Subject	§126.Technology Applications			
Course Title	**§126.48. Web Game Development (One Credit), Beginning with School Year 2012-2013**			
TEKS (Knowledge and Skills)	**Student Expectation**	**Breakout**	**Element**	**Subelement**
(a) General requirements. Students shall be awarded one credit for successful completion of this course. The recommended prerequisite for this course is Web Design. This course is recommended for students in Grades 11 and 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) 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 creative thinking, constructs knowledge, and develops innovative products and processes using technology. The student is expected to:	(A) research, evaluate, and demonstrate appropriate design of a web-based gaming site	(i) research appropriate design of a web-based gaming site		
(1) Creativity and innovation. The student demonstrates creative thinking, constructs knowledge, and develops innovative products and processes using technology. The student is expected to:	(A) research, evaluate, and demonstrate appropriate design of a web-based gaming site	(ii) evaluate appropriate design of a web-based gaming site		
(1) Creativity and innovation. The student demonstrates creative thinking, constructs knowledge, and develops innovative products and processes using technology. The student is expected to:	(A) research, evaluate, and demonstrate appropriate design of a web-based gaming site	(iii) demonstrate appropriate design of a web-based gaming site		
(1) Creativity and innovation. The student demonstrates creative thinking, constructs knowledge, and develops innovative products and processes using technology. The student is expected to:	(B) illustrate ideas for web artwork from direct observations, experiences, and imagination	(i) illustrate ideas for web artwork from direct observations		

Subject	**§126.Technology Applications**			
Course Title	**§126.48. Web Game Development (One Credit), Beginning with School Year 2012-2013**			
TEKS (Knowledge and Skills)	**Student Expectation**	**Breakout**	**Element**	**Subelement**
(1) Creativity and innovation. The student demonstrates creative thinking, constructs knowledge, and develops innovative products and processes using technology. The student is expected to:	(B) illustrate ideas for web artwork from direct observations, experiences, and imagination	(ii) illustrate ideas for web artwork from experiences		
(1) Creativity and innovation. The student demonstrates creative thinking, constructs knowledge, and develops innovative products and processes using technology. The student is expected to:	(B) illustrate ideas for web artwork from direct observations, experiences, and imagination	(iii) illustrate ideas for web artwork from imagination		
(1) Creativity and innovation. The student demonstrates creative thinking, constructs knowledge, and develops innovative products and processes using technology. The student is expected to:	(C) create original designs for web applications			
(1) Creativity and innovation. The student demonstrates creative thinking, constructs knowledge, and develops innovative products and processes using technology. The student is expected to:	(D) demonstrate the effective use of art media to create original web designs			
(2) Communication and collaboration. The student uses digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning experience of others. The student is expected to:	(A) understand and evaluate the use and appropriateness of webinars	(i) understand the use of webinars		

Subject	§126.Technology Applications			
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(2) Communication and collaboration. The student uses digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning experience of others. The student is expected to:	(A) understand and evaluate the use and appropriateness of webinars	(ii) understand the appropriateness of webinars		
(2) Communication and collaboration. The student uses digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning experience of others. The student is expected to:	(A) understand and evaluate the use and appropriateness of webinars	(iii) evaluate the use of webinars		
(2) Communication and collaboration. The student uses digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning experience of others. The student is expected to:	(A) understand and evaluate the use and appropriateness of webinars	(iv) evaluate the appropriateness of webinars		
(2) Communication and collaboration. The student uses digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning experience of others. The student is expected to:	(B) examine, discuss, and summarize interactive online learning environments	(i) examine interactive online learning environments		

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(2) Communication and collaboration. The student uses digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning experience of others. The student is expected to:	(B) examine, discuss, and summarize interactive online learning environments	(ii) discuss interactive online learning environments		
(2) Communication and collaboration. The student uses digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning experience of others. The student is expected to:	(B) examine, discuss, and summarize interactive online learning environments	(iii) summarize interactive online learning environments		
(2) Communication and collaboration. The student uses digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning experience of others. The student is expected to:	(C) distinguish between distance learning, virtual learning, and online learning			
(2) Communication and collaboration. The student uses digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning experience of others. The student is expected to:	(D) define and evaluate Voice over Internet Protocol (VoIP)	(i) define Voice over Internet Protocol (VoIP)		

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Course Title	**§126.48. Web Game Development (One Credit), Beginning with School Year 2012-2013**			
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(2) Communication and collaboration. The student uses digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning experience of others. The student is expected to:	(D) define and evaluate Voice over Internet Protocol (VoIP)	(ii) evaluate Voice over Internet Protocol (VoIP)		
(2) Communication and collaboration. The student uses digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning experience of others. The student is expected to:	(E) identify and apply end-user, peer, self-, and professional evaluations	(i) identify end-user evaluations		
(2) Communication and collaboration. The student uses digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning experience of others. The student is expected to:	(E) identify and apply end-user, peer, self-, and professional evaluations	(ii) identify peer evaluations		
(2) Communication and collaboration. The student uses digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning experience of others. The student is expected to:	(E) identify and apply end-user, peer, self-, and professional evaluations	(iii) identify self-evaluations		

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(2) Communication and collaboration. The student uses digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning experience of others. The student is expected to:	(E) identify and apply end-user, peer, self-, and professional evaluations	(iv) identify professional evaluations		
(2) Communication and collaboration. The student uses digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning experience of others. The student is expected to:	(E) identify and apply end-user, peer, self-, and professional evaluations	(v) apply end-user evaluations		
(2) Communication and collaboration. The student uses digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning experience of others. The student is expected to:	(E) identify and apply end-user, peer, self-, and professional evaluations	(vi) apply peer evaluations		
(2) Communication and collaboration. The student uses digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning experience of others. The student is expected to:	(E) identify and apply end-user, peer, self-, and professional evaluations	(vii) apply self-evaluations		

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(2) Communication and collaboration. The student uses digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning experience of others. The student is expected to:	(E) identify and apply end-user, peer, self-, and professional evaluations	(viii) apply professional evaluations		
(2) Communication and collaboration. The student uses digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning experience of others. The student is expected to:	(F) work collaboratively to create functioning programs and gaming products	(i) work collaboratively to create functioning programs		
(2) Communication and collaboration. The student uses digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning experience of others. The student is expected to:	(F) work collaboratively to create functioning programs and gaming products	(ii) work collaboratively to create functioning gaming products		
(3) Research and information fluency. The student applies digital tools to gather, evaluate, and use information. The student is expected to:	(A) research, evaluate, and create web forms for database processing	(i) research web forms for database processing		
(3) Research and information fluency. The student applies digital tools to gather, evaluate, and use information. The student is expected to:	(A) research, evaluate, and create web forms for database processing	(ii) evaluate web forms for database processing		

Subject	§126.Technology Applications			
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TEKS (Knowledge and Skills)	**Student Expectation**	**Breakout**	**Element**	**Subelement**
(3) Research and information fluency. The student applies digital tools to gather, evaluate, and use information. The student is expected to:	(A) research, evaluate, and create web forms for database processing	(iii) create web forms for database processing		
(3) Research and information fluency. The student applies digital tools to gather, evaluate, and use information. The student is expected to:	(B) identify the various programming languages and differentiate among the available web programming languages	(i) identify the various programming languages		
(3) Research and information fluency. The student applies digital tools to gather, evaluate, and use information. The student is expected to:	(B) identify the various programming languages and differentiate among the available web programming languages	(ii) differentiate among the available web programming languages		
(3) Research and information fluency. The student applies digital tools to gather, evaluate, and use information. The student is expected to:	(C) research, evaluate, and summarize content management systems (CMS)	(i) research content management systems (CMS)		
(3) Research and information fluency. The student applies digital tools to gather, evaluate, and use information. The student is expected to:	(C) research, evaluate, and summarize content management systems (CMS)	(ii) evaluate content management systems (CMS)		
(3) Research and information fluency. The student applies digital tools to gather, evaluate, and use information. The student is expected to:	(C) research, evaluate, and summarize content management systems (CMS)	(iii) summarize content management systems (CMS)		
(3) Research and information fluency. The student applies digital tools to gather, evaluate, and use information. The student is expected to:	(D) differentiate between Common Gateway Interface (CGI) and computer-generated imagery (CGI)			

Subject	§126.Technology Applications			
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TEKS (Knowledge and Skills)	**Student Expectation**	**Breakout**	**Element**	**Subelement**
(3) Research and information fluency. The student applies digital tools to gather, evaluate, and use information. The student is expected to:	(E) discuss, analyze and summarize streaming media/content and game broadcasting	(i) discuss streaming media/content		
(3) Research and information fluency. The student applies digital tools to gather, evaluate, and use information. The student is expected to:	(E) discuss, analyze and summarize streaming media/content and game broadcasting	(ii) analyze streaming media/content		
(3) Research and information fluency. The student applies digital tools to gather, evaluate, and use information. The student is expected to:	(E) discuss, analyze and summarize streaming media/content and game broadcasting	(iii) summarize streaming media/content		
(3) Research and information fluency. The student applies digital tools to gather, evaluate, and use information. The student is expected to:	(E) discuss, analyze and summarize streaming media/content and game broadcasting	(iv) discuss game broadcasting		
(3) Research and information fluency. The student applies digital tools to gather, evaluate, and use information. The student is expected to:	(E) discuss, analyze and summarize streaming media/content and game broadcasting	(v) analyze game broadcasting		
(3) Research and information fluency. The student applies digital tools to gather, evaluate, and use information. The student is expected to:	(E) discuss, analyze and summarize streaming media/content and game broadcasting	(vi) summarize game broadcasting		
(3) Research and information fluency. The student applies digital tools to gather, evaluate, and use information. The student is expected to:	(F) define and evaluate instant messaging (IM) within a game environment	(i) define instant messaging (IM) within a game environment		

Subject	§126.Technology Applications			
Course Title	**§126.48. Web Game Development (One Credit), Beginning with School Year 2012-2013**			
TEKS (Knowledge and Skills)	**Student Expectation**	**Breakout**	**Element**	**Subelement**
(3) Research and information fluency. The student applies digital tools to gather, evaluate, and use information. The student is expected to:	(F) define and evaluate instant messaging (IM) within a game environment	(ii) evaluate instant messaging (IM) within a game environment		
(3) Research and information fluency. The student applies digital tools to gather, evaluate, and use information. The student is expected to:	(G) analyze and discuss the history of gaming	(i) analyze the history of gaming		
(3) Research and information fluency. The student applies digital tools to gather, evaluate, and use information. The student is expected to:	(G) analyze and discuss the history of gaming	(ii) discuss the history of gaming		
(3) Research and information fluency. The student applies digital tools to gather, evaluate, and use information. The student is expected to:	(H) discuss, analyze, compare, and contrast game types such as action, action-adventure, adventure, construction and management simulation, life simulation, massively multiplayer online role-playing (MMORPG), music, party, puzzle, role-playing, sports, strategy, trivia, and vehicle simulation	(i) discuss game types		

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(3) Research and information fluency. The student applies digital tools to gather, evaluate, and use information. The student is expected to:	(H) discuss, analyze, compare, and contrast game types such as action, action-adventure, adventure, construction and management simulation, life simulation, massively multiplayer online role-playing (MMORPG), music, party, puzzle, role-playing, sports, strategy, trivia, and vehicle simulation	(ii) analyze game types		
(3) Research and information fluency. The student applies digital tools to gather, evaluate, and use information. The student is expected to:	(H) discuss, analyze, compare, and contrast game types such as action, action-adventure, adventure, construction and management simulation, life simulation, massively multiplayer online role-playing (MMORPG), music, party, puzzle, role-playing, sports, strategy, trivia, and vehicle simulation	(iii) compare game types		
(3) Research and information fluency. The student applies digital tools to gather, evaluate, and use information. The student is expected to:	(H) discuss, analyze, compare, and contrast game types such as action, action-adventure, adventure, construction and management simulation, life simulation, massively multiplayer online role-playing (MMORPG), music, party, puzzle, role-playing, sports, strategy, trivia, and vehicle simulation	(iv) contrast game types		

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(3) Research and information fluency. The student applies digital tools to gather, evaluate, and use information. The student is expected to:	(I) discuss, analyze, compare, and contrast gaming hardware, including console, personal computer, mobile, and web	(i) discuss gaming hardware, including console		
(3) Research and information fluency. The student applies digital tools to gather, evaluate, and use information. The student is expected to:	(I) discuss, analyze, compare, and contrast gaming hardware, including console, personal computer, mobile, and web	(ii) discuss gaming hardware, including personal computer		
(3) Research and information fluency. The student applies digital tools to gather, evaluate, and use information. The student is expected to:	(I) discuss, analyze, compare, and contrast gaming hardware, including console, personal computer, mobile, and web	(iii) discuss gaming hardware, including mobile		
(3) Research and information fluency. The student applies digital tools to gather, evaluate, and use information. The student is expected to:	(I) discuss, analyze, compare, and contrast gaming hardware, including console, personal computer, mobile, and web	(iv) discuss gaming hardware, including web		
(3) Research and information fluency. The student applies digital tools to gather, evaluate, and use information. The student is expected to:	(I) discuss, analyze, compare, and contrast gaming hardware, including console, personal computer, mobile, and web	(v) analyze gaming hardware, including console		
(3) Research and information fluency. The student applies digital tools to gather, evaluate, and use information. The student is expected to:	(I) discuss, analyze, compare, and contrast gaming hardware, including console, personal computer, mobile, and web	(vi) analyze gaming hardware, including personal computer		
(3) Research and information fluency. The student applies digital tools to gather, evaluate, and use information. The student is expected to:	(I) discuss, analyze, compare, and contrast gaming hardware, including console, personal computer, mobile, and web	(vii) analyze gaming hardware, including mobile		

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(3) Research and information fluency. The student applies digital tools to gather, evaluate, and use information. The student is expected to:	(I) discuss, analyze, compare, and contrast gaming hardware, including console, personal computer, mobile, and web	(viii) analyze gaming hardware, including web		
(3) Research and information fluency. The student applies digital tools to gather, evaluate, and use information. The student is expected to:	(I) discuss, analyze, compare, and contrast gaming hardware, including console, personal computer, mobile, and web	(ix) compare gaming hardware, including console, personal computer, mobile, and web		
(3) Research and information fluency. The student applies digital tools to gather, evaluate, and use information. The student is expected to:	(I) discuss, analyze, compare, and contrast gaming hardware, including console, personal computer, mobile, and web	(x) contrast gaming hardware, including console, personal computer, mobile, and web		
(3) Research and information fluency. The student applies digital tools to gather, evaluate, and use information. The student is expected to:	(J) compare and contrast web standards versus browser-specific languages	(i) compare web standards versus browser-specific languages		
(3) Research and information fluency. The student applies digital tools to gather, evaluate, and use information. The student is expected to:	(J) compare and contrast web standards versus browser-specific languages	(ii) contrast web standards versus browser-specific languages		
(3) Research and information fluency. The student applies digital tools to gather, evaluate, and use information. The student is expected to:	(K) research, evaluate, and summarize e-commerce	(i) research e-commerce		
(3) Research and information fluency. The student applies digital tools to gather, evaluate, and use information. The student is expected to:	(K) research, evaluate, and summarize e-commerce	(ii) evaluate e-commerce		

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(3) Research and information fluency. The student applies digital tools to gather, evaluate, and use information. The student is expected to:	(K) research, evaluate, and summarize e-commerce	(iii) summarize e-commerce		
(3) Research and information fluency. The student applies digital tools to gather, evaluate, and use information. The student is expected to:	(L) investigate career opportunities in programming, gaming, art, design, business, and marketing	(i) investigate career opportunities in programming		
(3) Research and information fluency. The student applies digital tools to gather, evaluate, and use information. The student is expected to:	(L) investigate career opportunities in programming, gaming, art, design, business, and marketing	(ii) investigate career opportunities in gaming		
(3) Research and information fluency. The student applies digital tools to gather, evaluate, and use information. The student is expected to:	(L) investigate career opportunities in programming, gaming, art, design, business, and marketing	(iii) investigate career opportunities in art		
(3) Research and information fluency. The student applies digital tools to gather, evaluate, and use information. The student is expected to:	(L) investigate career opportunities in programming, gaming, art, design, business, and marketing	(iv) investigate career opportunities in design		
(3) Research and information fluency. The student applies digital tools to gather, evaluate, and use information. The student is expected to:	(L) investigate career opportunities in programming, gaming, art, design, business, and marketing	(v) investigate career opportunities in business		
(3) Research and information fluency. The student applies digital tools to gather, evaluate, and use information. The student is expected to:	(L) investigate career opportunities in programming, gaming, art, design, business, and marketing	(vi) investigate career opportunities in marketing		

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(3) Research and information fluency. The student applies digital tools to gather, evaluate, and use information. The student is expected to:	(M) research the characteristics of existing gaming websites to determine local, state, national, and global trends	(i) research the characteristics of existing gaming websites to determine local trends		
(3) Research and information fluency. The student applies digital tools to gather, evaluate, and use information. The student is expected to:	(M) research the characteristics of existing gaming websites to determine local, state, national, and global trends	(ii) research the characteristics of existing gaming websites to determine state trends		
(3) Research and information fluency. The student applies digital tools to gather, evaluate, and use information. The student is expected to:	(M) research the characteristics of existing gaming websites to determine local, state, national, and global trends	(iii) research the characteristics of existing gaming websites to determine national trends		
(3) Research and information fluency. The student applies digital tools to gather, evaluate, and use information. The student is expected to:	(M) research the characteristics of existing gaming websites to determine local, state, national, and global trends	(iv) research the characteristics of existing gaming websites to determine global trends		
(3) Research and information fluency. The student applies digital tools to gather, evaluate, and use information. The student is expected to:	(N) compare and contrast historical and contemporary styles of art as applied to website development	(i) compare historical and contemporary styles of art as applied to web game development		
(3) Research and information fluency. The student applies digital tools to gather, evaluate, and use information. The student is expected to:	(N) compare and contrast historical and contemporary styles of art as applied to website development	(ii) contrast historical and contemporary styles of art as applied to web game development		

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(3) Research and information fluency. The student applies digital tools to gather, evaluate, and use information. The student is expected to:	(O) compare and contrast the use of art elements of color, texture, form, line, space, and value and the art principles of emphasis, pattern, rhythm, balance, proportion, and unity in personal web game artwork and the web game artwork of others, using vocabulary accurately	(i) compare the use of art elements of color, texture, form, line, space, and value in personal web game artwork, using vocabulary accurately		
(3) Research and information fluency. The student applies digital tools to gather, evaluate, and use information. The student is expected to:	(O) compare and contrast the use of art elements of color, texture, form, line, space, and value and the art principles of emphasis, pattern, rhythm, balance, proportion, and unity in personal web game artwork and the web game artwork of others, using vocabulary accurately	(ii) contrast the use of art elements of color, texture, form, line, space, and value in personal web game artwork, using vocabulary accurately		
(3) Research and information fluency. The student applies digital tools to gather, evaluate, and use information. The student is expected to:	(O) compare and contrast the use of art elements of color, texture, form, line, space, and value and the art principles of emphasis, pattern, rhythm, balance, proportion, and unity in personal web game artwork and the web game artwork of others, using vocabulary accurately	(iii) compare the use of art elements of color, texture, form, line, space, and value in the web game artwork of others, using vocabulary accurately		

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(3) Research and information fluency. The student applies digital tools to gather, evaluate, and use information. The student is expected to:	(O) compare and contrast the use of art elements of color, texture, form, line, space, and value and the art principles of emphasis, pattern, rhythm, balance, proportion, and unity in personal web game artwork and the web game artwork of others, using vocabulary accurately	(iv) contrast the use of art elements of color, texture, form, line, space, and value in the web game artwork of others, using vocabulary accurately		
(3) Research and information fluency. The student applies digital tools to gather, evaluate, and use information. The student is expected to:	(O) compare and contrast the use of art elements of color, texture, form, line, space, and value and the art principles of emphasis, pattern, rhythm, balance, proportion, and unity in personal web game artwork and the web game artwork of others, using vocabulary accurately	(v) compare the art principles of emphasis, pattern, rhythm, balance, proportion, and unity in personal web game artwork, using vocabulary accurately		
(3) Research and information fluency. The student applies digital tools to gather, evaluate, and use information. The student is expected to:	(O) compare and contrast the use of art elements of color, texture, form, line, space, and value and the art principles of emphasis, pattern, rhythm, balance, proportion, and unity in personal web game artwork and the web game artwork of others, using vocabulary accurately	(vi) contrast the art principles of emphasis, pattern, rhythm, balance, proportion, and unity in personal web game artwork, using vocabulary accurately		

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(3) Research and information fluency. The student applies digital tools to gather, evaluate, and use information. The student is expected to:	(O) compare and contrast the use of art elements of color, texture, form, line, space, and value and the art principles of emphasis, pattern, rhythm, balance, proportion, and unity in personal web game artwork and the web game artwork of others, using vocabulary accurately	(vii) compare the art principles of emphasis, pattern, rhythm, balance, proportion, and unity in the web game artwork of others, using vocabulary accurately		
(3) Research and information fluency. The student applies digital tools to gather, evaluate, and use information. The student is expected to:	(O) compare and contrast the use of art elements of color, texture, form, line, space, and value and the art principles of emphasis, pattern, rhythm, balance, proportion, and unity in personal web game artwork and the web game artwork of others, using vocabulary accurately	(viii) contrast the art principles of emphasis, pattern, rhythm, balance, proportion, and unity in the web game artwork of others, using vocabulary accurately		
(3) Research and information fluency. The student applies digital tools to gather, evaluate, and use information. The student is expected to:	(P) describe general characteristics in artwork from a variety of cultures that influence web game design			
(3) Research and information fluency. The student applies digital tools to gather, evaluate, and use information. The student is expected to:	(Q) research and evaluate emerging technologies	(i) research emerging technologies		
(3) Research and information fluency. The student applies digital tools to gather, evaluate, and use information. The student is expected to:	(Q) research and evaluate emerging technologies	(ii) evaluate emerging technologies		

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(3) Research and information fluency. The student applies digital tools to gather, evaluate, and use information. The student is expected to:	(R) research and evaluate augmented reality (the supplementing of reality with computer-generated imagery) such as heads-up display and virtual digital projectors	(i) research augmented reality (the supplementing of reality with computer-generated imagery)		
(3) Research and information fluency. The student applies digital tools to gather, evaluate, and use information. The student is expected to:	(R) research and evaluate augmented reality (the supplementing of reality with computer-generated imagery) such as heads-up display and virtual digital projectors	(ii) evaluate augmented reality (the supplementing of reality with computer-generated imagery)		
(4) Critical thinking, problem solving, and decision making. The student uses critical-thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. The student is expected to:	(A) select an appropriate web programming language based on given criteria			
(4) Critical thinking, problem solving, and decision making. The student uses critical-thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. The student is expected to:	(B) develop requirements for a database and determine the appropriate means to insert, delete, and modify records	(i) develop requirements for a database		

Subject	§126.Technology Applications			
Course Title	**§126.48. Web Game Development (One Credit), Beginning with School Year 2012-2013**			
TEKS (Knowledge and Skills)	**Student Expectation**	**Breakout**	**Element**	**Subelement**
(4) Critical thinking, problem solving, and decision making. The student uses critical-thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. The student is expected to:	(B) develop requirements for a database and determine the appropriate means to insert, delete, and modify records	(ii) determine the appropriate means to insert records		
(4) Critical thinking, problem solving, and decision making. The student uses critical-thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. The student is expected to:	(B) develop requirements for a database and determine the appropriate means to insert, delete, and modify records	(iii) determine the appropriate means to delete records		
(4) Critical thinking, problem solving, and decision making. The student uses critical-thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. The student is expected to:	(B) develop requirements for a database and determine the appropriate means to insert, delete, and modify records	(iv) determine the appropriate means to modify records		
(4) Critical thinking, problem solving, and decision making. The student uses critical-thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. The student is expected to:	(C) develop Structured Query Language (SQL) statements to retrieve, insert, modify, and delete records in a database	(i) develop Structured Query Language (SQL) statements to retrieve records in a database		

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Course Title	**§126.48. Web Game Development (One Credit), Beginning with School Year 2012-2013**			
TEKS (Knowledge and Skills)	**Student Expectation**	**Breakout**	**Element**	**Subelement**
(4) Critical thinking, problem solving, and decision making. The student uses critical-thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. The student is expected to:	(C) develop Structured Query Language (SQL) statements to retrieve, insert, modify, and delete records in a database	(ii) develop Structured Query Language (SQL) statements to insert records in a database		
(4) Critical thinking, problem solving, and decision making. The student uses critical-thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. The student is expected to:	(C) develop Structured Query Language (SQL) statements to retrieve, insert, modify, and delete records in a database	(iii) develop Structured Query Language (SQL) statements to modify records in a database		
(4) Critical thinking, problem solving, and decision making. The student uses critical-thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. The student is expected to:	(C) develop Structured Query Language (SQL) statements to retrieve, insert, modify, and delete records in a database	(iv) develop Structured Query Language (SQL) statements to delete records in a database		
(4) Critical thinking, problem solving, and decision making. The student uses critical-thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. The student is expected to:	(D) design and create a flow diagram to plan a database, program, and game	(i) design a flow diagram to plan a database		

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(4) Critical thinking, problem solving, and decision making. The student uses critical-thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. The student is expected to:	(D) design and create a flow diagram to plan a database, program, and game	(ii) design a flow diagram to plan a program		
(4) Critical thinking, problem solving, and decision making. The student uses critical-thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. The student is expected to:	(D) design and create a flow diagram to plan a database, program, and game	(iii) design a flow diagram to plan a game		
(4) Critical thinking, problem solving, and decision making. The student uses critical-thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. The student is expected to:	(D) design and create a flow diagram to plan a database, program, and game	(iv) create a flow diagram to plan a database		
(4) Critical thinking, problem solving, and decision making. The student uses critical-thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. The student is expected to:	(D) design and create a flow diagram to plan a database, program, and game	(v) create a flow diagram to plan a program		

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(4) Critical thinking, problem solving, and decision making. The student uses critical-thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. The student is expected to:	(D) design and create a flow diagram to plan a database, program, and game	(vi) create a flow diagram to plan a game		
(4) Critical thinking, problem solving, and decision making. The student uses critical-thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. The student is expected to:	(E) define and identify proper use of gaming graphics, including skins, textures, environment appearance, environment mapping, raster graphics, and vector graphics	(i) define proper use of gaming graphics, including skins		
(4) Critical thinking, problem solving, and decision making. The student uses critical-thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. The student is expected to:	(E) define and identify proper use of gaming graphics, including skins, textures, environment appearance, environment mapping, raster graphics, and vector graphics	(ii) define proper use of gaming graphics, including textures		
(4) Critical thinking, problem solving, and decision making. The student uses critical-thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. The student is expected to:	(E) define and identify proper use of gaming graphics, including skins, textures, environment appearance, environment mapping, raster graphics, and vector graphics	(iii) define proper use of gaming graphics, including environment appearance		

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(4) Critical thinking, problem solving, and decision making. The student uses critical-thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. The student is expected to:	(E) define and identify proper use of gaming graphics, including skins, textures, environment appearance, environment mapping, raster graphics, and vector graphics	(iv) define proper use of gaming graphics, including environment mapping		
(4) Critical thinking, problem solving, and decision making. The student uses critical-thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. The student is expected to:	(E) define and identify proper use of gaming graphics, including skins, textures, environment appearance, environment mapping, raster graphics, and vector graphics	(v) define proper use of gaming graphics, including raster graphics		
(4) Critical thinking, problem solving, and decision making. The student uses critical-thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. The student is expected to:	(E) define and identify proper use of gaming graphics, including skins, textures, environment appearance, environment mapping, raster graphics, and vector graphics	(vi) define proper use of gaming graphics, including vector graphics		
(4) Critical thinking, problem solving, and decision making. The student uses critical-thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. The student is expected to:	(E) define and identify proper use of gaming graphics, including skins, textures, environment appearance, environment mapping, raster graphics, and vector graphics	(vii) identify proper use of gaming graphics, including skins		

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(4) Critical thinking, problem solving, and decision making. The student uses critical-thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. The student is expected to:	(E) define and identify proper use of gaming graphics, including skins, textures, environment appearance, environment mapping, raster graphics, and vector graphics	(viii) identify proper use of gaming graphics, including textures		
(4) Critical thinking, problem solving, and decision making. The student uses critical-thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. The student is expected to:	(E) define and identify proper use of gaming graphics, including skins, textures, environment appearance, environment mapping, raster graphics, and vector graphics	(ix) identify proper use of gaming graphics, including environment appearance		
(4) Critical thinking, problem solving, and decision making. The student uses critical-thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. The student is expected to:	(E) define and identify proper use of gaming graphics, including skins, textures, environment appearance, environment mapping, raster graphics, and vector graphics	(x) identify proper use of gaming graphics, including environment mapping		
(4) Critical thinking, problem solving, and decision making. The student uses critical-thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. The student is expected to:	(E) define and identify proper use of gaming graphics, including skins, textures, environment appearance, environment mapping, raster graphics, and vector graphics	(xi) identify proper use of gaming graphics, including raster graphics		

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(4) Critical thinking, problem solving, and decision making. The student uses critical-thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. The student is expected to:	(E) define and identify proper use of gaming graphics, including skins, textures, environment appearance, environment mapping, raster graphics, and vector graphics	(xii) identify proper use of gaming graphics, including vector graphics		
(4) Critical thinking, problem solving, and decision making. The student uses critical-thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. The student is expected to:	(F) plan an animation that includes the movement of characters, camera movements, camera angles, user point of view, mechanics of motion, backgrounds, settings, ambient objects, and environments	(i) plan an animation that includes the movement of characters		
(4) Critical thinking, problem solving, and decision making. The student uses critical-thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. The student is expected to:	(F) plan an animation that includes the movement of characters, camera movements, camera angles, user point of view, mechanics of motion, backgrounds, settings, ambient objects, and environments	(ii) plan an animation that includes camera movements		
(4) Critical thinking, problem solving, and decision making. The student uses critical-thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. The student is expected to:	(F) plan an animation that includes the movement of characters, camera movements, camera angles, user point of view, mechanics of motion, backgrounds, settings, ambient objects, and environments	(iii) plan an animation that includes camera angles		

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(4) Critical thinking, problem solving, and decision making. The student uses critical-thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. The student is expected to:	(F) plan an animation that includes the movement of characters, camera movements, camera angles, user point of view, mechanics of motion, backgrounds, settings, ambient objects, and environments	(iv) plan an animation that includes user point of view		
(4) Critical thinking, problem solving, and decision making. The student uses critical-thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. The student is expected to:	(F) plan an animation that includes the movement of characters, camera movements, camera angles, user point of view, mechanics of motion, backgrounds, settings, ambient objects, and environments	(v) plan an animation that includes mechanics of motion		
(4) Critical thinking, problem solving, and decision making. The student uses critical-thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. The student is expected to:	(F) plan an animation that includes the movement of characters, camera movements, camera angles, user point of view, mechanics of motion, backgrounds, settings, ambient objects, and environments	(vi) plan an animation that includes backgrounds		
(4) Critical thinking, problem solving, and decision making. The student uses critical-thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. The student is expected to:	(F) plan an animation that includes the movement of characters, camera movements, camera angles, user point of view, mechanics of motion, backgrounds, settings, ambient objects, and environments	(vii) plan an animation that includes settings		

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(4) Critical thinking, problem solving, and decision making. The student uses critical-thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. The student is expected to:	(F) plan an animation that includes the movement of characters, camera movements, camera angles, user point of view, mechanics of motion, backgrounds, settings, ambient objects, and environments	(viii) plan an animation that includes ambient objects		
(4) Critical thinking, problem solving, and decision making. The student uses critical-thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. The student is expected to:	(F) plan an animation that includes the movement of characters, camera movements, camera angles, user point of view, mechanics of motion, backgrounds, settings, ambient objects, and environments	(ix) plan an animation that includes environments		
(4) Critical thinking, problem solving, and decision making. The student uses critical-thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. The student is expected to:	(G) compare and contrast two-dimensional (2-D) and three-dimensional (3-D) animation	(i) compare two-dimensional (2-D) and three-dimensional (3-D) animation		
(4) Critical thinking, problem solving, and decision making. The student uses critical-thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. The student is expected to:	(G) compare and contrast two-dimensional (2-D) and three-dimensional (3-D) animation	(ii) contrast two-dimensional (2-D) and three-dimensional (3-D) animation		

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TEKS (Knowledge and Skills)	**Student Expectation**	**Breakout**	**Element**	**Subelement**
(4) Critical thinking, problem solving, and decision making. The student uses critical-thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. The student is expected to:	(H) develop and create a gaming storyboard and script that shows the overall development of a storyline	(i) develop a gaming storyboard that shows the overall development of a storyline		
(4) Critical thinking, problem solving, and decision making. The student uses critical-thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. The student is expected to:	(H) develop and create a gaming storyboard and script that shows the overall development of a storyline	(ii) create a gaming storyboard that shows the overall development of a storyline		
(4) Critical thinking, problem solving, and decision making. The student uses critical-thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. The student is expected to:	(H) develop and create a gaming storyboard and script that shows the overall development of a storyline	(iii) develop a script that shows the overall development of the storyline		
(4) Critical thinking, problem solving, and decision making. The student uses critical-thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. The student is expected to:	(H) develop and create a gaming storyboard and script that shows the overall development of a storyline	(iv) create a script that shows the overall development of the storyline		

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(4) Critical thinking, problem solving, and decision making. The student uses critical-thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. The student is expected to:	(I) identify and implement graphic and game design elements, including color, environment, time to completion, difficulty, story complexity, character development, device control, backstory, delivery, and online player(s)	(i) identify graphic design elements, including color		
(4) Critical thinking, problem solving, and decision making. The student uses critical-thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. The student is expected to:	(I) identify and implement graphic and game design elements, including color, environment, time to completion, difficulty, story complexity, character development, device control, backstory, delivery, and online player(s)	(ii) identify graphic design elements, including environment		
(4) Critical thinking, problem solving, and decision making. The student uses critical-thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. The student is expected to:	(I) identify and implement graphic and game design elements, including color, environment, time to completion, difficulty, story complexity, character development, device control, backstory, delivery, and online player(s)	(iii) identify graphic design elements, including time to completion		
(4) Critical thinking, problem solving, and decision making. The student uses critical-thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. The student is expected to:	(I) identify and implement graphic and game design elements, including color, environment, time to completion, difficulty, story complexity, character development, device control, backstory, delivery, and online player(s)	(iv) identify graphic design elements, including difficulty		

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(4) Critical thinking, problem solving, and decision making. The student uses critical-thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. The student is expected to:	(I) identify and implement graphic and game design elements, including color, environment, time to completion, difficulty, story complexity, character development, device control, backstory, delivery, and online player(s)	(vi) identify graphic design elements, including character development		
(4) Critical thinking, problem solving, and decision making. The student uses critical-thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. The student is expected to:	(I) identify and implement graphic and game design elements, including color, environment, time to completion, difficulty, story complexity, character development, device control, backstory, delivery, and online player(s)	(vii) identify graphic design elements, including device control		
(4) Critical thinking, problem solving, and decision making. The student uses critical-thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. The student is expected to:	(I) identify and implement graphic and game design elements, including color, environment, time to completion, difficulty, story complexity, character development, device control, backstory, delivery, and online player(s)	(viii) identify graphic design elements, including backstory		

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(4) Critical thinking, problem solving, and decision making. The student uses critical-thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. The student is expected to:	(I) identify and implement graphic and game design elements, including color, environment, time to completion, difficulty, story complexity, character development, device control, backstory, delivery, and online player(s)	(x) identify graphic design elements, including online player(s)		
(4) Critical thinking, problem solving, and decision making. The student uses critical-thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. The student is expected to:	(I) identify and implement graphic and game design elements, including color, environment, time to completion, difficulty, story complexity, character development, device control, backstory, delivery, and online player(s)	(xi) identify game design elements, including color		
(4) Critical thinking, problem solving, and decision making. The student uses critical-thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. The student is expected to:	(I) identify and implement graphic and game design elements, including color, environment, time to completion, difficulty, story complexity, character development, device control, backstory, delivery, and online player(s)	(xii) identify game design elements, including environment		

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(4) Critical thinking, problem solving, and decision making. The student uses critical-thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. The student is expected to:	(I) identify and implement graphic and game design elements, including color, environment, time to completion, difficulty, story complexity, character development, device control, backstory, delivery, and online player(s)	(xiii) identify game design elements, including time to completion		
(4) Critical thinking, problem solving, and decision making. The student uses critical-thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. The student is expected to:	(I) identify and implement graphic and game design elements, including color, environment, time to completion, difficulty, story complexity, character development, device control, backstory, delivery, and online player(s)	(xiv) identify game design elements, including difficulty		
(4) Critical thinking, problem solving, and decision making. The student uses critical-thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. The student is expected to:	(I) identify and implement graphic and game design elements, including color, environment, time to completion, difficulty, story complexity, character development, device control, backstory, delivery, and online player(s)	(xv) identify game design elements, including story complexity		
(4) Critical thinking, problem solving, and decision making. The student uses critical-thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. The student is expected to:	(I) identify and implement graphic and game design elements, including color, environment, time to completion, difficulty, story complexity, character development, device control, backstory, delivery, and online player(s)	(xvi) identify game design elements, including character development		

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(4) Critical thinking, problem solving, and decision making. The student uses critical-thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. The student is expected to:	(I) identify and implement graphic and game design elements, including color, environment, time to completion, difficulty, story complexity, character development, device control, backstory, delivery, and online player(s)	(xviii) identify game design elements, including backstory		
(4) Critical thinking, problem solving, and decision making. The student uses critical-thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. The student is expected to:	(I) identify and implement graphic and game design elements, including color, environment, time to completion, difficulty, story complexity, character development, device control, backstory, delivery, and online player(s)	(xix) identify game design elements, including delivery		
(4) Critical thinking, problem solving, and decision making. The student uses critical-thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. The student is expected to:	(I) identify and implement graphic and game design elements, including color, environment, time to completion, difficulty, story complexity, character development, device control, backstory, delivery, and online player(s)	(xx) identify game design elements, including online player(s)		

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(4) Critical thinking, problem solving, and decision making. The student uses critical-thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. The student is expected to:	(I) identify and implement graphic and game design elements, including color, environment, time to completion, difficulty, story complexity, character development, device control, backstory, delivery, and online player(s)	(xxii) implement graphic design elements, including environment		
(4) Critical thinking, problem solving, and decision making. The student uses critical-thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. The student is expected to:	(I) identify and implement graphic and game design elements, including color, environment, time to completion, difficulty, story complexity, character development, device control, backstory, delivery, and online player(s)	(xxiii) implement graphic design elements, including time to completion		
(4) Critical thinking, problem solving, and decision making. The student uses critical-thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. The student is expected to:	(I) identify and implement graphic and game design elements, including color, environment, time to completion, difficulty, story complexity, character development, device control, backstory, delivery, and online player(s)	(xxiv) implement graphic design elements, including difficulty		

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(4) Critical thinking, problem solving, and decision making. The student uses critical-thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. The student is expected to:	(I) identify and implement graphic and game design elements, including color, environment, time to completion, difficulty, story complexity, character development, device control, backstory, delivery, and online player(s)	(xxvii) implement graphic design elements, including device control		
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TEKS (Knowledge and Skills)	**Student Expectation**	**Breakout**	**Element**	**Subelement**
(4) Critical thinking, problem solving, and decision making. The student uses critical-thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. The student is expected to:	(I) identify and implement graphic and game design elements, including color, environment, time to completion, difficulty, story complexity, character development, device control, backstory, delivery, and online player(s)	(xxix) implement graphic design elements, including delivery		
(4) Critical thinking, problem solving, and decision making. The student uses critical-thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. The student is expected to:	(I) identify and implement graphic and game design elements, including color, environment, time to completion, difficulty, story complexity, character development, device control, backstory, delivery, and online player(s)	(xxx) implement graphic design elements, including online player(s)		
(4) Critical thinking, problem solving, and decision making. The student uses critical-thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. The student is expected to:	(I) identify and implement graphic and game design elements, including color, environment, time to completion, difficulty, story complexity, character development, device control, backstory, delivery, and online player(s)	(xxxi) implement game design elements, including color		
(4) Critical thinking, problem solving, and decision making. The student uses critical-thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. The student is expected to:	(I) identify and implement graphic and game design elements, including color, environment, time to completion, difficulty, story complexity, character development, device control, backstory, delivery, and online player(s)	(xxxii) implement game design elements, including environment		

Subject	§126.Technology Applications			
Course Title	**§126.48. Web Game Development (One Credit), Beginning with School Year 2012-2013**			
TEKS (Knowledge and Skills)	**Student Expectation**	**Breakout**	**Element**	**Subelement**
(4) Critical thinking, problem solving, and decision making. The student uses critical-thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. The student is expected to:	(I) identify and implement graphic and game design elements, including color, environment, time to completion, difficulty, story complexity, character development, device control, backstory, delivery, and online player(s)	(xxxiii) implement game design elements, including time to completion		
(4) Critical thinking, problem solving, and decision making. The student uses critical-thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. The student is expected to:	(I) identify and implement graphic and game design elements, including color, environment, time to completion, difficulty, story complexity, character development, device control, backstory, delivery, and online player(s)	(xxxiv) implement game design elements, including difficulty		
(4) Critical thinking, problem solving, and decision making. The student uses critical-thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. The student is expected to:	(I) identify and implement graphic and game design elements, including color, environment, time to completion, difficulty, story complexity, character development, device control, backstory, delivery, and online player(s)	(xxxv) implement game design elements, including story complexity		
(4) Critical thinking, problem solving, and decision making. The student uses critical-thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. The student is expected to:	(I) identify and implement graphic and game design elements, including color, environment, time to completion, difficulty, story complexity, character development, device control, backstory, delivery, and online player(s)	(xxxvi) implement game design elements, including character development		

Subject	§126.Technology Applications			
Course Title	**§126.48. Web Game Development (One Credit), Beginning with School Year 2012-2013**			
TEKS (Knowledge and Skills)	**Student Expectation**	**Breakout**	**Element**	**Subelement**
(4) Critical thinking, problem solving, and decision making. The student uses critical-thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. The student is expected to:	(I) identify and implement graphic and game design elements, including color, environment, time to completion, difficulty, story complexity, character development, device control, backstory, delivery, and online player(s)	(xxxvii) implement game design elements, including device control		
(4) Critical thinking, problem solving, and decision making. The student uses critical-thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. The student is expected to:	(I) identify and implement graphic and game design elements, including color, environment, time to completion, difficulty, story complexity, character development, device control, backstory, delivery, and online player(s)	(xxxviii) implement game design elements, including backstory		
(4) Critical thinking, problem solving, and decision making. The student uses critical-thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. The student is expected to:	(I) identify and implement graphic and game design elements, including color, environment, time to completion, difficulty, story complexity, character development, device control, backstory, delivery, and online player(s)	(xxxix) implement game design elements, including delivery		
(4) Critical thinking, problem solving, and decision making. The student uses critical-thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. The student is expected to:	(I) identify and implement graphic and game design elements, including color, environment, time to completion, difficulty, story complexity, character development, device control, backstory, delivery, and online player(s)	(xl) implement game design elements, including: online player(s)		

Subject	§126.Technology Applications			
Course Title	**§126.48. Web Game Development (One Credit), Beginning with School Year 2012-2013**			
TEKS (Knowledge and Skills)	**Student Expectation**	**Breakout**	**Element**	**Subelement**
(4) Critical thinking, problem solving, and decision making. The student uses critical-thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. The student is expected to:	(J) design and create decision trees for a game's artificial intelligence engine	(i) design decision trees for a game's artificial intelligence engine		
(4) Critical thinking, problem solving, and decision making. The student uses critical-thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. The student is expected to:	(J) design and create decision trees for a game's artificial intelligence engine	(ii) create decision trees for a game's artificial intelligence engine		
(4) Critical thinking, problem solving, and decision making. The student uses critical-thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. The student is expected to:	(K) compare and contrast available audio formats for optimal delivery	(i) compare available audio formats for optimal delivery		
(4) Critical thinking, problem solving, and decision making. The student uses critical-thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. The student is expected to:	(K) compare and contrast available audio formats for optimal delivery	(ii) contrast available audio formats for optimal delivery		

Subject	§126.Technology Applications			
Course Title	**§126.48. Web Game Development (One Credit), Beginning with School Year 2012-2013**			
TEKS (Knowledge and Skills)	**Student Expectation**	**Breakout**	**Element**	**Subelement**
(4) Critical thinking, problem solving, and decision making. The student uses critical-thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. The student is expected to:	(L) identify the similarities and differences among platforms, including the application of coding on a personal computer, mobile device, and gaming console	(i) identify the similarities among platforms, including the application of coding on a personal computer		
(4) Critical thinking, problem solving, and decision making. The student uses critical-thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. The student is expected to:	(L) identify the similarities and differences among platforms, including the application of coding on a personal computer, mobile device, and gaming console	(ii) identify the similarities among platforms, including the application of coding on a mobile device		
(4) Critical thinking, problem solving, and decision making. The student uses critical-thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. The student is expected to:	(L) identify the similarities and differences among platforms, including the application of coding on a personal computer, mobile device, and gaming console	(iii) identify the similarities among platforms, including the application of coding on a gaming console		
(4) Critical thinking, problem solving, and decision making. The student uses critical-thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. The student is expected to:	(L) identify the similarities and differences among platforms, including the application of coding on a personal computer, mobile device, and gaming console	(iv) identify the differences among platforms, including the application of coding on a personal computer		

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Course Title	**§126.48. Web Game Development (One Credit), Beginning with School Year 2012-2013**			
TEKS (Knowledge and Skills)	**Student Expectation**	**Breakout**	**Element**	**Subelement**
(4) Critical thinking, problem solving, and decision making. The student uses critical-thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. The student is expected to:	(L) identify the similarities and differences among platforms, including the application of coding on a personal computer, mobile device, and gaming console	(v) identify the differences among platforms, including the application of coding on a mobile device		
(4) Critical thinking, problem solving, and decision making. The student uses critical-thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. The student is expected to:	(L) identify the similarities and differences among platforms, including the application of coding on a personal computer, mobile device, and gaming console	(vi) identify the differences among platforms, including the application of coding on a gaming console		
(4) Critical thinking, problem solving, and decision making. The student uses critical-thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. The student is expected to:	(M) research and identify existing online game development tools	(i) research existing online game development tools		
(4) Critical thinking, problem solving, and decision making. The student uses critical-thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. The student is expected to:	(M) research and identify existing online game development tools	(ii) identify existing online game development tools		

Subject	§126.Technology Applications			
Course Title	**§126.48. Web Game Development (One Credit), Beginning with School Year 2012-2013**			
TEKS (Knowledge and Skills)	**Student Expectation**	**Breakout**	**Element**	**Subelement**
(4) Critical thinking, problem solving, and decision making. The student uses critical-thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. The student is expected to:	(N) evaluate and determine network requirements for the delivery of online games to end-users	(i) evaluate network requirements for the delivery of online games to end-users		
(4) Critical thinking, problem solving, and decision making. The student uses critical-thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. The student is expected to:	(N) evaluate and determine network requirements for the delivery of online games to end-users	(ii) determine network requirements for the delivery of online games to end-users		
(4) Critical thinking, problem solving, and decision making. The student uses critical-thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. The student is expected to:	(O) create visual solutions by elaborating on direct observation, experiences, and imagination as they apply to original web design	(i) create visual solutions by elaborating on direct observation as they apply to original web design		
(4) Critical thinking, problem solving, and decision making. The student uses critical-thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. The student is expected to:	(O) create visual solutions by elaborating on direct observation, experiences, and imagination as they apply to original web design	(ii) create visual solutions by elaborating on experiences, as they apply to original web design		

Subject	§126.Technology Applications			
Course Title	**§126.48. Web Game Development (One Credit), Beginning with School Year 2012-2013**			
TEKS (Knowledge and Skills)	**Student Expectation**	**Breakout**	**Element**	**Subelement**
(4) Critical thinking, problem solving, and decision making. The student uses critical-thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. The student is expected to:	(O) create visual solutions by elaborating on direct observation, experiences, and imagination as they apply to original web design	(iii) create visual solutions by elaborating on imagination as they apply to original web design		
(5) Digital citizenship. The student understands human, cultural, and societal issues related to technology and practices legal and ethical behavior. The student is expected to:	(A) explain game ratings and why games fit into certain ratings	(i) explain game ratings		
(5) Digital citizenship. The student understands human, cultural, and societal issues related to technology and practices legal and ethical behavior. The student is expected to:	(A) explain game ratings and why games fit into certain ratings	(ii) explain why games fit into certain ratings		
(5) Digital citizenship. The student understands human, cultural, and societal issues related to technology and practices legal and ethical behavior. The student is expected to:	(B) assess games and game ratings in terms of their impact on societal interactions	(i) assess games in terms of their impact on societal interactions		
(5) Digital citizenship. The student understands human, cultural, and societal issues related to technology and practices legal and ethical behavior. The student is expected to:	(B) assess games and game ratings in terms of their impact on societal interactions	(ii) assess game ratings in terms of their impact on societal interactions		

Subject	§126.Technology Applications			
Course Title	**§126.48. Web Game Development (One Credit), Beginning with School Year 2012-2013**			
TEKS (Knowledge and Skills)	**Student Expectation**	**Breakout**	**Element**	**Subelement**
(5) Digital citizenship. The student understands human, cultural, and societal issues related to technology and practices legal and ethical behavior. The student is expected to:	(C) model the ethical and legal acquisition of digital information following copyright laws, fair-use guidelines, and the student code of conduct	(i) model the ethical acquisition of digital information following copyright laws		
(5) Digital citizenship. The student understands human, cultural, and societal issues related to technology and practices legal and ethical behavior. The student is expected to:	(C) model the ethical and legal acquisition of digital information following copyright laws, fair-use guidelines, and the student code of conduct	(ii) model the ethical acquisition of digital information following fair-use guidelines		
(5) Digital citizenship. The student understands human, cultural, and societal issues related to technology and practices legal and ethical behavior. The student is expected to:	(C) model the ethical and legal acquisition of digital information following copyright laws, fair-use guidelines, and the student code of conduct	(iii) model the ethical acquisition of digital information following the student code of conduct		
(5) Digital citizenship. The student understands human, cultural, and societal issues related to technology and practices legal and ethical behavior. The student is expected to:	(C) model the ethical and legal acquisition of digital information following copyright laws, fair-use guidelines, and the student code of conduct	(iv) model the legal acquisition of digital information following copyright laws		
(5) Digital citizenship. The student understands human, cultural, and societal issues related to technology and practices legal and ethical behavior. The student is expected to:	(C) model the ethical and legal acquisition of digital information following copyright laws, fair-use guidelines, and the student code of conduct	(v) model the legal acquisition of digital information following fair-use guidelines		
(5) Digital citizenship. The student understands human, cultural, and societal issues related to technology and practices legal and ethical behavior. The student is expected to:	(C) model the ethical and legal acquisition of digital information following copyright laws, fair-use guidelines, and the student code of conduct	(vi) model the legal acquisition of digital information following the student code of conduct		

Subject	§126.Technology Applications			
Course Title	**§126.48. Web Game Development (One Credit), Beginning with School Year 2012-2013**			
TEKS (Knowledge and Skills)	**Student Expectation**	**Breakout**	**Element**	**Subelement**
(5) Digital citizenship. The student understands human, cultural, and societal issues related to technology and practices legal and ethical behavior. The student is expected to:	(D) define and practice the ethical and legal acquisition, sharing, and use of files taking into consideration their primary ownership and copyright	(i) define the ethical acquisition of files taking into consideration their primary ownership		
(5) Digital citizenship. The student understands human, cultural, and societal issues related to technology and practices legal and ethical behavior. The student is expected to:	(D) define and practice the ethical and legal acquisition, sharing, and use of files taking into consideration their primary ownership and copyright	(ii) define the legal acquisition of files taking into consideration their primary ownership		
(5) Digital citizenship. The student understands human, cultural, and societal issues related to technology and practices legal and ethical behavior. The student is expected to:	(D) define and practice the ethical and legal acquisition, sharing, and use of files taking into consideration their primary ownership and copyright	(iii) define the ethical sharing of files taking into consideration their primary ownership		
(5) Digital citizenship. The student understands human, cultural, and societal issues related to technology and practices legal and ethical behavior. The student is expected to:	(D) define and practice the ethical and legal acquisition, sharing, and use of files taking into consideration their primary ownership and copyright	(iv) define the legal sharing of files taking into consideration their primary ownership		
(5) Digital citizenship. The student understands human, cultural, and societal issues related to technology and practices legal and ethical behavior. The student is expected to:	(D) define and practice the ethical and legal acquisition, sharing, and use of files taking into consideration their primary ownership and copyright	(iv) define the ethical use of files taking into consideration their primary ownership		
(5) Digital citizenship. The student understands human, cultural, and societal issues related to technology and practices legal and ethical behavior. The student is expected to:	(D) define and practice the ethical and legal acquisition, sharing, and use of files taking into consideration their primary ownership and copyright	(v) define the legal use of files taking into consideration their primary ownership		

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TEKS (Knowledge and Skills)	**Student Expectation**	**Breakout**	**Element**	**Subelement**
(5) Digital citizenship. The student understands human, cultural, and societal issues related to technology and practices legal and ethical behavior. The student is expected to:	(D) define and practice the ethical and legal acquisition, sharing, and use of files taking into consideration their primary ownership and copyright	(vi) practice the ethical acquisition of files taking into consideration their primary ownership		
(5) Digital citizenship. The student understands human, cultural, and societal issues related to technology and practices legal and ethical behavior. The student is expected to:	(D) define and practice the ethical and legal acquisition, sharing, and use of files taking into consideration their primary ownership and copyright	(vii) practice the legal acquisition of files taking into consideration their primary ownership		
(5) Digital citizenship. The student understands human, cultural, and societal issues related to technology and practices legal and ethical behavior. The student is expected to:	(D) define and practice the ethical and legal acquisition, sharing, and use of files taking into consideration their primary ownership and copyright	(viii) practice the ethical sharing of files taking into consideration their primary ownership		
(5) Digital citizenship. The student understands human, cultural, and societal issues related to technology and practices legal and ethical behavior. The student is expected to:	(D) define and practice the ethical and legal acquisition, sharing, and use of files taking into consideration their primary ownership and copyright	(ix) practice the legal sharing of files taking into consideration their primary ownership		
(5) Digital citizenship. The student understands human, cultural, and societal issues related to technology and practices legal and ethical behavior. The student is expected to:	(D) define and practice the ethical and legal acquisition, sharing, and use of files taking into consideration their primary ownership and copyright	(x) practice the ethical use of files taking into consideration their primary ownership		
(5) Digital citizenship. The student understands human, cultural, and societal issues related to technology and practices legal and ethical behavior. The student is expected to:	(D) define and practice the ethical and legal acquisition, sharing, and use of files taking into consideration their primary ownership and copyright	(xi) practice the legal use of files taking into consideration their primary ownership		

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TEKS (Knowledge and Skills)	**Student Expectation**	**Breakout**	**Element**	**Subelement**
(5) Digital citizenship. The student understands human, cultural, and societal issues related to technology and practices legal and ethical behavior. The student is expected to:	(D) define and practice the ethical and legal acquisition, sharing, and use of files taking into consideration their primary ownership and copyright	(xii) define the ethical acquisition of files taking into consideration their copyright		
(5) Digital citizenship. The student understands human, cultural, and societal issues related to technology and practices legal and ethical behavior. The student is expected to:	(D) define and practice the ethical and legal acquisition, sharing, and use of files taking into consideration their primary ownership and copyright	(xiii) define the legal acquisition of files taking into consideration their copyright		
(5) Digital citizenship. The student understands human, cultural, and societal issues related to technology and practices legal and ethical behavior. The student is expected to:	(D) define and practice the ethical and legal acquisition, sharing, and use of files taking into consideration their primary ownership and copyright	(xiv) define the ethical sharing of files taking into consideration their copyright		
(5) Digital citizenship. The student understands human, cultural, and societal issues related to technology and practices legal and ethical behavior. The student is expected to:	(D) define and practice the ethical and legal acquisition, sharing, and use of files taking into consideration their primary ownership and copyright	(xv) define the legal sharing of files taking into consideration their copyright		
(5) Digital citizenship. The student understands human, cultural, and societal issues related to technology and practices legal and ethical behavior. The student is expected to:	(D) define and practice the ethical and legal acquisition, sharing, and use of files taking into consideration their primary ownership and copyright	(xvi) define the ethical use of files taking into consideration their copyright		
(5) Digital citizenship. The student understands human, cultural, and societal issues related to technology and practices legal and ethical behavior. The student is expected to:	(D) define and practice the ethical and legal acquisition, sharing, and use of files taking into consideration their primary ownership and copyright	(xvii) define the legal use of files taking into consideration their copyright		

Subject	§126.Technology Applications			
Course Title	**§126.48. Web Game Development (One Credit), Beginning with School Year 2012-2013**			
TEKS (Knowledge and Skills)	**Student Expectation**	**Breakout**	**Element**	**Subelement**
(5) Digital citizenship. The student understands human, cultural, and societal issues related to technology and practices legal and ethical behavior. The student is expected to:	(D) define and practice the ethical and legal acquisition, sharing, and use of files taking into consideration their primary ownership and copyright	(xviii) practice the ethical acquisition of files taking into consideration their copyright		
(5) Digital citizenship. The student understands human, cultural, and societal issues related to technology and practices legal and ethical behavior. The student is expected to:	(D) define and practice the ethical and legal acquisition, sharing, and use of files taking into consideration their primary ownership and copyright	(xix) practice the legal acquisition of files taking into consideration their copyright		
(5) Digital citizenship. The student understands human, cultural, and societal issues related to technology and practices legal and ethical behavior. The student is expected to:	(D) define and practice the ethical and legal acquisition, sharing, and use of files taking into consideration their primary ownership and copyright	(xx) practice the ethical sharing of files taking into consideration their copyright		
(5) Digital citizenship. The student understands human, cultural, and societal issues related to technology and practices legal and ethical behavior. The student is expected to:	(D) define and practice the ethical and legal acquisition, sharing, and use of files taking into consideration their primary ownership and copyright	(xxi) practice the legal sharing of files taking into consideration their copyright		
(5) Digital citizenship. The student understands human, cultural, and societal issues related to technology and practices legal and ethical behavior. The student is expected to:	(D) define and practice the ethical and legal acquisition, sharing, and use of files taking into consideration their primary ownership and copyright	(xxii) practice the ethical use of files taking into consideration their copyright		
(5) Digital citizenship. The student understands human, cultural, and societal issues related to technology and practices legal and ethical behavior. The student is expected to:	(D) define and practice the ethical and legal acquisition, sharing, and use of files taking into consideration their primary ownership and copyright	(xxiii) practice the legal use of files taking into consideration their copyright		

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Course Title	**§126.48. Web Game Development (One Credit), Beginning with School Year 2012-2013**			
TEKS (Knowledge and Skills)	**Student Expectation**	**Breakout**	**Element**	**Subelement**
(5) Digital citizenship. The student understands human, cultural, and societal issues related to technology and practices legal and ethical behavior. The student is expected to:	(E) examine original web game artwork to comply with appropriate behavioral, communication, and privacy guidelines, including ethics, online bullying and harassment, personal security, appropriate audience language, ethical use of files/file sharing, technical documentation, and online communities	(i) examine original web game artwork to comply with appropriate behavioral guidelines, including ethics		
(5) Digital citizenship. The student understands human, cultural, and societal issues related to technology and practices legal and ethical behavior. The student is expected to:	(E) examine original web game artwork to comply with appropriate behavioral, communication, and privacy guidelines, including ethics, online bullying and harassment, personal security, appropriate audience language, ethical use of files/file sharing, technical documentation, and online communities	(ii) examine original web game artwork to comply with appropriate behavioral guidelines, including online bullying		
(5) Digital citizenship. The student understands human, cultural, and societal issues related to technology and practices legal and ethical behavior. The student is expected to:	(E) examine original web game artwork to comply with appropriate behavioral, communication, and privacy guidelines, including ethics, online bullying and harassment, personal security, appropriate audience language, ethical use of files/file sharing, technical documentation, and online communities	(iii) examine original web game artwork to comply with appropriate behavioral guidelines, including online harassment		

Subject	§126.Technology Applications			
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TEKS (Knowledge and Skills)	**Student Expectation**	**Breakout**	**Element**	**Subelement**
(5) Digital citizenship. The student understands human, cultural, and societal issues related to technology and practices legal and ethical behavior. The student is expected to:	(E) examine original web game artwork to comply with appropriate behavioral, communication, and privacy guidelines, including ethics, online bullying and harassment, personal security, appropriate audience language, ethical use of files/file sharing, technical documentation, and online communities	(iv) examine original web game artwork to comply with appropriate behavioral guidelines, including personal security		
(5) Digital citizenship. The student understands human, cultural, and societal issues related to technology and practices legal and ethical behavior. The student is expected to:	(E) examine original web game artwork to comply with appropriate behavioral, communication, and privacy guidelines, including ethics, online bullying and harassment, personal security, appropriate audience language, ethical use of files/file sharing, technical documentation, and online communities	(v) examine original web game artwork to comply with appropriate behavioral guidelines, including appropriate audience language		
(5) Digital citizenship. The student understands human, cultural, and societal issues related to technology and practices legal and ethical behavior. The student is expected to:	(E) examine original web game artwork to comply with appropriate behavioral, communication, and privacy guidelines, including ethics, online bullying and harassment, personal security, appropriate audience language, ethical use of files/file sharing, technical documentation, and online communities	(vi) examine original web game artwork to comply with appropriate behavioral guidelines, including ethical use of files/file sharing		

Subject	§126.Technology Applications			
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TEKS (Knowledge and Skills)	**Student Expectation**	**Breakout**	**Element**	**Subelement**
(5) Digital citizenship. The student understands human, cultural, and societal issues related to technology and practices legal and ethical behavior. The student is expected to:	(E) examine original web game artwork to comply with appropriate behavioral, communication, and privacy guidelines, including ethics, online bullying and harassment, personal security, appropriate audience language, ethical use of files/file sharing, technical documentation, and online communities	(vii) examine original web game artwork to comply with appropriate behavioral guidelines, including technical documentation		
(5) Digital citizenship. The student understands human, cultural, and societal issues related to technology and practices legal and ethical behavior. The student is expected to:	(E) examine original web game artwork to comply with appropriate behavioral, communication, and privacy guidelines, including ethics, online bullying and harassment, personal security, appropriate audience language, ethical use of files/file sharing, technical documentation, and online communities	(xiii) examine original web game artwork to comply with appropriate behavioral guidelines, including online communities		
(5) Digital citizenship. The student understands human, cultural, and societal issues related to technology and practices legal and ethical behavior. The student is expected to:	(E) examine original web game artwork to comply with appropriate behavioral, communication, and privacy guidelines, including ethics, online bullying and harassment, personal security, appropriate audience language, ethical use of files/file sharing, technical documentation, and online communities	(ix) examine original web game artwork to comply with appropriate communication guidelines, including ethics		

Subject	§126.Technology Applications			
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TEKS (Knowledge and Skills)	**Student Expectation**	**Breakout**	**Element**	**Subelement**
(5) Digital citizenship. The student understands human, cultural, and societal issues related to technology and practices legal and ethical behavior. The student is expected to:	(E) examine original web game artwork to comply with appropriate behavioral, communication, and privacy guidelines, including ethics, online bullying and harassment, personal security, appropriate audience language, ethical use of files/file sharing, technical documentation, and online communities	(x) examine original web game artwork to comply with appropriate communication guidelines, including online bullying		
(5) Digital citizenship. The student understands human, cultural, and societal issues related to technology and practices legal and ethical behavior. The student is expected to:	(E) examine original web game artwork to comply with appropriate behavioral, communication, and privacy guidelines, including ethics, online bullying and harassment, personal security, appropriate audience language, ethical use of files/file sharing, technical documentation, and online communities	(xi) examine original web game artwork to comply with appropriate communication guidelines, including online harassment		
(5) Digital citizenship. The student understands human, cultural, and societal issues related to technology and practices legal and ethical behavior. The student is expected to:	(E) examine original web game artwork to comply with appropriate behavioral, communication, and privacy guidelines, including ethics, online bullying and harassment, personal security, appropriate audience language, ethical use of files/file sharing, technical documentation, and online communities	(xii) examine original web game artwork to comply with appropriate communication guidelines, including personal security		

Subject	§126.Technology Applications			
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TEKS (Knowledge and Skills)	**Student Expectation**	**Breakout**	**Element**	**Subelement**
(5) Digital citizenship. The student understands human, cultural, and societal issues related to technology and practices legal and ethical behavior. The student is expected to:	(E) examine original web game artwork to comply with appropriate behavioral, communication, and privacy guidelines, including ethics, online bullying and harassment, personal security, appropriate audience language, ethical use of files/file sharing, technical documentation, and online communities	(xiii) examine original web game artwork to comply with appropriate communication guidelines, including appropriate audience language		
(5) Digital citizenship. The student understands human, cultural, and societal issues related to technology and practices legal and ethical behavior. The student is expected to:	(E) examine original web game artwork to comply with appropriate behavioral, communication, and privacy guidelines, including ethics, online bullying and harassment, personal security, appropriate audience language, ethical use of files/file sharing, technical documentation, and online communities	(xiv) examine original web game artwork to comply with appropriate communication guidelines, including ethical use of files/file sharing		
(5) Digital citizenship. The student understands human, cultural, and societal issues related to technology and practices legal and ethical behavior. The student is expected to:	(E) examine original web game artwork to comply with appropriate behavioral, communication, and privacy guidelines, including ethics, online bullying and harassment, personal security, appropriate audience language, ethical use of files/file sharing, technical documentation, and online communities	(xv) examine original web game artwork to comply with appropriate communication guidelines, including technical documentation		

Subject	§126.Technology Applications			
Course Title	**§126.48. Web Game Development (One Credit), Beginning with School Year 2012-2013**			
TEKS (Knowledge and Skills)	**Student Expectation**	**Breakout**	**Element**	**Subelement**
(5) Digital citizenship. The student understands human, cultural, and societal issues related to technology and practices legal and ethical behavior. The student is expected to:	(E) examine original web game artwork to comply with appropriate behavioral, communication, and privacy guidelines, including ethics, online bullying and harassment, personal security, appropriate audience language, ethical use of files/file sharing, technical documentation, and online communities	(xvi) examine original web game artwork to comply with appropriate communication guidelines, including online communities		
(5) Digital citizenship. The student understands human, cultural, and societal issues related to technology and practices legal and ethical behavior. The student is expected to:	(E) examine original web game artwork to comply with appropriate behavioral, communication, and privacy guidelines, including ethics, online bullying and harassment, personal security, appropriate audience language, ethical use of files/file sharing, technical documentation, and online communities	(xvii) examine original web game artwork to comply with appropriate privacy guidelines, including ethics		
(5) Digital citizenship. The student understands human, cultural, and societal issues related to technology and practices legal and ethical behavior. The student is expected to:	(E) examine original web game artwork to comply with appropriate behavioral, communication, and privacy guidelines, including ethics, online bullying and harassment, personal security, appropriate audience language, ethical use of files/file sharing, technical documentation, and online communities	(xviii) examine original web game artwork to comply with appropriate privacy guidelines, including online bullying		

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TEKS (Knowledge and Skills)	**Student Expectation**	**Breakout**	**Element**	**Subelement**
(5) Digital citizenship. The student understands human, cultural, and societal issues related to technology and practices legal and ethical behavior. The student is expected to:	(E) examine original web game artwork to comply with appropriate behavioral, communication, and privacy guidelines, including ethics, online bullying and harassment, personal security, appropriate audience language, ethical use of files/file sharing, technical documentation, and online communities	(ix) examine original web game artwork to comply with appropriate privacy guidelines, including online harassment		
(5) Digital citizenship. The student understands human, cultural, and societal issues related to technology and practices legal and ethical behavior. The student is expected to:	(E) examine original web game artwork to comply with appropriate behavioral, communication, and privacy guidelines, including ethics, online bullying and harassment, personal security, appropriate audience language, ethical use of files/file sharing, technical documentation, and online communities	(xx) examine original web game artwork to comply with appropriate privacy guidelines, including personal security		
(5) Digital citizenship. The student understands human, cultural, and societal issues related to technology and practices legal and ethical behavior. The student is expected to:	(E) examine original web game artwork to comply with appropriate behavioral, communication, and privacy guidelines, including ethics, online bullying and harassment, personal security, appropriate audience language, ethical use of files/file sharing, technical documentation, and online communities	(xxi) examine original web game artwork to comply with appropriate privacy guidelines, including appropriate audience language		

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TEKS (Knowledge and Skills)	**Student Expectation**	**Breakout**	**Element**	**Subelement**
(5) Digital citizenship. The student understands human, cultural, and societal issues related to technology and practices legal and ethical behavior. The student is expected to:	(E) examine original web game artwork to comply with appropriate behavioral, communication, and privacy guidelines, including ethics, online bullying and harassment, personal security, appropriate audience language, ethical use of files/file sharing, technical documentation, and online communities	(xxii) examine original web game artwork to comply with appropriate privacy guidelines, including ethical use of files/file sharing		
(5) Digital citizenship. The student understands human, cultural, and societal issues related to technology and practices legal and ethical behavior. The student is expected to:	(E) examine original web game artwork to comply with appropriate behavioral, communication, and privacy guidelines, including ethics, online bullying and harassment, personal security, appropriate audience language, ethical use of files/file sharing, technical documentation, and online communities	(xxiii) examine original web game artwork to comply with appropriate privacy guidelines, including technical documentation		
(5) Digital citizenship. The student understands human, cultural, and societal issues related to technology and practices legal and ethical behavior. The student is expected to:	(E) examine original web game artwork to comply with appropriate behavioral, communication, and privacy guidelines, including ethics, online bullying and harassment, personal security, appropriate audience language, ethical use of files/file sharing, technical documentation, and online communities	(xxiv) examine original web game artwork to comply with appropriate privacy guidelines, including online communities		

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Course Title	**§126.48. Web Game Development (One Credit), Beginning with School Year 2012-2013**			
TEKS (Knowledge and Skills)	**Student Expectation**	**Breakout**	**Element**	**Subelement**
(5) Digital citizenship. The student understands human, cultural, and societal issues related to technology and practices legal and ethical behavior. The student is expected to:	(F) interpret, evaluate, and justify artistic decisions in the creation of original art for web game design	(i) interpret artistic decisions in the creation of original art for web game design		
(5) Digital citizenship. The student understands human, cultural, and societal issues related to technology and practices legal and ethical behavior. The student is expected to:	(F) interpret, evaluate, and justify artistic decisions in the creation of original art for web game design	(ii) evaluate artistic decisions in the creation of original art for web game design		
(5) Digital citizenship. The student understands human, cultural, and societal issues related to technology and practices legal and ethical behavior. The student is expected to:	(F) interpret, evaluate, and justify artistic decisions in the creation of original art for web game design	(iii) justify artistic decisions in the creation of original art for web game design		
(5) Digital citizenship. The student understands human, cultural, and societal issues related to technology and practices legal and ethical behavior. The student is expected to:	(G) analyze original web game artwork and digital portfolios created by peers and others to form precise conclusions about formal qualities, historical and cultural contexts, intents, and meanings	(i) analyze original web game artwork created by peers to form precise conclusions about formal qualities		
(5) Digital citizenship. The student understands human, cultural, and societal issues related to technology and practices legal and ethical behavior. The student is expected to:	(G) analyze original web game artwork and digital portfolios created by peers and others to form precise conclusions about formal qualities, historical and cultural contexts, intents, and meanings	(ii) analyze original web game artwork created by peers to form precise conclusions about historical contexts		

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Course Title	**§126.48. Web Game Development (One Credit), Beginning with School Year 2012-2013**			
TEKS (Knowledge and Skills)	**Student Expectation**	**Breakout**	**Element**	**Subelement**
(5) Digital citizenship. The student understands human, cultural, and societal issues related to technology and practices legal and ethical behavior. The student is expected to:	(G) analyze original web game artwork and digital portfolios created by peers and others to form precise conclusions about formal qualities, historical and cultural contexts, intents, and meanings	(iii) analyze original web game artwork created by peers to form precise conclusions about cultural contexts		
(5) Digital citizenship. The student understands human, cultural, and societal issues related to technology and practices legal and ethical behavior. The student is expected to:	(G) analyze original web game artwork and digital portfolios created by peers and others to form precise conclusions about formal qualities, historical and cultural contexts, intents, and meanings	(iv) analyze original web game artwork created by peers to form precise conclusions about intents		
(5) Digital citizenship. The student understands human, cultural, and societal issues related to technology and practices legal and ethical behavior. The student is expected to:	(G) analyze original web game artwork and digital portfolios created by peers and others to form precise conclusions about formal qualities, historical and cultural contexts, intents, and meanings	(v) analyze original web game artwork created by peers to form precise conclusions about meanings		
(5) Digital citizenship. The student understands human, cultural, and societal issues related to technology and practices legal and ethical behavior. The student is expected to:	(G) analyze original web game artwork and digital portfolios created by peers and others to form precise conclusions about formal qualities, historical and cultural contexts, intents, and meanings	(vi) analyze original web game artwork created by others to form precise conclusions about formal qualities		

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Course Title	**§126.48. Web Game Development (One Credit), Beginning with School Year 2012-2013**			
TEKS (Knowledge and Skills)	**Student Expectation**	**Breakout**	**Element**	**Subelement**
(5) Digital citizenship. The student understands human, cultural, and societal issues related to technology and practices legal and ethical behavior. The student is expected to:	(G) analyze original web game artwork and digital portfolios created by peers and others to form precise conclusions about formal qualities, historical and cultural contexts, intents, and meanings	(vii) analyze original web game artwork created by others to form precise conclusions about historical contexts		
(5) Digital citizenship. The student understands human, cultural, and societal issues related to technology and practices legal and ethical behavior. The student is expected to:	(G) analyze original web game artwork and digital portfolios created by peers and others to form precise conclusions about formal qualities, historical and cultural contexts, intents, and meanings	(viii) analyze original web game artwork created by others to form precise conclusions about cultural contexts		
(5) Digital citizenship. The student understands human, cultural, and societal issues related to technology and practices legal and ethical behavior. The student is expected to:	(G) analyze original web game artwork and digital portfolios created by peers and others to form precise conclusions about formal qualities, historical and cultural contexts, intents, and meanings	(ix) analyze original web game artwork created by others to form precise conclusions about intents		
(5) Digital citizenship. The student understands human, cultural, and societal issues related to technology and practices legal and ethical behavior. The student is expected to:	(G) analyze original web game artwork and digital portfolios created by peers and others to form precise conclusions about formal qualities, historical and cultural contexts, intents, and meanings	(x) analyze original web game artwork created by others to form precise conclusions about meanings		

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TEKS (Knowledge and Skills)	**Student Expectation**	**Breakout**	**Element**	**Subelement**
(5) Digital citizenship. The student understands human, cultural, and societal issues related to technology and practices legal and ethical behavior. The student is expected to:	(G) analyze original web game artwork and digital portfolios created by peers and others to form precise conclusions about formal qualities, historical and cultural contexts, intents, and meanings	(xi) analyze digital portfolios created by peers to form precise conclusions about formal qualities		
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(5) Digital citizenship. The student understands human, cultural, and societal issues related to technology and practices legal and ethical behavior. The student is expected to:	(G) analyze original web game artwork and digital portfolios created by peers and others to form precise conclusions about formal qualities, historical and cultural contexts, intents, and meanings	(xiii) analyze digital portfolios created by peers to form precise conclusions about cultural contexts		
(5) Digital citizenship. The student understands human, cultural, and societal issues related to technology and practices legal and ethical behavior. The student is expected to:	(G) analyze original web game artwork and digital portfolios created by peers and others to form precise conclusions about formal qualities, historical and cultural contexts, intents, and meanings	(xiv) analyze digital portfolios created by peers to form precise conclusions about intents		

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(5) Digital citizenship. The student understands human, cultural, and societal issues related to technology and practices legal and ethical behavior. The student is expected to:	(G) analyze original web game artwork and digital portfolios created by peers and others to form precise conclusions about formal qualities, historical and cultural contexts, intents, and meanings	(xv) analyze digital portfolios created by peers to form precise conclusions about meanings		
(5) Digital citizenship. The student understands human, cultural, and societal issues related to technology and practices legal and ethical behavior. The student is expected to:	(G) analyze original web game artwork and digital portfolios created by peers and others to form precise conclusions about formal qualities, historical and cultural contexts, intents, and meanings	(xvi) analyze digital portfolios created by others to form precise conclusions about formal qualities		
(5) Digital citizenship. The student understands human, cultural, and societal issues related to technology and practices legal and ethical behavior. The student is expected to:	(G) analyze original web game artwork and digital portfolios created by peers and others to form precise conclusions about formal qualities, historical and cultural contexts, intents, and meanings	(xvii) analyze digital portfolios created by others to form precise conclusions about historical contexts		
(5) Digital citizenship. The student understands human, cultural, and societal issues related to technology and practices legal and ethical behavior. The student is expected to:	(G) analyze original web game artwork and digital portfolios created by peers and others to form precise conclusions about formal qualities, historical and cultural contexts, intents, and meanings	(xviii) analyze digital portfolios created by others to form precise conclusions about cultural contexts		

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(5) Digital citizenship. The student understands human, cultural, and societal issues related to technology and practices legal and ethical behavior. The student is expected to:	(G) analyze original web game artwork and digital portfolios created by peers and others to form precise conclusions about formal qualities, historical and cultural contexts, intents, and meanings	(xix) analyze digital portfolios created by others to form precise conclusions about intents		
(5) Digital citizenship. The student understands human, cultural, and societal issues related to technology and practices legal and ethical behavior. The student is expected to:	(G) analyze original web game artwork and digital portfolios created by peers and others to form precise conclusions about formal qualities, historical and cultural contexts, intents, and meanings	(xx) analyze digital portfolios created by others to form precise conclusions about meanings		
(6) Technology operations and concepts. The student demonstrates a sound understanding of technology concepts, systems, and operations. The student is expected to:	(A) create a website that includes: (i) an interactive database with elements such as SQL statements, Extensible Markup Language (XML), and Open Database Connectivity (ODBC); (ii) javascript; and (iii) server-side processing, including Common Gateway Interface (CGI); bitmap and vector graphics; database creation, modification, and deletion; creation and maintenance of user accounts; user authentication; and documentation	(i) create a website that includes an interactive database with elements		

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TEKS (Knowledge and Skills)	**Student Expectation**	**Breakout**	**Element**	**Subelement**
(6) Technology operations and concepts. The student demonstrates a sound understanding of technology concepts, systems, and operations. The student is expected to:	(A) create a website that includes: (i) an interactive database with elements such as SQL statements, Extensible Markup Language (XML), and Open Database Connectivity (ODBC); (ii) javascript; and (iii) server-side processing, including Common Gateway Interface (CGI); bitmap and vector graphics; database creation, modification, and deletion; creation and maintenance of user accounts; user authentication; and documentation	(ii) create a website that includes javascript		

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(6) Technology operations and concepts. The student demonstrates a sound understanding of technology concepts, systems, and operations. The student is expected to:	(A) create a website that includes: (i) an interactive database with elements such as SQL statements, Extensible Markup Language (XML), and Open Database Connectivity (ODBC); (ii) javascript; and (iii) server-side processing, including Common Gateway Interface (CGI); bitmap and vector graphics; database creation, modification, and deletion; creation and maintenance of user accounts; user authentication; and documentation	(iii) create a website that includes server-side processing, including Common Gateway Interface (CGI)		

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TEKS (Knowledge and Skills)	**Student Expectation**	**Breakout**	**Element**	**Subelement**
(6) Technology operations and concepts. The student demonstrates a sound understanding of technology concepts, systems, and operations. The student is expected to:	(A) create a website that includes: (i) an interactive database with elements such as SQL statements, Extensible Markup Language (XML), and Open Database Connectivity (ODBC); (ii) javascript; and (iii) server-side processing, including Common Gateway Interface (CGI); bitmap and vector graphics; database creation, modification, and deletion; creation and maintenance of user accounts; user authentication; and documentation	(iv) create a website that includes server-side processing, including bitmap graphics		

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TEKS (Knowledge and Skills)	**Student Expectation**	**Breakout**	**Element**	**Subelement**
(6) Technology operations and concepts. The student demonstrates a sound understanding of technology concepts, systems, and operations. The student is expected to:	(A) create a website that includes: (i) an interactive database with elements such as SQL statements, Extensible Markup Language (XML), and Open Database Connectivity (ODBC); (ii) javascript; and (iii) server-side processing, including Common Gateway Interface (CGI); bitmap and vector graphics; database creation, modification, and deletion; creation and maintenance of user accounts; user authentication; and documentation	(v) create a website that includes server-side processing, including vector graphics		

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TEKS (Knowledge and Skills)	**Student Expectation**	**Breakout**	**Element**	**Subelement**
(6) Technology operations and concepts. The student demonstrates a sound understanding of technology concepts, systems, and operations. The student is expected to:	(A) create a website that includes: (i) an interactive database with elements such as SQL statements, Extensible Markup Language (XML), and Open Database Connectivity (ODBC); (ii) javascript; and (iii) server-side processing, including Common Gateway Interface (CGI); bitmap and vector graphics; database creation, modification, and deletion; creation and maintenance of user accounts; user authentication; and documentation	(vi) create a website that includes server-side processing, including database creation		

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Course Title	**§126.48. Web Game Development (One Credit), Beginning with School Year 2012-2013**			
TEKS (Knowledge and Skills)	**Student Expectation**	**Breakout**	**Element**	**Subelement**
(6) Technology operations and concepts. The student demonstrates a sound understanding of technology concepts, systems, and operations. The student is expected to:	(A) create a website that includes: (i) an interactive database with elements such as SQL statements, Extensible Markup Language (XML), and Open Database Connectivity (ODBC); (ii) javascript; and (iii) server-side processing, including Common Gateway Interface (CGI); bitmap and vector graphics; database creation, modification, and deletion; creation and maintenance of user accounts; user authentication; and documentation	(vii) create a website that includes server-side processing, including modification		

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TEKS (Knowledge and Skills)	**Student Expectation**	**Breakout**	**Element**	**Subelement**
(6) Technology operations and concepts. The student demonstrates a sound understanding of technology concepts, systems, and operations. The student is expected to:	(A) create a website that includes: (i) an interactive database with elements such as SQL statements, Extensible Markup Language (XML), and Open Database Connectivity (ODBC); (ii) javascript; and (iii) server-side processing, including Common Gateway Interface (CGI); bitmap and vector graphics; database creation, modification, and deletion; creation and maintenance of user accounts; user authentication; and documentation	(viii) create a website that includes server-side processing, including deletion		

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(6) Technology operations and concepts. The student demonstrates a sound understanding of technology concepts, systems, and operations. The student is expected to:	(A) create a website that includes: (i) an interactive database with elements such as SQL statements, Extensible Markup Language (XML), and Open Database Connectivity (ODBC); (ii) javascript; and (iii) server-side processing, including Common Gateway Interface (CGI); bitmap and vector graphics; database creation, modification, and deletion; creation and maintenance of user accounts; user authentication; and documentation	(ix) create a website that includes server-side processing, including creation of user accounts		

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(6) Technology operations and concepts. The student demonstrates a sound understanding of technology concepts, systems, and operations. The student is expected to:	(A) create a website that includes: (i) an interactive database with elements such as SQL statements, Extensible Markup Language (XML), and Open Database Connectivity (ODBC); (ii) javascript; and (iii) server-side processing, including Common Gateway Interface (CGI); bitmap and vector graphics; database creation, modification, and deletion; creation and maintenance of user accounts; user authentication; and documentation	(x) create a website that includes server-side processing, including maintenance of user accounts		

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TEKS (Knowledge and Skills)	**Student Expectation**	**Breakout**	**Element**	**Subelement**
(6) Technology operations and concepts. The student demonstrates a sound understanding of technology concepts, systems, and operations. The student is expected to:	(A) create a website that includes: (i) an interactive database with elements such as SQL statements, Extensible Markup Language (XML), and Open Database Connectivity (ODBC); (ii) javascript; and (iii) server-side processing, including Common Gateway Interface (CGI); bitmap and vector graphics; database creation, modification, and deletion; creation and maintenance of user accounts; user authentication; and documentation	(xi) create a website that includes server-side processing, including user authentication		

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TEKS (Knowledge and Skills)	**Student Expectation**	**Breakout**	**Element**	**Subelement**
(6) Technology operations and concepts. The student demonstrates a sound understanding of technology concepts, systems, and operations. The student is expected to:	(A) create a website that includes: (i) an interactive database with elements such as SQL statements, Extensible Markup Language (XML), and Open Database Connectivity (ODBC); (ii) javascript; and (iii) server-side processing, including Common Gateway Interface (CGI); bitmap and vector graphics; database creation, modification, and deletion; creation and maintenance of user accounts; user authentication; and documentation	(xii) create a website that includes server-side processing, including documentation		

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Course Title	**§126.48. Web Game Development (One Credit), Beginning with School Year 2012-2013**			
TEKS (Knowledge and Skills)	**Student Expectation**	**Breakout**	**Element**	**Subelement**
(6) Technology operations and concepts. The student demonstrates a sound understanding of technology concepts, systems, and operations. The student is expected to:	(B) create a fully functional online game that includes: (i) multiple game levels with increasing difficulty; (ii) high-score ranking; (iii) physics, including center of mass, collision detection, lighting, shading, perspective, anatomy, motion blur, lens flare, and reflections; (iv) art principles, including color theory, texture, balance, lighting, shading, skinning, and drawing; (v) graphics resolution, including pixel depth and compression; (vi) database creation, modification, and deletion; (vii) creation and maintenance of user accounts; (viii) user authentication; (ix) artificial intelligence; (x) game-level saving; (xi) mathematical functions; (xii) varying camera angels; (xiii) VoIP for online web games; and (xiv) documentation	(i) create a fully functional online game that includes multiple game levels with increasing difficulty		

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(6) Technology operations and concepts. The student demonstrates a sound understanding of technology concepts, systems, and operations. The student is expected to:	(B) create a fully functional online game that includes: (i) multiple game levels with increasing difficulty; (ii) high-score ranking; (iii) physics, including center of mass, collision detection, lighting, shading, perspective, anatomy, motion blur, lens flare, and reflections; (iv) art principles, including color theory, texture, balance, lighting, shading, skinning, and drawing; (v) graphics resolution, including pixel depth and compression; (vi) database creation, modification, and deletion; (vii) creation and maintenance of user accounts; (viii) user authentication; (ix) artificial intelligence; (x) game-level saving; (xi) mathematical functions; (xii) varying camera angels; (xiii) VoIP for online web games; and (xiv) documentation	(ii) create a fully functional online game that includes high-score ranking		

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TEKS (Knowledge and Skills)	**Student Expectation**	**Breakout**	**Element**	**Subelement**
(6) Technology operations and concepts. The student demonstrates a sound understanding of technology concepts, systems, and operations. The student is expected to:	(B) create a fully functional online game that includes: (i) multiple game levels with increasing difficulty; (ii) high-score ranking; (iii) physics, including center of mass, collision detection, lighting, shading, perspective, anatomy, motion blur, lens flare, and reflections; (iv) art principles, including color theory, texture, balance, lighting, shading, skinning, and drawing; (v) graphics resolution, including pixel depth and compression; (vi) database creation, modification, and deletion; (vii) creation and maintenance of user accounts; (viii) user authentication; (ix) artificial intelligence; (x) game-level saving; (xi) mathematical functions; (xii) varying camera angels; (xiii) VoIP for online web games; and (xiv) documentation	(iii) create a fully functional online game that includes physics, including center of mass		

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(6) Technology operations and concepts. The student demonstrates a sound understanding of technology concepts, systems, and operations. The student is expected to:	(B) create a fully functional online game that includes: (i) multiple game levels with increasing difficulty; (ii) high-score ranking; (iii) physics, including center of mass, collision detection, lighting, shading, perspective, anatomy, motion blur, lens flare, and reflections; (iv) art principles, including color theory, texture, balance, lighting, shading, skinning, and drawing; (v) graphics resolution, including pixel depth and compression; (vi) database creation, modification, and deletion; (vii) creation and maintenance of user accounts; (viii) user authentication; (ix) artificial intelligence; (x) game-level saving; (xi) mathematical functions; (xii) varying camera angels; (xiii) VoIP for online web games; and (xiv) documentation	(iv) create a fully functional online game that includes physics, including collision detection		

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(6) Technology operations and concepts. The student demonstrates a sound understanding of technology concepts, systems, and operations. The student is expected to:	(B) create a fully functional online game that includes: (i) multiple game levels with increasing difficulty; (ii) high-score ranking; (iii) physics, including center of mass, collision detection, lighting, shading, perspective, anatomy, motion blur, lens flare, and reflections; (iv) art principles, including color theory, texture, balance, lighting, shading, skinning, and drawing; (v) graphics resolution, including pixel depth and compression; (vi) database creation, modification, and deletion; (vii) creation and maintenance of user accounts; (viii) user authentication; (ix) artificial intelligence; (x) game-level saving; (xi) mathematical functions; (xii) varying camera angels; (xiii) VoIP for online web games; and (xiv) documentation	(v) create a fully functional online game that includes physics, including lighting		

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(6) Technology operations and concepts. The student demonstrates a sound understanding of technology concepts, systems, and operations. The student is expected to:	(B) create a fully functional online game that includes: (i) multiple game levels with increasing difficulty; (ii) high-score ranking; (iii) physics, including center of mass, collision detection, lighting, shading, perspective, anatomy, motion blur, lens flare, and reflections; (iv) art principles, including color theory, texture, balance, lighting, shading, skinning, and drawing; (v) graphics resolution, including pixel depth and compression; (vi) database creation, modification, and deletion; (vii) creation and maintenance of user accounts; (viii) user authentication; (ix) artificial intelligence; (x) game-level saving; (xi) mathematical functions; (xii) varying camera angels; (xiii) VoIP for online web games; and (xiv) documentation	(vi) create a fully functional online game that includes physics, including shading		

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Course Title	**§126.48. Web Game Development (One Credit), Beginning with School Year 2012-2013**			
TEKS (Knowledge and Skills)	**Student Expectation**	**Breakout**	**Element**	**Subelement**
(6) Technology operations and concepts. The student demonstrates a sound understanding of technology concepts, systems, and operations. The student is expected to:	(B) create a fully functional online game that includes: (i) multiple game levels with increasing difficulty; (ii) high-score ranking; (iii) physics, including center of mass, collision detection, lighting, shading, perspective, anatomy, motion blur, lens flare, and reflections; (iv) art principles, including color theory, texture, balance, lighting, shading, skinning, and drawing; (v) graphics resolution, including pixel depth and compression; (vi) database creation, modification, and deletion; (vii) creation and maintenance of user accounts; (viii) user authentication; (ix) artificial intelligence; (x) game-level saving; (xi) mathematical functions; (xii) varying camera angels; (xiii) VoIP for online web games; and (xiv) documentation	(vii) create a fully functional online game that includes physics, including perspective		

Subject	§126.Technology Applications			
Course Title	**§126.48. Web Game Development (One Credit), Beginning with School Year 2012-2013**			
TEKS (Knowledge and Skills)	**Student Expectation**	**Breakout**	**Element**	**Subelement**
(6) Technology operations and concepts. The student demonstrates a sound understanding of technology concepts, systems, and operations. The student is expected to:	(B) create a fully functional online game that includes: (i) multiple game levels with increasing difficulty; (ii) high-score ranking; (iii) physics, including center of mass, collision detection, lighting, shading, perspective, anatomy, motion blur, lens flare, and reflections; (iv) art principles, including color theory, texture, balance, lighting, shading, skinning, and drawing; (v) graphics resolution, including pixel depth and compression; (vi) database creation, modification, and deletion; (vii) creation and maintenance of user accounts; (viii) user authentication; (ix) artificial intelligence; (x) game-level saving; (xi) mathematical functions; (xii) varying camera angels; (xiii) VoIP for online web games; and (xiv) documentation	(viii) create a fully functional online game that includes physics, including anatomy		

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Course Title	**§126.48. Web Game Development (One Credit), Beginning with School Year 2012-2013**			
TEKS (Knowledge and Skills)	**Student Expectation**	**Breakout**	**Element**	**Subelement**
(6) Technology operations and concepts. The student demonstrates a sound understanding of technology concepts, systems, and operations. The student is expected to:	(B) create a fully functional online game that includes: (i) multiple game levels with increasing difficulty; (ii) high-score ranking; (iii) physics, including center of mass, collision detection, lighting, shading, perspective, anatomy, motion blur, lens flare, and reflections; (iv) art principles, including color theory, texture, balance, lighting, shading, skinning, and drawing; (v) graphics resolution, including pixel depth and compression; (vi) database creation, modification, and deletion; (vii) creation and maintenance of user accounts; (viii) user authentication; (ix) artificial intelligence; (x) game-level saving; (xi) mathematical functions; (xii) varying camera angels; (xiii) VoIP for online web games; and (xiv) documentation	(ix) create a fully functional online game that includes physics, including motion blur		

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Course Title	**§126.48. Web Game Development (One Credit), Beginning with School Year 2012-2013**			
TEKS (Knowledge and Skills)	**Student Expectation**	**Breakout**	**Element**	**Subelement**
(6) Technology operations and concepts. The student demonstrates a sound understanding of technology concepts, systems, and operations. The student is expected to:	(B) create a fully functional online game that includes: (i) multiple game levels with increasing difficulty; (ii) high-score ranking; (iii) physics, including center of mass, collision detection, lighting, shading, perspective, anatomy, motion blur, lens flare, and reflections; (iv) art principles, including color theory, texture, balance, lighting, shading, skinning, and drawing; (v) graphics resolution, including pixel depth and compression; (vi) database creation, modification, and deletion; (vii) creation and maintenance of user accounts; (viii) user authentication; (ix) artificial intelligence; (x) game-level saving; (xi) mathematical functions; (xii) varying camera angels; (xiii) VoIP for online web games; and (xiv) documentation	(x) create a fully functional online game that includes physics, including lens flare		

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Course Title	**§126.48. Web Game Development (One Credit), Beginning with School Year 2012-2013**			
TEKS (Knowledge and Skills)	**Student Expectation**	**Breakout**	**Element**	**Subelement**
(6) Technology operations and concepts. The student demonstrates a sound understanding of technology concepts, systems, and operations. The student is expected to:	(B) create a fully functional online game that includes: (i) multiple game levels with increasing difficulty; (ii) high-score ranking; (iii) physics, including center of mass, collision detection, lighting, shading, perspective, anatomy, motion blur, lens flare, and reflections; (iv) art principles, including color theory, texture, balance, lighting, shading, skinning, and drawing; (v) graphics resolution, including pixel depth and compression; (vi) database creation, modification, and deletion; (vii) creation and maintenance of user accounts; (viii) user authentication; (ix) artificial intelligence; (x) game-level saving; (xi) mathematical functions; (xii) varying camera angels; (xiii) VoIP for online web games; and (xiv) documentation	(xi) create a fully functional online game that includes physics, including reflections		

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Course Title	**§126.48. Web Game Development (One Credit), Beginning with School Year 2012-2013**			
TEKS (Knowledge and Skills)	**Student Expectation**	**Breakout**	**Element**	**Subelement**
(6) Technology operations and concepts. The student demonstrates a sound understanding of technology concepts, systems, and operations. The student is expected to:	(B) create a fully functional online game that includes: (i) multiple game levels with increasing difficulty; (ii) high-score ranking; (iii) physics, including center of mass, collision detection, lighting, shading, perspective, anatomy, motion blur, lens flare, and reflections; (iv) art principles, including color theory, texture, balance, lighting, shading, skinning, and drawing; (v) graphics resolution, including pixel depth and compression; (vi) database creation, modification, and deletion; (vii) creation and maintenance of user accounts; (viii) user authentication; (ix) artificial intelligence; (x) game-level saving; (xi) mathematical functions; (xii) varying camera angels; (xiii) VoIP for online web games; and (xiv) documentation	(xii) create a fully functional online game that includes art principles, including color theory		

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TEKS (Knowledge and Skills)	**Student Expectation**	**Breakout**	**Element**	**Subelement**
(6) Technology operations and concepts. The student demonstrates a sound understanding of technology concepts, systems, and operations. The student is expected to:	(B) create a fully functional online game that includes: (i) multiple game levels with increasing difficulty; (ii) high-score ranking; (iii) physics, including center of mass, collision detection, lighting, shading, perspective, anatomy, motion blur, lens flare, and reflections; (iv) art principles, including color theory, texture, balance, lighting, shading, skinning, and drawing; (v) graphics resolution, including pixel depth and compression; (vi) database creation, modification, and deletion; (vii) creation and maintenance of user accounts; (viii) user authentication; (ix) artificial intelligence; (x) game-level saving; (xi) mathematical functions; (xii) varying camera angels; (xiii) VoIP for online web games; and (xiv) documentation	(xiii) create a fully functional online game that includes art principles, including texture		

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TEKS (Knowledge and Skills)	**Student Expectation**	**Breakout**	**Element**	**Subelement**
(6) Technology operations and concepts. The student demonstrates a sound understanding of technology concepts, systems, and operations. The student is expected to:	(B) create a fully functional online game that includes: (i) multiple game levels with increasing difficulty; (ii) high-score ranking; (iii) physics, including center of mass, collision detection, lighting, shading, perspective, anatomy, motion blur, lens flare, and reflections; (iv) art principles, including color theory, texture, balance, lighting, shading, skinning, and drawing; (v) graphics resolution, including pixel depth and compression; (vi) database creation, modification, and deletion; (vii) creation and maintenance of user accounts; (viii) user authentication; (ix) artificial intelligence; (x) game-level saving; (xi) mathematical functions; (xii) varying camera angels; (xiii) VoIP for online web games; and (xiv) documentation	(xiv) create a fully functional online game that includes art principles, including balance		

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Course Title	**§126.48. Web Game Development (One Credit), Beginning with School Year 2012-2013**			
TEKS (Knowledge and Skills)	**Student Expectation**	**Breakout**	**Element**	**Subelement**
(6) Technology operations and concepts. The student demonstrates a sound understanding of technology concepts, systems, and operations. The student is expected to:	(B) create a fully functional online game that includes: (i) multiple game levels with increasing difficulty; (ii) high-score ranking; (iii) physics, including center of mass, collision detection, lighting, shading, perspective, anatomy, motion blur, lens flare, and reflections; (iv) art principles, including color theory, texture, balance, lighting, shading, skinning, and drawing; (v) graphics resolution, including pixel depth and compression; (vi) database creation, modification, and deletion; (vii) creation and maintenance of user accounts; (viii) user authentication; (ix) artificial intelligence; (x) game-level saving; (xi) mathematical functions; (xii) varying camera angels; (xiii) VoIP for online web games; and (xiv) documentation	(xv) create a fully functional online game that includes art principles, including lighting		

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(6) Technology operations and concepts. The student demonstrates a sound understanding of technology concepts, systems, and operations. The student is expected to:	(B) create a fully functional online game that includes: (i) multiple game levels with increasing difficulty; (ii) high-score ranking; (iii) physics, including center of mass, collision detection, lighting, shading, perspective, anatomy, motion blur, lens flare, and reflections; (iv) art principles, including color theory, texture, balance, lighting, shading, skinning, and drawing; (v) graphics resolution, including pixel depth and compression; (vi) database creation, modification, and deletion; (vii) creation and maintenance of user accounts; (viii) user authentication; (ix) artificial intelligence; (x) game-level saving; (xi) mathematical functions; (xii) varying camera angels; (xiii) VoIP for online web games; and (xiv) documentation	(xvi) create a fully functional online game that includes art principles, including shading		

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Course Title	**§126.48. Web Game Development (One Credit), Beginning with School Year 2012-2013**			
TEKS (Knowledge and Skills)	**Student Expectation**	**Breakout**	**Element**	**Subelement**
(6) Technology operations and concepts. The student demonstrates a sound understanding of technology concepts, systems, and operations. The student is expected to:	(B) create a fully functional online game that includes: (i) multiple game levels with increasing difficulty; (ii) high-score ranking; (iii) physics, including center of mass, collision detection, lighting, shading, perspective, anatomy, motion blur, lens flare, and reflections; (iv) art principles, including color theory, texture, balance, lighting, shading, skinning, and drawing; (v) graphics resolution, including pixel depth and compression; (vi) database creation, modification, and deletion; (vii) creation and maintenance of user accounts; (viii) user authentication; (ix) artificial intelligence; (x) game-level saving; (xi) mathematical functions; (xii) varying camera angels; (xiii) VoIP for online web games; and (xiv) documentation	(xvii) create a fully functional online game that includes art principles, including skinning		

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Course Title	**§126.48. Web Game Development (One Credit), Beginning with School Year 2012-2013**			
TEKS (Knowledge and Skills)	**Student Expectation**	**Breakout**	**Element**	**Subelement**
(6) Technology operations and concepts. The student demonstrates a sound understanding of technology concepts, systems, and operations. The student is expected to:	(B) create a fully functional online game that includes: (i) multiple game levels with increasing difficulty; (ii) high-score ranking; (iii) physics, including center of mass, collision detection, lighting, shading, perspective, anatomy, motion blur, lens flare, and reflections; (iv) art principles, including color theory, texture, balance, lighting, shading, skinning, and drawing; (v) graphics resolution, including pixel depth and compression; (vi) database creation, modification, and deletion; (vii) creation and maintenance of user accounts; (viii) user authentication; (ix) artificial intelligence; (x) game-level saving; (xi) mathematical functions; (xii) varying camera angels; (xiii) VoIP for online web games; and (xiv) documentation	(xviii) create a fully functional online game that includes art principles, including drawing		

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Course Title	**§126.48. Web Game Development (One Credit), Beginning with School Year 2012-2013**			
TEKS (Knowledge and Skills)	**Student Expectation**	**Breakout**	**Element**	**Subelement**
(6) Technology operations and concepts. The student demonstrates a sound understanding of technology concepts, systems, and operations. The student is expected to:	(B) create a fully functional online game that includes: (i) multiple game levels with increasing difficulty; (ii) high-score ranking; (iii) physics, including center of mass, collision detection, lighting, shading, perspective, anatomy, motion blur, lens flare, and reflections; (iv) art principles, including color theory, texture, balance, lighting, shading, skinning, and drawing; (v) graphics resolution, including pixel depth and compression; (vi) database creation, modification, and deletion; (vii) creation and maintenance of user accounts; (viii) user authentication; (ix) artificial intelligence; (x) game-level saving; (xi) mathematical functions; (xii) varying camera angels; (xiii) VoIP for online web games; and (xiv) documentation	(xix) create a fully functional online game that includes graphics resolution, including pixel depth		

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Course Title	**§126.48. Web Game Development (One Credit), Beginning with School Year 2012-2013**			
TEKS (Knowledge and Skills)	**Student Expectation**	**Breakout**	**Element**	**Subelement**
(6) Technology operations and concepts. The student demonstrates a sound understanding of technology concepts, systems, and operations. The student is expected to:	(B) create a fully functional online game that includes: (i) multiple game levels with increasing difficulty; (ii) high-score ranking; (iii) physics, including center of mass, collision detection, lighting, shading, perspective, anatomy, motion blur, lens flare, and reflections; (iv) art principles, including color theory, texture, balance, lighting, shading, skinning, and drawing; (v) graphics resolution, including pixel depth and compression; (vi) database creation, modification, and deletion; (vii) creation and maintenance of user accounts; (viii) user authentication; (ix) artificial intelligence; (x) game-level saving; (xi) mathematical functions; (xii) varying camera angels; (xiii) VoIP for online web games; and (xiv) documentation	(xx) create a fully functional online game that includes graphics resolution, including pixel compression		

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Course Title	**§126.48. Web Game Development (One Credit), Beginning with School Year 2012-2013**			
TEKS (Knowledge and Skills)	**Student Expectation**	**Breakout**	**Element**	**Subelement**
(6) Technology operations and concepts. The student demonstrates a sound understanding of technology concepts, systems, and operations. The student is expected to:	(B) create a fully functional online game that includes: (i) multiple game levels with increasing difficulty; (ii) high-score ranking; (iii) physics, including center of mass, collision detection, lighting, shading, perspective, anatomy, motion blur, lens flare, and reflections; (iv) art principles, including color theory, texture, balance, lighting, shading, skinning, and drawing; (v) graphics resolution, including pixel depth and compression; (vi) database creation, modification, and deletion; (vii) creation and maintenance of user accounts; (viii) user authentication; (ix) artificial intelligence; (x) game-level saving; (xi) mathematical functions; (xii) varying camera angels; (xiii) VoIP for online web games; and (xiv) documentation	(xxi) create a fully functional online game that includes database creation		

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TEKS (Knowledge and Skills)	**Student Expectation**	**Breakout**	**Element**	**Subelement**
(6) Technology operations and concepts. The student demonstrates a sound understanding of technology concepts, systems, and operations. The student is expected to:	(B) create a fully functional online game that includes: (i) multiple game levels with increasing difficulty; (ii) high-score ranking; (iii) physics, including center of mass, collision detection, lighting, shading, perspective, anatomy, motion blur, lens flare, and reflections; (iv) art principles, including color theory, texture, balance, lighting, shading, skinning, and drawing; (v) graphics resolution, including pixel depth and compression; (vi) database creation, modification, and deletion; (vii) creation and maintenance of user accounts; (viii) user authentication; (ix) artificial intelligence; (x) game-level saving; (xi) mathematical functions; (xii) varying camera angels; (xiii) VoIP for online web games; and (xiv) documentation	(xxii) create a fully functional online game that includes database modification		

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Course Title	**§126.48. Web Game Development (One Credit), Beginning with School Year 2012-2013**			
TEKS (Knowledge and Skills)	**Student Expectation**	**Breakout**	**Element**	**Subelement**
(6) Technology operations and concepts. The student demonstrates a sound understanding of technology concepts, systems, and operations. The student is expected to:	(B) create a fully functional online game that includes: (i) multiple game levels with increasing difficulty; (ii) high-score ranking; (iii) physics, including center of mass, collision detection, lighting, shading, perspective, anatomy, motion blur, lens flare, and reflections; (iv) art principles, including color theory, texture, balance, lighting, shading, skinning, and drawing; (v) graphics resolution, including pixel depth and compression; (vi) database creation, modification, and deletion; (vii) creation and maintenance of user accounts; (viii) user authentication; (ix) artificial intelligence; (x) game-level saving; (xi) mathematical functions; (xii) varying camera angels; (xiii) VoIP for online web games; and (xiv) documentation	(xxiii) create a fully functional online game that includes database deletion		

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Course Title	**§126.48. Web Game Development (One Credit), Beginning with School Year 2012-2013**			
TEKS (Knowledge and Skills)	**Student Expectation**	**Breakout**	**Element**	**Subelement**
(6) Technology operations and concepts. The student demonstrates a sound understanding of technology concepts, systems, and operations. The student is expected to:	(B) create a fully functional online game that includes: (i) multiple game levels with increasing difficulty; (ii) high-score ranking; (iii) physics, including center of mass, collision detection, lighting, shading, perspective, anatomy, motion blur, lens flare, and reflections; (iv) art principles, including color theory, texture, balance, lighting, shading, skinning, and drawing; (v) graphics resolution, including pixel depth and compression; (vi) database creation, modification, and deletion; (vii) creation and maintenance of user accounts; (viii) user authentication; (ix) artificial intelligence; (x) game-level saving; (xi) mathematical functions; (xii) varying camera angels; (xiii) VoIP for online web games; and (xiv) documentation	(xxiv) create a fully functional online game that includes creation of user accounts		

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TEKS (Knowledge and Skills)	**Student Expectation**	**Breakout**	**Element**	**Subelement**
(6) Technology operations and concepts. The student demonstrates a sound understanding of technology concepts, systems, and operations. The student is expected to:	(B) create a fully functional online game that includes: (i) multiple game levels with increasing difficulty; (ii) high-score ranking; (iii) physics, including center of mass, collision detection, lighting, shading, perspective, anatomy, motion blur, lens flare, and reflections; (iv) art principles, including color theory, texture, balance, lighting, shading, skinning, and drawing; (v) graphics resolution, including pixel depth and compression; (vi) database creation, modification, and deletion; (vii) creation and maintenance of user accounts; (viii) user authentication; (ix) artificial intelligence; (x) game-level saving; (xi) mathematical functions; (xii) varying camera angels; (xiii) VoIP for online web games; and (xiv) documentation	(xxv) create a fully functional online game that includes maintenance of user accounts		

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TEKS (Knowledge and Skills)	**Student Expectation**	**Breakout**	**Element**	**Subelement**
(6) Technology operations and concepts. The student demonstrates a sound understanding of technology concepts, systems, and operations. The student is expected to:	(B) create a fully functional online game that includes: (i) multiple game levels with increasing difficulty; (ii) high-score ranking; (iii) physics, including center of mass, collision detection, lighting, shading, perspective, anatomy, motion blur, lens flare, and reflections; (iv) art principles, including color theory, texture, balance, lighting, shading, skinning, and drawing; (v) graphics resolution, including pixel depth and compression; (vi) database creation, modification, and deletion; (vii) creation and maintenance of user accounts; (viii) user authentication; (ix) artificial intelligence; (x) game-level saving; (xi) mathematical functions; (xii) varying camera angels; (xiii) VoIP for online web games; and (xiv) documentation	(xxvi) create a fully functional online game that includes user authentication		

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TEKS (Knowledge and Skills)	**Student Expectation**	**Breakout**	**Element**	**Subelement**
(6) Technology operations and concepts. The student demonstrates a sound understanding of technology concepts, systems, and operations. The student is expected to:	(B) create a fully functional online game that includes: (i) multiple game levels with increasing difficulty; (ii) high-score ranking; (iii) physics, including center of mass, collision detection, lighting, shading, perspective, anatomy, motion blur, lens flare, and reflections; (iv) art principles, including color theory, texture, balance, lighting, shading, skinning, and drawing; (v) graphics resolution, including pixel depth and compression; (vi) database creation, modification, and deletion; (vii) creation and maintenance of user accounts; (viii) user authentication; (ix) artificial intelligence; (x) game-level saving; (xi) mathematical functions; (xii) varying camera angels; (xiii) VoIP for online web games; and (xiv) documentation	(xxvii) create a fully functional online game that includes artificial intelligence		

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TEKS (Knowledge and Skills)	**Student Expectation**	**Breakout**	**Element**	**Subelement**
(6) Technology operations and concepts. The student demonstrates a sound understanding of technology concepts, systems, and operations. The student is expected to:	(B) create a fully functional online game that includes: (i) multiple game levels with increasing difficulty; (ii) high-score ranking; (iii) physics, including center of mass, collision detection, lighting, shading, perspective, anatomy, motion blur, lens flare, and reflections; (iv) art principles, including color theory, texture, balance, lighting, shading, skinning, and drawing; (v) graphics resolution, including pixel depth and compression; (vi) database creation, modification, and deletion; (vii) creation and maintenance of user accounts; (viii) user authentication; (ix) artificial intelligence; (x) game-level saving; (xi) mathematical functions; (xii) varying camera angels; (xiii) VoIP for online web games; and (xiv) documentation	(xxviii) create a fully functional online game that includes game-level saving		

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TEKS (Knowledge and Skills)	**Student Expectation**	**Breakout**	**Element**	**Subelement**
(6) Technology operations and concepts. The student demonstrates a sound understanding of technology concepts, systems, and operations. The student is expected to:	(B) create a fully functional online game that includes: (i) multiple game levels with increasing difficulty; (ii) high-score ranking; (iii) physics, including center of mass, collision detection, lighting, shading, perspective, anatomy, motion blur, lens flare, and reflections; (iv) art principles, including color theory, texture, balance, lighting, shading, skinning, and drawing; (v) graphics resolution, including pixel depth and compression; (vi) database creation, modification, and deletion; (vii) creation and maintenance of user accounts; (viii) user authentication; (ix) artificial intelligence; (x) game-level saving; (xi) mathematical functions; (xii) varying camera angels; (xiii) VoIP for online web games; and (xiv) documentation	(xxix) create a fully functional online game that includes mathematical functions		

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(6) Technology operations and concepts. The student demonstrates a sound understanding of technology concepts, systems, and operations. The student is expected to:	(B) create a fully functional online game that includes: (i) multiple game levels with increasing difficulty; (ii) high-score ranking; (iii) physics, including center of mass, collision detection, lighting, shading, perspective, anatomy, motion blur, lens flare, and reflections; (iv) art principles, including color theory, texture, balance, lighting, shading, skinning, and drawing; (v) graphics resolution, including pixel depth and compression; (vi) database creation, modification, and deletion; (vii) creation and maintenance of user accounts; (viii) user authentication; (ix) artificial intelligence; (x) game-level saving; (xi) mathematical functions; (xii) varying camera angels; (xiii) VoIP for online web games; and (xiv) documentation	(xxx) create a fully functional online game that includes varying camera angles		

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TEKS (Knowledge and Skills)	**Student Expectation**	**Breakout**	**Element**	**Subelement**
(6) Technology operations and concepts. The student demonstrates a sound understanding of technology concepts, systems, and operations. The student is expected to:	(B) create a fully functional online game that includes: (i) multiple game levels with increasing difficulty; (ii) high-score ranking; (iii) physics, including center of mass, collision detection, lighting, shading, perspective, anatomy, motion blur, lens flare, and reflections; (iv) art principles, including color theory, texture, balance, lighting, shading, skinning, and drawing; (v) graphics resolution, including pixel depth and compression; (vi) database creation, modification, and deletion; (vii) creation and maintenance of user accounts; (viii) user authentication; (ix) artificial intelligence; (x) game-level saving; (xi) mathematical functions; (xii) varying camera angels; (xiii) VoIP for online web games; and (xiv) documentation	(xxxi) create a fully functional online game that includes VoIP for online web games		

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TEKS (Knowledge and Skills)	**Student Expectation**	**Breakout**	**Element**	**Subelement**
(6) Technology operations and concepts. The student demonstrates a sound understanding of technology concepts, systems, and operations. The student is expected to:	(B) create a fully functional online game that includes: (i) multiple game levels with increasing difficulty; (ii) high-score ranking; (iii) physics, including center of mass, collision detection, lighting, shading, perspective, anatomy, motion blur, lens flare, and reflections; (iv) art principles, including color theory, texture, balance, lighting, shading, skinning, and drawing; (v) graphics resolution, including pixel depth and compression; (vi) database creation, modification, and deletion; (vii) creation and maintenance of user accounts; (viii) user authentication; (ix) artificial intelligence; (x) game-level saving; (xi) mathematical functions; (xii) varying camera angels; (xiii) VoIP for online web games; and (xiv) documentation	(xxxii) create a fully functional online game that includes documentation		
(6) Technology operations and concepts. The student demonstrates a sound understanding of technology concepts, systems, and operations. The student is expected to:	(C) create a digital portfolio			