful questions	(ii) participate appropriately in conversations by giving accurate directions			
(3) Communication and collaboration. The student develops a process to effectively communicate with peers, experts, and other audiences about current issues and solutions to global problems. The student is expected to:	(F) participate appropriately in conversations by making clear requests, giving accurate directions, and asking purposeful questions	(iii) participate appropriately in conversations by asking purposeful questions			
(4) Communication and collaboration. The student uses digital tools to facilitate collaboration and communication in the design, development, and evaluation of products offering solutions to real-world issues. The student is expected to:	(A) design and organize resources to create an effective collaborative working environment that enables a group to investigate a local, state, national, or global issue	(i) design resources to create an effective collaborative working environment that enables a group to investigate a local, state, national, or global issue			

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(4) Communication and collaboration. The student uses digital tools to facilitate collaboration and communication in the design, development, and evaluation of products offering solutions to real-world issues. The student is expected to:	(A) design and organize resources to create an effective collaborative working environment that enables a group to investigate a local, state, national, or global issue	(ii) organize resources to create an effective collaborative working environment that enables a group to investigate a local, state, national, or global issue			
(4) Communication and collaboration. The student uses digital tools to facilitate collaboration and communication in the design, development, and evaluation of products offering solutions to real-world issues. The student is expected to:	(B) analyze and evaluate effective communication	(i) analyze effective communication			
(4) Communication and collaboration. The student uses digital tools to facilitate collaboration and communication in the design, development, and evaluation of products offering solutions to real-world issues. The student is expected to:	(B) analyze and evaluate effective communication	(ii) evaluate effective communication			
(4) Communication and collaboration. The student uses digital tools to facilitate collaboration and communication in the design, development, and evaluation of products offering solutions to real-world issues. The student is expected to:	(C) demonstrate leadership by managing project activities such as timelines, research, product development, marketing material, and effective communication skills	(i) demonstrate leadership by managing project activities			

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(4) Communication and collaboration. The student uses digital tools to facilitate collaboration and communication in the design, development, and evaluation of products offering solutions to real-world issues. The student is expected to:	(D) demonstrate effective management of diverse peer-group dynamics such as solving problems, managing conflicts, and building consensus	(i) demonstrate effective management of diverse peer-group dynamics			
(4) Communication and collaboration. The student uses digital tools to facilitate collaboration and communication in the design, development, and evaluation of products offering solutions to real-world issues. The student is expected to:	(E) evaluate original products for accuracy, validity, and compliance with copyright laws	(i) evaluate original products for accuracy			
(4) Communication and collaboration. The student uses digital tools to facilitate collaboration and communication in the design, development, and evaluation of products offering solutions to real-world issues. The student is expected to:	(E) evaluate original products for accuracy, validity, and compliance with copyright laws	(ii) evaluate original products for validity			
(4) Communication and collaboration. The student uses digital tools to facilitate collaboration and communication in the design, development, and evaluation of products offering solutions to real-world issues. The student is expected to:	(E) evaluate original products for accuracy, validity, and compliance with copyright laws	(iii) evaluate original products for compliance with copyright laws			

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(5) Research and information fluency. The student uses a variety of strategies to acquire and evaluate information relating to real-world issues. The student is expected to:	(A) locate authoritative information from primary and secondary sources such as field experts, online full-text databases, or current news databases	(i) locate authoritative information from primary sources			
(5) Research and information fluency. The student uses a variety of strategies to acquire and evaluate information relating to real-world issues. The student is expected to:	(A) locate authoritative information from primary and secondary sources such as field experts, online full-text databases, or current news databases	(ii) locate authoritative information from secondary sources			
(5) Research and information fluency. The student uses a variety of strategies to acquire and evaluate information relating to real-world issues. The student is expected to:	(B) make decisions regarding the selection, acquisition, and use of information gathered, taking into consideration its quality, appropriateness, effectiveness, and level of interest to society	(i) make decisions regarding the selection of information gathered, taking into consideration its quality			
(5) Research and information fluency. The student uses a variety of strategies to acquire and evaluate information relating to real-world issues. The student is expected to:	(B) make decisions regarding the selection, acquisition, and use of information gathered, taking into consideration its quality, appropriateness, effectiveness, and level of interest to society	(ii) make decisions regarding the selection of information gathered, taking into consideration its appropriateness			
(5) Research and information fluency. The student uses a variety of strategies to acquire and evaluate information relating to real-world issues. The student is expected to:	(B) make decisions regarding the selection, acquisition, and use of information gathered, taking into consideration its quality, appropriateness, effectiveness, and level of interest to society	(iii) make decisions regarding the selection of information gathered, taking into consideration its effectiveness			

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(5) Research and information fluency. The student uses a variety of strategies to acquire and evaluate information relating to real-world issues. The student is expected to:	(B) make decisions regarding the selection, acquisition, and use of information gathered, taking into consideration its quality, appropriateness, effectiveness, and level of interest to society	(iv) make decisions regarding the selection of information gathered, taking into consideration its level of interest to society			
(5) Research and information fluency. The student uses a variety of strategies to acquire and evaluate information relating to real-world issues. The student is expected to:	(B) make decisions regarding the selection, acquisition, and use of information gathered, taking into consideration its quality, appropriateness, effectiveness, and level of interest to society	(v) make decisions regarding the acquisition of information gathered, taking into consideration its quality			
(5) Research and information fluency. The student uses a variety of strategies to acquire and evaluate information relating to real-world issues. The student is expected to:	(B) make decisions regarding the selection, acquisition, and use of information gathered, taking into consideration its quality, appropriateness, effectiveness, and level of interest to society	(vi) make decisions regarding the acquisition of information gathered, taking into consideration its appropriateness			
(5) Research and information fluency. The student uses a variety of strategies to acquire and evaluate information relating to real-world issues. The student is expected to:	(B) make decisions regarding the selection, acquisition, and use of information gathered, taking into consideration its quality, appropriateness, effectiveness, and level of interest to society	(vii) make decisions regarding the acquisition of information gathered, taking into consideration its effectiveness			
(5) Research and information fluency. The student uses a variety of strategies to acquire and evaluate information relating to real-world issues. The student is expected to:	(B) make decisions regarding the selection, acquisition, and use of information gathered, taking into consideration its quality, appropriateness, effectiveness, and level of interest to society	(viii) make decisions regarding the acquisition of information gathered, taking into consideration its level of interest to society			

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(5) Research and information fluency. The student uses a variety of strategies to acquire and evaluate information relating to real-world issues. The student is expected to:	(B) make decisions regarding the selection, acquisition, and use of information gathered, taking into consideration its quality, appropriateness, effectiveness, and level of interest to society	(ix) make decisions regarding the use of information gathered, taking into consideration its quality			
(5) Research and information fluency. The student uses a variety of strategies to acquire and evaluate information relating to real-world issues. The student is expected to:	(B) make decisions regarding the selection, acquisition, and use of information gathered, taking into consideration its quality, appropriateness, effectiveness, and level of interest to society	(x) make decisions regarding the use of information gathered, taking into consideration its appropriateness			
(5) Research and information fluency. The student uses a variety of strategies to acquire and evaluate information relating to real-world issues. The student is expected to:	(B) make decisions regarding the selection, acquisition, and use of information gathered, taking into consideration its quality, appropriateness, effectiveness, and level of interest to society	(xi) make decisions regarding the use of information gathered, taking into consideration its effectiveness			
(5) Research and information fluency. The student uses a variety of strategies to acquire and evaluate information relating to real-world issues. The student is expected to:	(B) make decisions regarding the selection, acquisition, and use of information gathered, taking into consideration its quality, appropriateness, effectiveness, and level of interest to society	(xii) make decisions regarding the use of information gathered, taking into consideration its level of interest to society			
(5) Research and information fluency. The student uses a variety of strategies to acquire and evaluate information relating to real-world issues. The student is expected to:	(C) demonstrate fluency in the use of a variety of electronic sources such as cloud computing, emerging collaboration technologies, data mining strategies, and mobile or other technologies	(i) demonstrate fluency in the use of a variety of electronic sources			

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(6) Research and information fluency. The student uses a variety of digital tools to synthesize information related to real-world issues in student-created materials. The student is expected to:	(A) construct real-world informational materials that inform, persuade, or recommend reform of selected issues				
(6) Research and information fluency. The student uses a variety of digital tools to synthesize information related to real-world issues in student-created materials. The student is expected to:	(B) identify and employ a method to evaluate the design, functionality, and accuracy of the student-created materials	(i) identify a method to evaluate the design of the student-created materials			
(6) Research and information fluency. The student uses a variety of digital tools to synthesize information related to real-world issues in student-created materials. The student is expected to:	(B) identify and employ a method to evaluate the design, functionality, and accuracy of the student-created materials	(ii) identify a method to evaluate the functionality of the student-created materials			
(6) Research and information fluency. The student uses a variety of digital tools to synthesize information related to real-world issues in student-created materials. The student is expected to:	(B) identify and employ a method to evaluate the design, functionality, and accuracy of the student-created materials	(iii) identify a method to evaluate accuracy of the student-created materials			

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(6) Research and information fluency. The student uses a variety of digital tools to synthesize information related to real-world issues in student-created materials. The student is expected to:	(B) identify and employ a method to evaluate the design, functionality, and accuracy of the student-created materials	(iv) employ a method to evaluate the design of the student-created materials			
(6) Research and information fluency. The student uses a variety of digital tools to synthesize information related to real-world issues in student-created materials. The student is expected to:	(B) identify and employ a method to evaluate the design, functionality, and accuracy of the student-created materials	(v) employ a method to evaluate functionality of the student-created materials			
(6) Research and information fluency. The student uses a variety of digital tools to synthesize information related to real-world issues in student-created materials. The student is expected to:	(B) identify and employ a method to evaluate the design, functionality, and accuracy of the student-created materials	(vi) employ a method to evaluate accuracy of the student-created materials			
(6) Research and information fluency. The student uses a variety of digital tools to synthesize information related to real-world issues in student-created materials. The student is expected to:	(C) use effective strategies to organize and outline presentations to support and clarify points	(i) use effective strategies to organize presentations to support points			

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(6) Research and information fluency. The student uses a variety of digital tools to synthesize information related to real-world issues in student-created materials. The student is expected to:	(C) use effective strategies to organize and outline presentations to support and clarify points	(ii) use effective strategies to outline presentations to support points			
(6) Research and information fluency. The student uses a variety of digital tools to synthesize information related to real-world issues in student-created materials. The student is expected to:	(C) use effective strategies to organize and outline presentations to support and clarify points	(iii) use effective strategies to organize presentations to clarify points			
(6) Research and information fluency. The student uses a variety of digital tools to synthesize information related to real-world issues in student-created materials. The student is expected to:	(C) use effective strategies to organize and outline presentations to support and clarify points	(iv) use effective strategies to outline presentations to clarify points			
(7) Critical thinking, problem solving, and decision making. The student uses critical-thinking skills to conduct research, manage products, solve problems, and make informed decisions for real-world local, state, national, and global issues. The student is expected to:	(A) identify and define authentic problems and significant questions for investigation	(i) identify authentic problems for investigation			

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Course Title	§126.44. Digital Communications in the 21st Century (One Credit), Beginning with School Year 2012-2013				
TEKS (Knowledge and Skills)	Student Expectation	Breakout	Element	Subelement	Teacher/Student
(7) Critical thinking, problem solving, and decision making. The student uses critical-thinking skills to conduct research, manage products, solve problems, and make informed decisions for real-world local, state, national, and global issues. The student is expected to:	(A) identify and define authentic problems and significant questions for investigation	(ii) identify significant questions for investigation			
(7) Critical thinking, problem solving, and decision making. The student uses critical-thinking skills to conduct research, manage products, solve problems, and make informed decisions for real-world local, state, national, and global issues. The student is expected to:	(A) identify and define authentic problems and significant questions for investigation	(iii) define authentic problems for investigation			
(7) Critical thinking, problem solving, and decision making. The student uses critical-thinking skills to conduct research, manage products, solve problems, and make informed decisions for real-world local, state, national, and global issues. The student is expected to:	(A) identify and define authentic problems and significant questions for investigation	(iv) define significant questions for investigation			
(7) Critical thinking, problem solving, and decision making. The student uses critical-thinking skills to conduct research, manage products, solve problems, and make informed decisions for real-world local, state, national, and global issues. The student is expected to:	(B) design and implement procedures to track trends, set timelines, and review and evaluate progress for project completions	(i) design procedures to track trends for project completions			

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TEKS (Knowledge and Skills)	Student Expectation	Breakout	Element	Subelement	Teacher/Student
(7) Critical thinking, problem solving, and decision making. The student uses critical-thinking skills to conduct research, manage products, solve problems, and make informed decisions for real-world local, state, national, and global issues. The student is expected to:	(B) design and implement procedures to track trends, set timelines, and review and evaluate progress for project completions	(ii) design procedures to set timelines for project completions			
(7) Critical thinking, problem solving, and decision making. The student uses critical-thinking skills to conduct research, manage products, solve problems, and make informed decisions for real-world local, state, national, and global issues. The student is expected to:	(B) design and implement procedures to track trends, set timelines, and review and evaluate progress for project completions	(iii) design procedures to review progress for project completions			
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(7) Critical thinking, problem solving, and decision making. The student uses critical-thinking skills to conduct research, manage products, solve problems, and make informed decisions for real-world local, state, national, and global issues. The student is expected to:	(B) design and implement procedures to track trends, set timelines, and review and evaluate progress for project completions	(vii) implement procedures to review progress for project completions			
(7) Critical thinking, problem solving, and decision making. The student uses critical-thinking skills to conduct research, manage products, solve problems, and make informed decisions for real-world local, state, national, and global issues. The student is expected to:	(B) design and implement procedures to track trends, set timelines, and review and evaluate progress for project completions	(viii) implement procedures to evaluate progress for project completions			
(7) Critical thinking, problem solving, and decision making. The student uses critical-thinking skills to conduct research, manage products, solve problems, and make informed decisions for real-world local, state, national, and global issues. The student is expected to:	(C) read and use technical documentation, including appropriate help options, to complete tasks	(i) read technical documentation, including appropriate help options, to complete tasks			

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(7) Critical thinking, problem solving, and decision making. The student uses critical-thinking skills to conduct research, manage products, solve problems, and make informed decisions for real-world local, state, national, and global issues. The student is expected to:	(C) read and use technical documentation, including appropriate help options, to complete tasks	(ii) use technical documentation, including appropriate help options, to complete tasks			
(7) Critical thinking, problem solving, and decision making. The student uses critical-thinking skills to conduct research, manage products, solve problems, and make informed decisions for real-world local, state, national, and global issues. The student is expected to:	(D) analyze the audience, occasion, and purpose when designing presentations	(i) analyze the audience when designing presentations			
(7) Critical thinking, problem solving, and decision making. The student uses critical-thinking skills to conduct research, manage products, solve problems, and make informed decisions for real-world local, state, national, and global issues. The student is expected to:	(D) analyze the audience, occasion, and purpose when designing presentations	(ii) analyze the occasion when designing presentations			
(7) Critical thinking, problem solving, and decision making. The student uses critical-thinking skills to conduct research, manage products, solve problems, and make informed decisions for real-world local, state, national, and global issues. The student is expected to:	(D) analyze the audience, occasion, and purpose when designing presentations	(iii) analyze the purpose when designing a presentation			

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TEKS (Knowledge and Skills)	Student Expectation	Breakout	Element	Subelement	Teacher/Student
(8) Critical thinking, problem solving, and decision making. The student creates a product presenting solutions for real-world local, state, national, and global issues. The student is expected to:	(A) create technology specifications for tasks and rubrics to evaluate products and product quality against established criteria	(i) create technology specifications for tasks			
(8) Critical thinking, problem solving, and decision making. The student creates a product presenting solutions for real-world local, state, national, and global issues. The student is expected to:	(A) create technology specifications for tasks and rubrics to evaluate products and product quality against established criteria	(ii) create rubrics to evaluate product quality against established criteria			
(8) Critical thinking, problem solving, and decision making. The student creates a product presenting solutions for real-world local, state, national, and global issues. The student is expected to:	(A) create technology specifications for tasks and rubrics to evaluate products and product quality against established criteria	(iii) create rubrics to evaluate products against established criteria			
(8) Critical thinking, problem solving, and decision making. The student creates a product presenting solutions for real-world local, state, national, and global issues. The student is expected to:	(B) resolve information conflicts and validate information by comparing data	(i) resolve information conflicts by comparing data			
(8) Critical thinking, problem solving, and decision making. The student creates a product presenting solutions for real-world local, state, national, and global issues. The student is expected to:	(B) resolve information conflicts and validate information by comparing data	(ii) validate information by comparing data			

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TEKS (Knowledge and Skills)	Student Expectation	Breakout	Element	Subelement	Teacher/Student
(8) Critical thinking, problem solving, and decision making. The student creates a product presenting solutions for real-world local, state, national, and global issues. The student is expected to:	(C) represent diverse perspectives in problem solutions				
(8) Critical thinking, problem solving, and decision making. The student creates a product presenting solutions for real-world local, state, national, and global issues. The student is expected to:	(D) prepare and use visual or auditory aids such as scripts, notes, or digital applications to enhance presentations	(i) prepare visual or auditory aids to enhance presentations			
(8) Critical thinking, problem solving, and decision making. The student creates a product presenting solutions for real-world local, state, national, and global issues. The student is expected to:	(D) prepare and use visual or auditory aids such as scripts, notes, or digital applications to enhance presentations	(ii) use visual or auditory aids to enhance presentations			
(9) Digital citizenship. The student examines ethical and legal behavior to demonstrate leadership as a digital citizen. The student is expected to:	(A) model safe and ethical use of digital information	(i) model safe use of digital information			
(9) Digital citizenship. The student examines ethical and legal behavior to demonstrate leadership as a digital citizen. The student is expected to:	(A) model safe and ethical use of digital information	(ii) model ethical use of digital information			

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TEKS (Knowledge and Skills)	Student Expectation	Breakout	Element	Subelement	Teacher/Student
(9) Digital citizenship. The student examines ethical and legal behavior to demonstrate leadership as a digital citizen. The student is expected to:	(B) model respect of intellectual property when manipulating, morphing, or editing graphics, video, text, and sound	(i) model respect of intellectual property when manipulating, morphing, or editing graphics			
(9) Digital citizenship. The student examines ethical and legal behavior to demonstrate leadership as a digital citizen. The student is expected to:	(B) model respect of intellectual property when manipulating, morphing, or editing graphics, video, text, and sound	(ii) model respect of intellectual property when manipulating, morphing, or editing video			
(9) Digital citizenship. The student examines ethical and legal behavior to demonstrate leadership as a digital citizen. The student is expected to:	(B) model respect of intellectual property when manipulating, morphing, or editing graphics, video, text, and sound	(iii) model respect of intellectual property when manipulating, morphing, or editing text			
(9) Digital citizenship. The student examines ethical and legal behavior to demonstrate leadership as a digital citizen. The student is expected to:	(B) model respect of intellectual property when manipulating, morphing, or editing graphics, video, text, and sound	(iv) model respect of intellectual property when manipulating, morphing, or editing sound			
(9) Digital citizenship. The student examines ethical and legal behavior to demonstrate leadership as a digital citizen. The student is expected to:	(C) use technology applications in a positive manner that supports productivity, collaboration, and continuing education	(i) use technology applications in a positive manner that supports productivity			
(9) Digital citizenship. The student examines ethical and legal behavior to demonstrate leadership as a digital citizen. The student is expected to:	(C) use technology applications in a positive manner that supports productivity, collaboration, and continuing education	(ii) use technology applications in a positive manner that supports collaboration			

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TEKS (Knowledge and Skills)	Student Expectation	Breakout	Element	Subelement	Teacher/Student
(9) Digital citizenship. The student examines ethical and legal behavior to demonstrate leadership as a digital citizen. The student is expected to:	(C) use technology applications in a positive manner that supports productivity, collaboration, and continuing education	(iii) use technology applications in a positive manner that supports continuing education			
(9) Digital citizenship. The student examines ethical and legal behavior to demonstrate leadership as a digital citizen. The student is expected to:	(D) use professional etiquette and protocol in situations such as making introductions, offering and receiving criticism, and communicating with digital tools	(i) use professional etiquette in situations			
(9) Digital citizenship. The student examines ethical and legal behavior to demonstrate leadership as a digital citizen. The student is expected to:	(D) use professional etiquette and protocol in situations such as making introductions, offering and receiving criticism, and communicating with digital tools	(ii) use professional protocol in situations			
(10) Digital citizenship. The student demonstrates ethical and legal behavior in the creation of student products. The student is expected to:	(A) use collaborative tools and strategies	(i) use collaborative tools			
(10) Digital citizenship. The student demonstrates ethical and legal behavior in the creation of student products. The student is expected to:	(A) use collaborative tools and strategies	(ii) use collaborative strategies			
(10) Digital citizenship. The student demonstrates ethical and legal behavior in the creation of student products. The student is expected to:	(B) use digital tools to correctly document sources such as in bibliographies or works cited	(i) use digital tools to correctly document sources			

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TEKS (Knowledge and Skills)	Student Expectation	Breakout	Element	Subelement	Teacher/Student
(11) Technology operations and concepts. The student makes decisions regarding the selection, acquisition, and use of digital tools in a multimedia classroom/lab, taking into consideration the quality, appropriateness, effectiveness, and efficiency of the tools. The student is expected to:	(A) determine the most appropriate file type based on universally recognized file formats such as portable document format (PDF), text format (TXT), rich text format (RTF), and Joint Photographic Experts Group format (JPEG)	(i) determine the most appropriate file type based on universally recognized file formats			
(11) Technology operations and concepts. The student makes decisions regarding the selection, acquisition, and use of digital tools in a multimedia classroom/lab, taking into consideration the quality, appropriateness, effectiveness, and efficiency of the tools. The student is expected to:	(B) use compression schemes for photo, animation, video, and graphics	(i) use compression schemes for photo			
(11) Technology operations and concepts. The student makes decisions regarding the selection, acquisition, and use of digital tools in a multimedia classroom/lab, taking into consideration the quality, appropriateness, effectiveness, and efficiency of the tools. The student is expected to:	(B) use compression schemes for photo, animation, video, and graphics	(ii) use compression schemes for animation			

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(11) Technology operations and concepts. The student makes decisions regarding the selection, acquisition, and use of digital tools in a multimedia classroom/lab, taking into consideration the quality, appropriateness, effectiveness, and efficiency of the tools. The student is expected to:	(B) use compression schemes for photo, animation, video, and graphics	(iii) use compression schemes for video			
(11) Technology operations and concepts. The student makes decisions regarding the selection, acquisition, and use of digital tools in a multimedia classroom/lab, taking into consideration the quality, appropriateness, effectiveness, and efficiency of the tools. The student is expected to:	(B) use compression schemes for photo, animation, video, and graphics	(iv) use compression schemes for graphics			
(11) Technology operations and concepts. The student makes decisions regarding the selection, acquisition, and use of digital tools in a multimedia classroom/lab, taking into consideration the quality, appropriateness, effectiveness, and efficiency of the tools. The student is expected to:	(C) distinguish among appropriate color, sound, and design principles, such as consistency, repetition, alignment, proximity, ratio of text to white space	(i) distinguish among appropriate color principles			

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(11) Technology operations and concepts. The student makes decisions regarding the selection, acquisition, and use of digital tools in a multimedia classroom/lab, taking into consideration the quality, appropriateness, effectiveness, and efficiency of the tools. The student is expected to:	(C) distinguish among appropriate color, sound, and design principles, such as consistency, repetition, alignment, proximity, ratio of text to white space	(ii) distinguish among appropriate sound principles			
(11) Technology operations and concepts. The student makes decisions regarding the selection, acquisition, and use of digital tools in a multimedia classroom/lab, taking into consideration the quality, appropriateness, effectiveness, and efficiency of the tools. The student is expected to:	(C) distinguish among appropriate color, sound, and design principles, such as consistency, repetition, alignment, proximity, ratio of text to white space	(iii) distinguish among appropriate design principles			
(12) Technology operations and concepts. The student demonstrates knowledge through various cloud and network technologies such as web-based interactive presentations, document sharing, and online scholarly databases. The student is expected to:	(A) use necessary vocabulary related to digital tools				

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(12) Technology operations and concepts. The student demonstrates knowledge through various cloud and network technologies such as web-based interactive presentations, document sharing, and online scholarly databases. The student is expected to:	(B) retrieve and discriminate between authoritative and non-authoritative data sources	(i) retrieve authoritative data sources			
(12) Technology operations and concepts. The student demonstrates knowledge through various cloud and network technologies such as web-based interactive presentations, document sharing, and online scholarly databases. The student is expected to:	(B) retrieve and discriminate between authoritative and non-authoritative data sources	(ii) retrieve non-authoritative data sources			
(12) Technology operations and concepts. The student demonstrates knowledge through various cloud and network technologies such as web-based interactive presentations, document sharing, and online scholarly databases. The student is expected to:	(B) retrieve and discriminate between authoritative and non-authoritative data sources	(iii) discriminate between authoritative and non-authoritative data sources			
(12) Technology operations and concepts. The student demonstrates knowledge through various cloud and network technologies such as web-based interactive presentations, document sharing, and online scholarly databases. The student is expected to:	(C) adopt, adapt, and transfer prior knowledge to multiple situations when retrieving, manipulating, and creating original digital projects	(i) adopt prior knowledge to multiple situations when retrieving original digital projects			

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(12) Technology operations and concepts. The student demonstrates knowledge through various cloud and network technologies such as web-based interactive presentations, document sharing, and online scholarly databases. The student is expected to:	(C) adopt, adapt, and transfer prior knowledge to multiple situations when retrieving, manipulating, and creating original digital projects	(ii) adopt prior knowledge to multiple situations when manipulating original digital projects			
(12) Technology operations and concepts. The student demonstrates knowledge through various cloud and network technologies such as web-based interactive presentations, document sharing, and online scholarly databases. The student is expected to:	(C) adopt, adapt, and transfer prior knowledge to multiple situations when retrieving, manipulating, and creating original digital projects	(iii) adopt prior knowledge to multiple situations when creating original digital projects			
(12) Technology operations and concepts. The student demonstrates knowledge through various cloud and network technologies such as web-based interactive presentations, document sharing, and online scholarly databases. The student is expected to:	(C) adopt, adapt, and transfer prior knowledge to multiple situations when retrieving, manipulating, and creating original digital projects	(iv) adapt prior knowledge to multiple situations when retrieving original digital projects			
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(12) Technology operations and concepts. The student demonstrates knowledge through various cloud and network technologies such as web-based interactive presentations, document sharing, and online scholarly databases. The student is expected to:	(C) adopt, adapt, and transfer prior knowledge to multiple situations when retrieving, manipulating, and creating original digital projects	(vii) transfer prior knowledge to multiple situations when retrieving original digital projects			
(12) Technology operations and concepts. The student demonstrates knowledge through various cloud and network technologies such as web-based interactive presentations, document sharing, and online scholarly databases. The student is expected to:	(C) adopt, adapt, and transfer prior knowledge to multiple situations when retrieving, manipulating, and creating original digital projects	(viii) transfer prior knowledge to multiple situations when, manipulating original digital projects			
(12) Technology operations and concepts. The student demonstrates knowledge through various cloud and network technologies such as web-based interactive presentations, document sharing, and online scholarly databases. The student is expected to:	(C) adopt, adapt, and transfer prior knowledge to multiple situations when retrieving, manipulating, and creating original digital projects	(ix) transfer prior knowledge to multiple situations when creating original digital projects			