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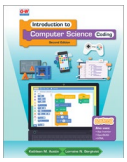
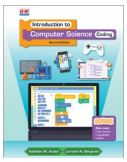
Goodheart-Willcox
Correlation Introduction to Computer Science: Coding (2024)
Texas Essential Knowledge And Skills For Technology Applications
Course Name and Number: 126.17 Technology Applications, Grade 6

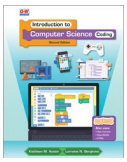
Standards	Correlating Text Pages
(b) Introduction	
(1) Technology includes data communication, data processing, and the devices used for these tasks locally and across networks. Learning to apply these technologies motivates students to develop critical-thinking skills, higher-order thinking, and innovative problem solving. Technology applications incorporates the study of digital tools, devices, communication, and programming to empower students to apply current and emerging technologies in their careers, their education, and beyond.	
(2) The technology applications Texas Essential Knowledge and Skills (TEKS) consist of five strands that prepare students to be literate in technology applications by Grade 8: computational thinking; creativity and innovation; data literacy, management, and representation; digital citizenship; and practical technology concepts. Communication and collaboration skills are embedded across the strands	
(A) Computational thinking. Students break down the problem-solving process into four steps: decomposition, pattern recognition, abstraction, and algorithms.	24-28,25 (Hands-on Example 2.1A), 27 (Hands On Example 2.1B) Carry Out a Plan
(B) Creativity and innovation. Students use innovative design processes to develop solutions to problems. Students plan a solution, create the solution, test the solution, iterate, and debug the solution as needed, and implement a completely new and innovative product.	28-31, 29 (Coding Conundrum)
(C) Data literacy, management, and representation. Students collect, organize, manage, analyze, and publish various types of data for an audience.	160-163 161-163 (Hands-On Example 7.3) Data Types for Custom Blocks
(D) Digital citizenship. Students practice the ethical and effective application of technology and develop an understanding of cybersecurity and the impact of a digital footprint to become safe, productive, and respectful digital citizens.	4-5
(E) Practical technology concepts. Students build their knowledge of software applications and hardware focusing on keyboarding and use of applications and tools. Students also build their knowledge and use of technology systems, including integrating the use of multiple applications.	7-9



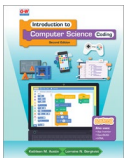
Standards	Correlating Text Pages
(3) The technology applications TEKS can be integrated into all content areas and can support stand-alone courses. Districts have the flexibility of offering technology applications in a variety of settings, including through a stand-alone course or by integrating the technology applications standards in the essential knowledge and skills for one or more courses or subject areas.	
(4) Statements containing 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) Computational thinking--foundations. The student explores the core concepts of computational thinking, a set of problem-solving processes that involve decomposition, pattern recognition, abstraction, and algorithms. The student is expected to:	
(A) decompose real-world problems into structured parts by using visual representation;	25-26, 25 (Hands-on Example 2.1A) Understand the Problem
(B) analyze the patterns and sequences found in visual representations such as learning maps, concept maps, or other representations of data;	25-26, 25 (Hands-on Example 2.1A) Understand the Problem
(C) define abstraction and distinguish between generalized information and specific information in the context of solving a problem or completing a task;	25
(D) design a plan collaboratively using visual representation to document a problem, possible solutions, and an expected timeline for the development of a coded solution;	26
(E) analyze different techniques used in debugging and apply them to an algorithm; and	31-35, 32 (Math and Coding)
(F) analyze the benefits of using iteration (code and sequence repetition) in algorithms.	137, 140 (Math and Coding)



Standards	Correlating Text Pages
(2) Computational thinking--applications. The student applies the fundamentals of computer science. The student is expected to:	
(A) define and label variables that relate to their programming or algorithm; and	72-77, 75-76 (Hands-On-Example) 4.1) Using Global and Local Variables
(B) use a design process to create block-based and text-based programs that include sequences, loops, conditionals, and events to solve an everyday problem.	12, 102-103, 128-143
(3) Creativity and innovation--innovative design process. The student takes an active role in learning by using a design process and creative thinking to develop and evaluate solutions, considering a variety of local and global perspectives. The student is expected to:	
(A) resolve challenges in design processes independently using goal setting and personal character traits such as demonstrating courage and confidence;	
(B) discuss and implement a design process using digital tools to compare, contrast, and evaluate student-generated outcomes; and	
(C) identify how the design process is used in various industries.	
(4) Creativity and innovation--emerging technologies. The student demonstrates a thorough understanding of the role of technology throughout history and its impact on societies. The student is expected to:	
(A) discuss how changes in technology throughout history have impacted various areas of study;	
(B) discuss how global trends impact the development of technology; and	
(C) transfer current knowledge to the learning of newly encountered technologies	
(5) Data literacy, management, and representation--collect data. The student uses advanced digital strategies to collect and represent data. The student is expected to:	
(A) demonstrate how data can be represented in Boolean expression; and	
(B) discuss and use advanced search strategies, including keywords, Boolean operators, and limiters.	
(6) Data literacy, management, and representation--organize, manage, and analyze data. The student uses digital tools to transform data, make inferences, and predictions. The student is expected to use digital tools to transform data in order to identify and discuss trends and make inferences.	
(7) Data literacy, management, and representation--communicate and publish results. The student creates digital products to communicate data to an audience for an intended purpose. The student is expected to use digital tools to communicate and display data from a product or process to inform an intended audience.	
(8) Digital citizenship--social interactions. The student understands different styles of digital communication and that a student's actions online can have a long-term impact. The student is expected to:	
(A) identify the impact of a digital footprint;	4-5



Standards	Correlating Text Pages
(B) create formal and informal digital communications using appropriate digital etiquette; and	4-5
(C) collaborate on digital platforms such as recording a video conference presentation using appropriate formal and informal digital etiquette.	4-5
9 Digital citizenship--ethics and laws. The student recognizes and practices responsible, legal, and ethical behavior while using digital tools and resources. The student is expected to:	
(A) adhere to local acceptable use policy (AUP) and practice safe, ethical, and positive online behaviors;	4-5
(B) discuss and define intellectual property and associated terms, including copyright law, permission, fair use, creative commons, open source, and public domain;	358-359
(C) create citations and cite sources for a variety of digital forms of intellectual property; and	358-359
(D) describe how information can be exaggerated or misrepresented online.	358-359
10 Digital citizenship--ethics and laws. The student recognizes and practices responsible, legal, and ethical behavior while using digital tools and resources. The student is expected to:	
(A) identify real-world cybersecurity problems such as phishing, malware, password attacks, identity theft, and hacking; and	4-5, 379



Standards	Correlating Text Pages
(B) identify various methods of cyberbullying such as harassment, impersonation, and cyberstalking.	4-5
11 Practical technology concepts--processes. The student evaluates and selects appropriate methods or techniques for an independent project and identifies and solves common hardware and software problems using troubleshooting strategies. The student is expected to create and design files in various formats such as text, graphics, video, and audio files.	
12 Practical technology concepts--skills and tools. The student leverages technology systems, concepts, and operations to produce digital artifacts. The student is expected to:	
(A) apply appropriate technology terminology such as cloud applications, input, output, and basic programming;	12, 86-88, 87-88 (Hands-On-Example) 4.3B Providing Good Output
(B) identify effective file management strategies such as file naming conventions, local and remote locations, backup, hierarchy, folder structure, file conversion, tags, and emerging digital organizational strategies;	12
(C) select and use the appropriate platform and tools to complete a specific task or project;	12
(D) demonstrate improvement in speed and accuracy as measured by words per minute when applying correct keyboarding techniques;	4-5
(E) select and use appropriate shortcuts within applications;	4-5
(F) use help sources to research application features and solve software issues;	232-310

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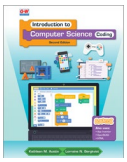

Standards	Correlating Text Pages
(G) identify types of local and remote data storage such as cloud architecture or local server; and	7
(H) use productivity tools found in spread sheet, word processing, and publication applications to create digital artifacts such as reports, graphs, and charts.	4-5

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Correlation Introduction to Computer Science: Coding (2024)
Texas Essential Knowledge And Skills For Technology Applications
Course Name and Number: 126.18 Technology Applications, Grade 7

Standards	Correlating Text Pages
(b) Introduction	
(1) Technology includes data communication, data processing, and the devices used for these tasks locally and across networks. Learning to apply these technologies motivates students to develop critical-thinking skills, higher-order thinking, and innovative problem solving. Technology applications incorporates the study of digital tools, devices, communication, and programming to empower students to apply current and emerging technologies in their careers, their education, and beyond.	
(2) The technology applications Texas Essential Knowledge and Skills (TEKS) consist of five strands that prepare students to be literate in technology applications by Grade 8: computational thinking; creativity and innovation; data literacy, management, and representation; digital citizenship; and practical technology concepts. Communication and collaboration skills are embedded across the strands.	
(A) Computational thinking. Students break down the problem-solving process into four steps: decomposition, pattern recognition, abstraction, and algorithms.	24-28,25-26 (Hands-on Example 2.1A), 27 (Hands On Example 2.1B) Carry Out a Plan
(B) Creativity and innovation. Students use innovative design processes to develop solutions to problems. Students plan a solution, create the solution, test the solution, iterate, and debug the solution as needed, and implement a completely new and innovative product.	28-31, 29 (Coding Conundrum)
(C) Data literacy, management, and representation. Students collect, organize, manage, analyze, and publish various types of data for an audience.	160-163 161-163 (Hands-On Example 7.3) Data Types for Custom Blocks
(D) Digital citizenship. Students practice the ethical and effective application of technology and develop an understanding of cybersecurity and the impact of a digital footprint to become safe, productive, and respectful digital citizens.	4-5
(E) Practical technology concepts. Students build their knowledge of software applications and hardware focusing on keyboarding and use of applications and tools. Students also build their knowledge and use of technology systems, including integrating the use of multiple applications.	7-9

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Standards	Correlating Text Pages
(3) The technology applications TEKS can be integrated into all content areas and can support stand-alone courses. Districts have the flexibility of offering technology applications in a variety of settings, including through a stand-alone course or by integrating the technology applications standards in the essential knowledge and skills for one or more courses or subject areas.	
(4) Statements containing 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) Computational thinking--foundations. The student explores the core concepts of computational thinking, a set of problem-solving processes that involve decomposition, pattern recognition, abstraction, and algorithms. The student is expected to:	
(A) decompose real-world problems into structured parts using flowcharts;	25-26, 25-26 (Hands-on Example 2.1A) Understand the Problem
(B) analyze the patterns and sequences found in flowcharts;	25-26, 25-26 (Hands-on Example 2.1A) Understand the Problem
(C) identify abstraction and analyze how an algorithm the student created can be generalized to solve additional problems;	25
(D) design a plan collaboratively using flowcharts to document a problem, possible solutions, and an expected timeline for the development of a coded solution;	26
(E) analyze different techniques used in debugging and apply them to an algorithm; and	31-35, 32 (Math and Coding)
(F) analyze the benefits of using iteration (code and sequence repetition) in algorithms.	137, 140 (Math and Coding)

Standards	Correlating Text Pages
(2) Computational thinking--applications. The student applies the fundamentals of computer science. The student is expected to:	
(A) manipulate and rename variables and describe different data types; and	72-77, 75-76 (Hands-On-Example) 4.1) Using Global and Local Variables
(B) use a software design process to create text-based programs with nested loops that address different subproblems within a real-world context.	12, 102-103, 128-143
(3) Creativity and innovation--innovative design process. The student takes an active role in learning by using a design process and creative thinking to develop and evaluate solutions, considering a variety of local and global perspectives. The student is expected to:	
(A) resolve challenges in design processes independently using goal setting and personal character traits such as demonstrating responsibility and advocating for self appropriately;	4-5
(B) discuss and implement a design process that includes planning and selecting digital tools to develop and refine a prototype or model through trial and error; and	4-5, 238 (Science and Coding) Simulating an Orbiting Satellite
(C) identify how the design process is used in various industries.	5-6
(4) Creativity and innovation--emerging technologies. The student demonstrates a thorough understanding of the role of technology throughout history and its impact on societies. The student is expected to:	
(A) explain how changes in technology throughout history have impacted various areas of study;	4-5
(B) explain how global trends impact the development of technology; and	4-6

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Standards	Correlating Text Pages
(C) transfer current knowledge to the learning of newly encountered technologies.	4-5, 15-16, 16 (Hands-on Example 1.4) Write a Greeting in Binary
(5) Data literacy, management, and representation--collect data. The student uses advanced digital strategies to collect and represent data. The student is expected to:	
(A) demonstrate how data can be represented in a binary number systems; and	10-16, 11(Math and Coding), 12-13 (Hands-On Example 1.2) Look at Computer Code, 16 (Hands-On Example 1.4) Write a Greeting in Binary
(B) evaluate advanced search strategies, including keywords, Boolean operators, and limiters.	334
(6) Data literacy, management, and representation--organize, manage, and analyze data. The student uses digital tools to transform data, make inferences, and predictions. The student is expected to use digital tools in order to transform data to analyze trends and make inferences and predictions.	
(7) Data literacy, management, and representation--communicate and publish results. The student creates digital products to communicate data to an audience for an intended purpose. The student is expected to use digital tools to communicate and display data from a product or process to inform or persuade an intended audience.	
(8) Digital citizenship--social interactions. The student understands different styles of digital communication and that a student's actions online can have a long-term impact. The student is expected to:	
(A) classify actions as having a positive or negative effect on a digital footprint;	4-5
(B) create and revise formal and informal communications using a feedback process and appropriate digital etiquette; and	4-5
(C) collaborate on digital platforms such as recording a video conference presentation using appropriate formal and informal digital etiquette.	4-5

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Standards	Correlating Text Pages
(9) Digital citizenship--ethics and laws. The student recognizes and practices responsible, legal, and ethical behavior while using digital tools and resources. The student is expected to:	
(A) adhere to local acceptable use policy (AUP) and practice and model safe, ethical, and positive online behaviors;	4-5
(B) explain the importance of intellectual property laws, including the benefits of protection for content owners, and the consequences of violating these laws;	358-359
(C) create citations and cite sources for a variety of digital forms of intellectual property; and	358-359
(D) evaluate how various types of media, including social media, and technology can be used to exaggerate and misrepresent information.	358-359
(10) Digital citizenship--privacy, safety, and security. The student practices safe, legal, and ethical digital behaviors to become a socially responsible digital citizen. The student is expected to:	
(A) describe and model ways to protect oneself from real-world cybersecurity attacks; and	4-5, 379
(B) analyze the negative impacts of cyberbullying on the victim and the bully.	4-5

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Standards	Correlating Text Pages
(11) Practical technology concepts--processes. The student evaluates and selects appropriate methods or techniques for an independent project and identifies and solves common hardware and software problems using troubleshooting strategies. The student is expected to choose a variety of digital tools to create, share, and communicate digital artifacts.	
(12) Practical technology concepts--skills and tools. The student leverages technology systems, concepts, and operations to produce digital artifacts. The student is expected to:	
(A) demonstrate proficiency in the appropriate use of technology terminology in projects through team collaboration and communication;	12, 86-88, 87-88 (Hands-On Example 4.3B) Providing Good Output
(B) demonstrate effective file management strategies such as file naming conventions, local and remote locations, backup, hierarchy, folder structure, file conversion, tags, and emerging digital organizational strategies with assistance;	12
(C) select and use appropriate platform and tools, including selecting and using software or hardware for a defined task;	12
(D) demonstrate improvement in speed and accuracy as measured by words per minute when applying correct keyboarding techniques;	495
(E) select and use appropriate shortcuts within applications;	4-5
(F) research and test potential solutions to solve hardware and software problems;	282-310
(G) use a variety of types of local and remote data storage to store or share data such as cloud architecture or local server; and	7

Standards	Correlating Text Pages
(H) select and use productivity tools found in spread sheet, word processing, and publication applications to create digital artifacts such as reports, graphs, and charts with increasing complexity.	4-5

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Correlation Introduction to Computer Science: Coding (2024)
Texas Essential Knowledge And Skills For Technology Applications
Course Name and Number: 126.19 Technology Applications, Grade 8

Standards	Correlating Text Pages
(b) Introduction	
(1) Technology includes data communication, data processing, and the devices used for these tasks locally and across networks. Learning to apply these technologies motivates students to develop critical-thinking skills, higher-order thinking, and innovative problem solving. Technology applications incorporates the study of digital tools, devices, communication, and programming to empower students to apply current and emerging technologies in their careers, their education, and beyond.	
(2) The technology applications Texas Essential Knowledge and Skills (TEKS) consist of five strands that prepare students to be literate in technology applications by Grade 8: computational thinking; creativity and innovation; data literacy, management, and representation; digital citizenship; and practical technology concepts. Communication and collaboration skills are embedded across the strands.	
(A) Computational thinking. Students break down the problem-solving process into four steps: decomposition, pattern recognition, abstraction, and algorithms.	24-28,25-26 (Hands-on Example 2.1A), 27 (Hands On Example 2.1B) Carry Out a Plan
(B) Creativity and innovation. Students use innovative design processes to develop solutions to problems. Students plan a solution, create the solution, test the solution, iterate, and debug the solution as needed, and implement a completely new and innovative product.	28-31, 29 (Coding Conundrum)
(C) Data literacy, management, and representation. Students collect, organize, manage, analyze, and publish various types of data for an audience.	160-163 161-163 (Hands-On Example 7.3) Data Types for Custom Blocks
(D) Digital citizenship. Students practice the ethical and effective application of technology and develop an understanding of cybersecurity and the impact of a digital footprint to become safe, productive, and respectful digital citizens.	4-5
(E) Practical technology concepts. Students build their knowledge of software applications and hardware focusing on keyboarding and use of applications and tools. Students also build their knowledge and use of technology systems, including integrating the use of multiple applications.	7-9

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Standards	Correlating Text Pages
(3) The technology applications TEKS can be integrated into all content areas and can support stand-alone courses. Districts have the flexibility of offering technology applications in a variety of settings, including through a stand-alone course or by integrating the technology applications standards in the essential knowledge and skills for one or more courses or subject areas	
(4) Statements containing 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) Computational thinking--foundations. The student explores the core concepts of computational thinking, a set of problem-solving processes that involve decomposition, pattern recognition, abstraction, and algorithms. The student is expected to:	
(A) decompose real-world problems into structured parts using pseudocode;	25-26, 25-26 (Hands-on Example 2.1A) Understand the Problem
(B) analyze the patterns and sequences found in pseudocode and identify its variables;	25-26, 25-26 (Hands-on Example 2.1A) Understand the Problem
(C) practice abstraction by developing a generalized algorithm that can solve different types of problems;	25
(D) design a plan collaboratively using pseudocode to document a problem, possible solutions, and an expected timeline for the development of a coded solution;	26
(E) develop, compare, and improve algorithms for a specific task to solve a problem; and	31-35, 32 (Math and Coding)
(F) analyze the benefits of using iteration (code and sequence repetition) in algorithms.	137, 140 (Math and Coding)

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Standards	Correlating Text Pages
(2) Computational thinking--applications. The student applies the fundamentals of computer science. The student is expected to:	
(A) construct named variables with multiple data types and perform operations on their values;	72-77, 75-76 (Hands-On-Example) 4.1) Using Global and Local Variables
(B) use a software design process to create text-based programs with nested loops that address different subproblems within a real-world context; and	12, 102-103, 128-143
(C) modify and implement previously written code to develop improved programs.	12
(3) Creativity and innovation--innovative design process. The student takes an active role in learning by using a design process and creative thinking to develop and evaluate solutions, considering a variety of local and global perspectives. The student is expected to:	
(A) demonstrate innovation in a design process using goal setting and personal character traits, including demonstrating calculated risk-taking and tolerance;	4-5
(B) discuss and implement a design process that includes planning, selecting digital tools to develop, test, and evaluate design limitations, and refining a prototype or model; and	4-5, 235 (Science and Coding) Simulating an Orbiting Satellite
(C) identify how the design process is used in various industries.	5-6
(4) Creativity and innovation--emerging technologies. The student demonstrates a thorough understanding of the role of technology throughout history and its impact on societies. The student is expected to:	
(A) evaluate how changes in technology throughout history have impacted various areas of study;	4-5

Standards	Correlating Text Pages
(B) evaluate and predict how global trends impact the development of technology; and	4-6
(C) transfer current knowledge to the learning of newly encountered technologies.	4-5, 15-16, 16 Hands-On example 1.4) Write a Greeting in Binary
(5) Data literacy, management, and representation--collect data. The student uses advanced digital strategies to collect and represent data. The student is expected to:	
(A) compare and contrast data types, including binary, integers, real numbers, Boolean data, and text-based representations; and	10-16, 11 (Math and Coding) Binary Number System, 12-13 (Hands-on Example 1.2) Look at Computer Code , 16 (Hands-On Example (1.4)
(B) apply appropriate search strategies, including keywords, Boolean operators, and limiters, to achieve a specified outcome that includes a variety of file formats.	334
(6) Data literacy, management, and representation--organize, manage, and analyze data. The student uses digital tools to transform data, make inferences, and predictions. The student is expected to use digital tools in order to transform data, analyze trends, and predict possibilities and develop steps for the creation of an innovative process or product.	
(7) Data literacy, management, and representation--communicate and publish results. The student creates digital products to communicate data to an audience for an intended purpose. The student is expected to use digital tools to communicate and publish data from a product or process to persuade an intended audience.	
(8) Digital citizenship--social interactions. The student understands different styles of digital communication and that a student's actions online can have a long-term impact. The student is expected to:	
(A) analyze the importance of managing a digital footprint and how a digital footprint can affect the future;	4-5
(B) create and publish a formal digital communication for a global audience using appropriate digital etiquette; and	4-5

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Standards	Correlating Text Pages
(C) collaborate and publish for a global audience on digital platforms such as recording and editing videos using appropriate formal and informal digital etiquette.	4-5
(9) Digital citizenship--ethics and laws. The student recognizes and practices responsible, legal, and ethical behavior while using digital tools and resources. The student is expected to:	
(A) adhere to local acceptable use policy (AUP) and practice and advocate for safe, ethical, and positive online behaviors;	4-5
(B) adhere to appropriate intellectual property law when creating digital products;	358-359
(C) create citations and cite sources for a variety of digital forms of intellectual property; and	358-359
(D) evaluate the bias of digital information sources, including websites.	358-359
(10) Digital citizenship--privacy, safety, and security. The student practices safe, legal, and ethical digital behaviors to become a socially responsible digital citizen. The student is expected to:	
(A) analyze real-world scenarios to identify cybersecurity threats and propose ways to prevent harm; and	4-5, 379
(B) evaluate scenarios or case studies to identify warning signs of a cyberbullying victim such as withdrawal or lack of sleep and predict the outcomes for both the victim and the bully.	4-5

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Standards	Correlating Text Pages
(11) Practical technology concepts--processes. The student evaluates and selects appropriate methods or techniques for an independent project and identifies and solves common hardware and software problems using troubleshooting strategies. The student is expected to choose a variety of digital tools to create, share, and communicate digital artifacts.	
(A) combine various file formats for a specific project or audience; and	12
(B) share and seek feedback on files in various formats, including text, raster and vector graphics, video, and audio files.	12
(12) Practical technology concepts--skills and tools. The student leverages technology systems, concepts, and operations to produce digital artifacts. The student is expected to:	
(A) integrate use of appropriate technology terminology in scholarly inquiry and dialogue such as classroom discussion and written samples;	12, 86-88, 87-88 (Hands-On Example 4.3B) Providing Good Output
(B) implement effective file management strategies independently, including file naming conventions, local and remote locations, backup, hierarchy, folder structure, file conversion, tags, and emerging digital organizational strategies;	12
(C) select and use appropriate platform and tools, including selecting and using software or hardware to transfer data;	12
(D) demonstrate improvement in speed and accuracy as measured by words per minute when applying correct keyboarding techniques;	4-5
(E) select and use appropriate shortcuts within applications;	4-5

Standards	Correlating Text Pages
(F) apply appropriate troubleshooting techniques and seek technical assistance as needed;	282-310
(G) compare types of local and remote data storage such as cloud architecture or local server and select the appropriate type of storage to store and share data; and	7
(H) select and use productivity tools found in spread sheet, word processing, and publication applications to create digital artifacts, including reports, graphs, and charts, with increasing complexity.	4-5